Undergraduate Studies
Strategic Definitions, Goals and Learning Outcomes
2019-2020

Educators who empower students to imagine life's possibilities

Mission Statement: We provide students with a transformative undergraduate experience through the transition from high school to the university; integrated General Education and coursework before the major; advising, support and advocacy; and, deeply engaged learning experiences from global education, to community service, to research opportunities. We actively provide transformative, equitable, and inclusive lifelong educational experiences for *all* students. We enhance student success through community building, deep engagement, inspired learning, and promotion of equity and diversity. We provide opportunities and critical tools for students to intervene in dominant discourses, spaces, and ideologies.

Background
During the academic year, 2012-2013, Undergraduate Studies began an organic strategic planning process conceptualizing, designing and planning for a transformative undergraduate experience. The UGS approach to supporting student success is reflected in its four big goals that are embedded in the "Utah Pledge" which forms the central organizational principles of the Student Success website, http://www.studentsuccess.utah.edu.

> *"We pledge to help you graduate with the support of learning communities, mentors and advisors, a plan to finish, and deeply engaged learning experiences."*

Since 2012, UGS has experienced significant growth and expansion of its work in supporting student success. We have added new teams to focus on specific issues students face: the Student Success and Empowerment Initiative, BlockU, the Capstone Program, the Office of Inclusive Excellence, the Office of Engagement, Civitas, the Integrated Systems team, the Learning Framework, Uonline and Faculty Learning Communities. UGS has strong partnerships with the Offices of Enrollment Management, Student Affairs, and the Academic Colleges. We have contributed to gains in both retention and completion. Retention has increased from 86%-89% and completion from 55% to 70% between 2012-2018. Key UGS programs have contributed to this significant growth.

In 2014, we organized in "portfolio teams" around key topic areas or themes that characterize the work of Undergraduate Studies and reflect our values: Support Student Success, Impact and Engagement, Inspire Learning and Integrate Knowledge, and Build Community. We charged each group with drafting definitions, forming goals, and identifying key learning outcomes. This process continues each year as portfolio teams work to strengthen our effectiveness, improve our communication, and build a strong sense of shared mission and vision. Importantly, this process is inclusive and bottom up. It values contribution, engagement and commitment embeds the UGS team in the work the transforming the undergraduate experience. In January 2018, we organized the UGS Diversity and Inclusion Portfolio team.

UGS Portfolios:

UGS Portfolio: Student Success

I. Key Definitions
Student success at the University of Utah manifests in students who are able to identify and complete their academic goals in a manner consistent with their unique life circumstances and experiences, and who emerge from the institution with an increased capacity for:

Engaging in meaningful work and providing for themselves and others

Recognizing, honoring, and understanding differences and confidently communicating across differences

Successfully and actively participating as citizens of an increasingly global and politically complex world

Enhancing personal growth, professional development, and practical skills to nurture and practice lifelong learning

Collaborating with and learning from others in the communities in which they live, work, and serve

Student success reflects a mutually beneficial partnership, in which the University is responsible for providing a range of opportunities for students to be successful and the students are responsible for taking advantage of the opportunities that fit their individual life circumstances.

II. Vision for Student Success
Student success reflects a mutually beneficial partnership, in which the University is responsible for providing a range of opportunities for students to be successful and the students are responsible for taking advantage of the opportunities that fit their individual life circumstances. Self-reflection is an essential aspect of this process. We encourage the University to identify places on campus where students are already engaging in self-reflection and tap into those for these outcomes and measures.

III. Goals and Assessment Plan
Goal 1: Engage in meaningful work and providing for themselves and others

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Students will gain an understanding of how what they are doing in college relates to what they want to do in the future	NSSE – internship questions	Internships are one of the most impactful ways students can begin to apply concepts they're learning in college to a real-life situation. The NSSE internship questions will allow	May 2020 (get from Mark)

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
		us to see how U of U students do this.	
Students will be able to articulate the value of their college degree	Add question to graduating student survey	Employers tell us that students often have difficulty translating what they've learned in their classes to the kinds of skills that employers seek. We will create a question that will help us understand how well U of U students can articulate how their college degree has transformed their lives, but also provides them with skills for their future work.	May 2020 (get from Mark)
Graduates will be engaged in satisfying and meaningful work, or in further education	First destination survey	Knowing where our students go after graduation will help us measure the extent to which they are doing what they hoped to do after college.	May 2020 (check with CPDC about applicability of existing data)

Goal 2: Recognize, honor, and understand differences and confidently communicate across differences

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Students will develop the ability to distinguish between debate, discussion, and dialogue	NSSE 2018 added module LEAP survey	Engaging in dialogue across difference is an essential skill for an increasingly global world. Using data from NSSE's new module and a survey created specifically to measure this in LEAP students, we can see if our students are	May 2020 (get from Mark) Fall 2019 (work with Mark to develop pre-post survey)

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
		gaining this important skill.	
Students will develop the capacity to make connections among disciplines, experiences, and perspectives	Participation data from Office of Inclusive Excellence, CESA and Diversity Portfolio team programming LEAP survey	Participation data from these offices will tell us the extent to which students are taking advantage of opportunities to make connections with students different from themselves. The LEAP survey will help us understand their capacity for doing so.	May 2020 (get from individual offices) Fall 2019 (work with Mark to develop pre-post survey)
Students will engage in processes that facilitate personal growth and the growth of others	NSSE 2018 added module LEAP survey	Both the NSSE diversity module and our short survey for LEAP students will help us understand students' growth in these areas.	May 2020 (get from Mark) Fall 2019 (work with Mark to develop pre-post survey)
Students will have an increased willingness to enter or engage with communities that are different from their own	NSSE 2018 added module LEAP survey	Dialogue across difference cannot occur unless people are willing to engage in them. These measurements will allow us to see how willing U of U students are to engage with others who are different from them.	May 2020 (get from Mark) Fall 2019 (work with Mark to develop pre-post survey)

Goal 3: Successfully and actively participate as citizens of an increasingly global and politically complex world

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Students will develop the ability and willingness to participate in a global and diverse society	NSSE 2018 added module LEAP Survey	Dialogue across difference cannot occur unless people are willing to engage in them. These measurements will	May 2020 (get from Mark) Fall 2019 (work with Mark to develop pre-post survey)

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
	Business Scholars	allow us to see how willing U of U students are to engage with others who are different from them.	May 2020 (Check with Jess Teverna about availability of data)
Students will see the value in expanding their sphere of influence and civic engagement	Outcomes data from Bennion Center, Learning Abroad, and Hinckley Internships	College graduates are typically more engaged in civic life than their non-college educated peers. Outcomes data from programs that promote civic engagement will allow us to see how true this is for U of U students.	May 2020 (Ask these offices if they measure; secure data if available)

Goal 4: Enhancing personal growth, professional development, and practical skills to nurture and practice lifelong learning

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Students will develop skills that are valued in society and labor markets	Graduating senior survey First destination survey Alumni Office surveys	Most students come to college with a goal of enhancing their career opportunities over their lifetimes. These data points will allow us to measure the extent to which we assist students in meeting this goal.	May 2020 (Mark) May 2020 (check with CPDC about applicability of existing data) May 2020 (check with Alumni Office to see if they have a survey that includes this)
Students will develop an understanding that they will continue to learn and develop skills throughout their lifetimes, building on the foundations	Graduating senior survey Individual colleges	Lifelong education is one of the many perks of attaining a college degree. We hope to determine the degree to which students intend to continue their education beyond	May 2020 (Mark) May 2020 (check with colleges about exit surveys and see if we can access data)

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
developed at the University		their undergraduate experience at the U.	

Goal 5: Collaborate with and learn from others in the communities in which they live and work

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Students will understand the value of learning that occurs outside and alongside the classroom	Participation in campus committees and student organizations, HRE leadership, HIP analysis in Civitas	Data from the many places in which students engage outside the classroom will complement our HIPS data to help us understand the degree to which our students understand, take advantage of, and value the education that comes alongside their coursework at the U.	May 2020 (collect participation and outcomes data from offices) May 2020 (get from Mike Martineau)

UGS Portfolio: Building Community

Based on the Association of American Colleges and Universities (AA&U) Integrative Learning Value Rubric, learning communities and living learning communities are defined as:

Learning Community (LC) - A community where integration of learning involves students with 'big questions' that matter beyond the classroom. Studetns take two or more linked courses as a group and work closely with one another and with their professors.

Living Learning Community (LLC) -   Some students may be connected through both their learning space and living space. Students agree to a specific academic and residential program for the yearlong period of their Living Learning Community. These communities have a defined curriculum that includes at least one for-credit course as well as non-for-credit activities designed and implemented by the academic program.
•   Themed Living/or Learning Community (TLC)- A community of students connected by their living and/or learning space around a common theme. This community is not a formal learning community because it does not incorporate coursework into its program.
LC's include among others:
•   Honors (various versions)
•   LEAP (various versions)
•   Block U
•   Diversity Scholars
•   Humanities Scholars
•   Business Scholars
•   Beacon Scholars

Goals for Building Community

Goal 1: Enroll every first-time student in a learning community that meets their needs.

Strategies/Tactics	Metrics/ Indicators	Rationale	Timeline
Provide information to help students make an informed decision about the LC that is right for them.	Communication plans (e.g., emails, brochures, RWU, Sat. morning events, open houses, etc.) for each LC to prospective students	Students need information before NSO to enroll in the best fit LC	Spring semester and New Student Orientation (NSO)

Strategies/Tactics	Metrics/ Indicators	Rationale	Timeline
	# students reached at each event		
Track who is and who is not enrolling in LCs and reach out to them again prior to the start of Fall	LC dashboard - add Beacon Scholars, Business Scholars and Humanities Scholars to dashboard https://tableau.dashboard.utah.edu/#/site/idmv/views/LEAPandHonorsCohortDashboard/ Do Survey at end of each Fall to first-year students to find why they didn't do LC.	Provides information on who is and is not registering for LCs; helps identify unmet needs	Updated dashboard each Fall after Census date Identify students without an LC two weeks after start of Fall and send survey to them.
Provide a range/variety of LCs geared towards various students in various formats.	List of LCs across campus	Have an understanding of the range and variety of LCs to identify whose needs are being met and possible gaps in LCs	Summer 2019, update periodically
Nudge students to register for 2nd semester of LCs	Email to students about LCs	Maintain Spring semester enrollment in LC and reach students who didn't enroll in LC Fall Semester	October as students are making MAPS appointments

Interpretation and Results: We will look at these data to draw conclusions and make revisions as necessary.

Goal 2: Develop meaningful pedagogy for the population of first year students.

Strategies/Tactics	Indicators/Metrics	Rationale	Timeline
Develop a Canvas class for faculty who teach Learning Communities so that we can learn from one another and showcase best practices, as well as a workshop that brings current and future LC instructors together.	Depository of assignments	Determine which pedagogy instructors are employing in their courses.	Each Fall and Spring semesters

Goal 3: First-Time Students in Learning Communities will make connections.

Strategies/Tactics	Indicators/Metrics	Rationale	Timeline
Design a LC Rubric for assessing the outcomes below	Creation of the rubric and implementation into the Learning Outcomes Reviewer app	Need a rubric in order to assess the accomplishment of the connections outcomes.	Fall 2019
Students will make intellectual connections among disciplines, experiences, perspectives, and courses.	Periodic review of syllabi Use the Learning Outcomes Associator to map course assignments onto objectives; assessment of student work through Learning Outcomes Reviewer	Students will make intellectual connections among disciplines, experiences, perspectives, and courses.	Pilot Assessment of LC student work starting Spring 2020 after rubric is created. After that assess LC artifacts on outcomes every two years in the summer.
Students have the opportunity to make reflective self-assessments	Periodic review of syllabi Use the Learning Outcomes	Ensure assignments include	Pilot Assessment of LC student work starting Spring 2020 after rubric is created. After that assess LC artifacts on

Strategies/Tactics	Indicators/Metrics	Rationale	Timeline
and connections such as introspection, directional learning, and self-authorship.	Associator to map course assignments onto objectives; assessment of student work through Learning Outcomes Reviewer	opportunities for reflection	outcomes every two years in the summer.
Connect students to deeply engaged learning experiences that serve to anchor students to campus and community.	Periodic review of syllabi Use the Learning Outcomes Associator to map course assignments onto objectives; assessment of student work through Learning Outcomes Reviewer Tracking of HIP involvement through queries to Student Data Warehouse to get comprehensive data (instead of using Graduating Student Survey which was only 20% of grads) Connect NSSE data to LEAP and other LC data for more detail on participation in HIPs and relationship to other outcomes in NSSE.	Students will develop a community that anchors them to campus (e.g., feeling they belong, knowledge of where to find resources, developing relationships). We will coordinate with the deeply engaged learning portfolio group to access data on learning community students (should be possible)	Ongoing. UGS Assessment can ask for DELE data from the DELE portfolio to access this at any time. Can query this any time but will include in annual report of the learning portfolio.

UGS Portfolio: Inspired Teaching and Learning

I. Key Definitions

Inspired teaching is the act of teaching students about a subject that the teacher is passionate about in such a way that students find a special connection to that subject. There is no one way to accomplish inspired teaching. New techniques and technologies may be used to aid in the teaching process but ultimately the act of teaching is the direct connection between an instructor and the student. The difficulty of inspired teaching is that it requires an understanding of the unique nature of students and requires an instructor to embrace differences as well as the commonalities in students and their learning styles.

A few of the characteristics or attributes of Inspired Teaching at the University of Utah may include:
1. Teaching that directly and regularly engages all students in their own learning.
2. Teaching that is regularly examined and reflected on by self and peers.
3. Teaching that reflects a constant cycle of innovation.

Inspired learning is learning that inspires an individual to embrace subjects, make them their own and connect them in meaningful ways to their broader university learning experience. Inspired learning can occur in conjunction with classroom teaching but can also happen in many different environments such as student travel, internships, community engagement, undergraduate research, etc. Inspired learning requires a level of vulnerability, which in turn requires trust in partners or processes. An inspired learner will embrace risk taking, a creative process, collaboration and a sense of serendipity.

At the University of Utah …
1. Inspired Learning is what happens when students take charge of their own learning processes and outcomes.
2. Inspired learning has happened when students are able to articulate their own transformational moments or experiences.

II. Vision for Inspired Teaching and Learning

We envision a day in which all students have access to exceptional educational experiences that include taking classes from teachers who use inclusive and high impact practices and opportunities to chart and document their own learning accomplishments through electronic learning portfolios.

III. Goals and Assessment Plan

Goal 1: Develop and implement a workshop on inclusive practices in the classroom for faculty to attend. Faculty who attend this workshop should be able to articulate the issues with classroom non-inclusivity, be able to articulate the importance of inclusive practices on student learning, be able to articulate was to be more inclusive in the classroom and be able to implement some of these practices into their classes.

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Develop a 90 minute workshop on "inclusive Practices in the Classroom".	Create		Summer 2019
Run workshop six time per semester to faculty around campus. Workshop moves to faculty as opposed to faculty coming to workshop	The metric will to count workshops completed and the number of faculty who attend the workshop. The goal will be to reach 250 faculty.	Faculty will receive a badge for attending workshop.	Fall 2019 and Spring 2020
Have faculty implement some of the practices learned in the workshop into the classroom	The metric will be to survey the faculty who attend a workshop about if they implement anything into their classes. The goal will be to have 125 implement something into their classes.	Faculty who implement inclusive practices into their classroom will elevate their badge to a second level.	Fall 2019 and Spring 2020

Goal 2: Develop and implement a workshop High Impact Practices in the classroom for faculty to attend. Faculty who attend this workshop should be able to articulate the issues with high impact practices as defined by AACU, be able to articulate the importance of High Impact Practices on student learning and be able to implement some of these practices into their classes.

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Develop a 90 minute workshop on "High Impact Practices in the Classroom".	Date it is created		Summer 2019
Run workshop six times per semester to faculty around campus. Workshop moves to faculty as opposed to faculty coming to workshop	The metric will count # of workshops run and the number of faculty who attend the workshop. The goal will be to reach 250 faculty.	Faculty will receive a badge for attending workshop.	Fall 2019 and Spring 2020
Have faculty implement some of the practices learned	The metric will be to survey the faculty who attend a	Faculty who implement high impact practices into	Fall 2019 and Spring 2020

in the workshop into the classroom	workshop about if they implement anything into their classes. The goal will be to have 125 implement something into their classes.	their classroom will elevate their badge to a second level.	

Goal 3: Document the current status of electronic learning portfolios among undergraduates at the U.

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Survey faculty/career services and run reports through Pathbrite and Adobe	Create a baseline metric of how many students are using LP and for what purposes	Before we can articulate growth goals we need to identify the current status.	Fall 2019
Articulate quality criteria for LP	Inductive analysis of existing LP	We'd like to expand our website and support offerings to include elements of quality	Spring 2020

UGS Portfolio: Diversity

I. Key Definitions:

Intercultural Competence: The capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities.

Diversity: The WHO
- Presence of differences.
- Assessed by representation (e.g., how many…)

Inclusion: The WHAT
- Leveraging differences to increase contributions and opportunities for all.
- Assessed by outcomes (e.g., climate, retention, conflict.)

Intercultural Competence: The HOW
- How to achieve diversity representation and inclusion goals.
- Assessed by Intercultural Development Inventory (IDI).

II. Vision for:

Our grounding assumption is that social justice encompasses the entire mission of UGS. Therefore, we have developed goals to align with learning outcomes to provide a common overlay to the UGS portfolio in the areas of student success, engagement, inspired learning, and community building.

III. Goals and Assessment Plan

Goal 1: Advance and embed equity, intersectional diversity, and inclusion

Strategies/Tactics	Lead	Measurement/Metric	Rationale/Comments	Timeline
Create new position and hire Associate Dean for Diversity and Inclusion in Undergraduate Studies **Provide *regular and ongoing professional development* &** learning opportunities to	Martha Bradley Jude McNeil	Hire is made and funded Intercultural Development Inventory (IDI) # of UGS events and groups related to diversity # of individuals attending	Key position to provide leadership for DEI initiatives and programmatic innovations An inclusive campus climate improves student, staff and faculty engagement and retention.	After 2019 budget cycle—June 2019, job posted April-August Create and market data driven curriculum - New staff

incorporate best practices related to equity, inclusion and diversity. Mandatory DV&I workshop for new employees Strengthen & expand student leadership training related to diversity, equity, and inclusion to influence students who are: - Peer mentors - Student researchers - Students engaged In service - Student staff/employees - Student-leadership roles (including graduate experiences)	Jude McNeil Nomani Satuala	intercultural development workshops Gather narratives on how UGS intercultural development workshops and events has impacted practice # of students engaging in DV&I trainings and education from the following offices: • ASUU • Office of Orientation & Transition • COSA • Office of Undergraduate Research (OUR) • Student Success Ambassadors • MUSE Interns • Bennion Center • LEAP Peer Mentors • BlockU • UGS Interns • Academic Advising Center (AAC) Peer Advisors • Beacons Scholars • Utah College Advising Corp (UCAC) • Dream Center (GAs)	An inclusive campus climate is created when individuals, departments, colleges, etc., has the skill needed to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. These skills are acquired through ongoing intercultural development trainings, events, and self-reflection. In their publication titled "Future Work Skills 2020"; intercultural competency is ranked #4 of the top 10 work skills needed to be competitive in the job market. UGS recognizes the importance of providing ongoing intercultural development opportunities for students, staff and faculty.	-Teaching DV designated courses July IDI Qualifying Seminar August-Sept. Create a calendar of DV&I events. Have it link to a DV&I Diversity page (OIE?) Facilitate one day workshop on teaching DV&I general ed. courses Meet with student groups: - What DV&I education/skills are currently provided - What DV&I education/skills would they like to see?

Hiring practices Construct a guide or toolkit and integrate it into a review process for hiring committees to cover some of the following: - clear *definition(s)* of diversity and inclusion - tools or education on recognizing *implicit bias* during the hiring process - expectations that candidate(s) demonstrate skill(s) related to *intercultural knowledge* -*guiding statement* on when to determine if it's a fail search and how we might determine this -tips to *increase DV applicant pools* -language in the *position descriptions* on the importance of DV&I -shared knowledge of *national databases* to list vacancies and strengthen candidate pool -Onboarding for new employees to become better	Jude McNeil	# of hiring committees that use the guide	As greater numbers of students from underrepresented populations enroll in the University of Utah, UGS has increasingly recognized the importance of an equally diverse staff and faculty. Diversity enriches the educational experience. We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment To best serve students, UGS will examine the recruitment and hiring strategies that may disadvantage applicants from marginalized groups.	<u>September</u> - Meet with HR - Meet with OED <u>Oct-Dec</u> -Create guide <u>Jan-Feb</u> - Distribute guide

acquainted with opportunities and connect them with other professionals to make them feel welcomed -Compensation equity. how will we know if we're compensating equitably in UGS?				
Promote a greater awareness of access, barriers, power and positions of privilege - Re-examine policies regarding student employment barriers (eg. Accounts Payable which do not allow students to work at another campus job or LEAP peer mentor positions)	Erica Marken Sandi Pershing	Create a portal to collect data regarding student employment barriers	Students with financial need are facing constraints and conflicts with scholarship practices that might be exclusionary (eg. service)	<u>Sept.-Dec.</u> - Identify and current problematic policies - Create portal <u>Jan.-April</u> - Create strategic plan to address problematic policies and practices. - Implement strategic plan.
Reflexivity Expand opportunities to enhance self-reflection -Host an end-of-year conversation with students -Race based affinity groups	Alonso R. Reyna Rivarola	# of students participating in end of year conversation # of people participating in affinity groups (student, staff, faculty)	In addition to workshops and events, it is equally important to learn about and reflect on our cultural self-awareness.	<u>Sept.-Dec.</u> - Increase number of white affinity group facilitators. - Plan End-of-year

	Jude McNeil			student conversation April - End of year student conversation/ reflection

Goal 2: Create, promote, and sustain inclusive communities and cultures

Strategies/Tactics	Lead	Measurement/ Metric	Rationale/Comments	Timeline
Climate Research **-** conduct climate assessments with colleges and departments -focus groups -surveys -report with recommendations	Jude McNeil	# of climate assessments	Why conduct college climate assessments? • To support college goal to be diverse and inclusive and values for inclusiveness and community. • To better understand the experiences and perceptions of all members of the college community related to equity and inclusion. • To improve the environment for working and learning on campus for all members of the community, including underrepresented members of the community. • To continue to engage the	Aug-April

			campus community in dialogue related to diversity and inclusion, and foster greater visibility, information-sharing, and the building on a common knowledge-base. • To provide colleges with longitudinal data to guide new and enhanced strategic initiatives related to campus climate. • To respond to a culture of assessment and data-driven decision-making in higher education.	
Open Forums - Host book discussion groups for working individuals in UGS - Host town hall event with administrators	Seetha Veeraghanta	# of attendees/ participants	It's important to keep students, staff, and faculty up to date on important information, to answer questions, and receive feedback.	<u>Sept.-April</u> Book club meets every other month <u>October</u> Market <u>November</u> HostTown Hall
Symbolism -Ensure all materials, attires, and representations at UGS-sponsored events utilize block U (as opposed to drum & feather)	Stephanie Shiver		Exposure to Native American sports mascots can reinforce stereotypes in people. Often people aren't aware that this subtle reinforcement is taking place.	<u>Jan-Dec</u>

Faculty Learning Communities - Increase the number of faculty participation in forums and/or Faculty Learning Communities (FLC) focused on diversity & inclusion, social justice, and equity	Liz Rogers	# of participants	Research on Faculty Learning Communities (FLC) shows that they are very effective at promoting collegiality and collaboration both within and between academic units. Second, FLCs encourage innovation by creating an environment in which faculty can investigate, question, explore, and apply new or different classroom techniques. Third, FLCs improve teaching and learning across campus, both in the group members' individual classes and as the groups' insights spread to colleagues inside and outside the department.	<u>August – April</u>
Diversify student participation in UGS programming and communities: -Re-examine and re-assess what inclusion looks like in our UGS programs—are they really inclusive? -Marketing plans that target specific populations so students see themselves in these programs	Jude McNeil	One assessment of UGS programs Have one marketing plan	This approach addresses outreach as well as retention	<u>Sept.-Jan.</u> <u>July-June</u>
Asses physical works space **-**gender inclusive bathrooms -rename conference rooms after underrepresented people	Stephanie Shiver	Checklist	With a diverse team and inclusive systems and processes, it's important for UGS to be intentional in creating a welcoming physical space for all the members of our team.	<u>July-Aug ongoing</u>

- universal access in SILL Center. Intentionally thinking about: -wheelchair access for tables, doorways, and walkways -the placement of shelves and cupboards for different heights -labels and business cards in braille.				
Events and foods Inclusive food option provided -Create a food checklist/questions to ask attendees -Create list of caterers and restaurants with accommodating menus	Jude McNeil	Checklists	There are many considerations when planning an inclusive event, including food. People have different diets for many reasons, including religious dietary restrictions, cultural taboos, ethical reasons, and food allergies.	August-Sept. Checklists

Goal 3: Facilitate access to all available resources and spaces as an institutionalized practice

Strategies/Tactics	Lead	Measurement/Metric	Rationale/Comments	Timeline
Research & Teaching Build a toolkit and offer guidance on syllabi, syllabi statements, videos, FAQ's in class, resources & recourses on campus, how to disagree respectfully (and safely) in classroom contexts between peers and	Liz Rogers	Website algorithms # of people who accessed the toolkit	It's benefits faculty to have as many resources as possible	Sept. - April

between faculty & student **Service & Education** - Encourage education and training opportunities to those who engage in community service (Eg. URISE, IDI committee, DV&I Portfolio, etc.)	Jude McNeil			
Diversity Mapping -Increase signage and highlight accessible gender inclusive restrooms, ADA, infant changing stations, prayer & meditation spaces, and lactation rooms on the interactive campus map -Add additional details to the interactive map to help with navigation -GIS Map on UGS website	Marina	Data on diversity map with website analytics on visits to the page	It can be challenging finding the spaces we need on campus.	Sept. – Dec.
Food Pantry Make food pantry resources explicit and organize them in one area online (similar to Homeless & Housing insecurities):	Marina	website analytics on visits to the page	Often students are unaware of all resources available to them. And students, staff and faculty are unaware of where to	Jan.-April.

- FeedU Pantry (for all populations on campus) -Food Vouchers -Donate leftover -LunchBox App -Take What You Need box (outside of Counseling Center)			take leftover food and donations.	
Exit interviews -Why might staff or faculty be leaving/resigning? -How do we integrate the feedback in a meaningful way?	Jude McNeil		Exit interviews can help uncover potential issues related to the work environment – whether they relate to management, training & development, salary, employee morale or overall work culture	July-June

UGS Portfolio: Deeply Engaged Learning

I. Key Definitions
The American Association of Colleges and Universities (AACU) has recently published the following list of High Impact Practices (HIPs):

1. First-year Seminars and Experiences
2. Common Intellectual Experiences
3. Learning Communities
4. Writing-intensive Courses
5. Collaborative Assignments and Projects
6. Undergraduate Research
7. Diversity and Global Learning
8. Service Learning, Community-based Learning
9. Internships
10. Capstone Courses and Projects

At the University of Utah, high impact practices fall into three big buckets: (1) Learning Communities; (2) Bachelor Degree requirements including the International Requirement, the Diversity Requirement, and the Upper Division Writing Requirement (or CW); and *(3) Deeply Engaged Learning Experiences*, which include internships, Community Based Learning, Learning Abroad, the MUSE Project, Undergraduate Research and Capstone Projects.

Deeply Engaged Learning Experiences?
Students practice deeply engaged learning when they devote themselves to a purposeful educational experience that goes beyond standard curricular requirements and enables them to develop their capacities for analysis, creativity, and constructive action. The University of Utah makes these experiences available to every student through programs that offer sustained interaction with faculty or staff, deep inquiry into a specific discipline, and engagement with multiple modes of learning.

Deeply Engaged Learning Experiences at the University of Utah
The following are examples of units and programs providing opportunities for deeply engaged learning experiences at the University of Utah:

1. Bennion Center (Community-based research, community-engaged learning)
2. Capstone Programs
3. Office of Undergraduate Research
4. Internships – Hinckley Institute, Eccles School of Business
5. Learning Abroad
6. My "U" Signature Experiences (MUSE)
7. Honors Praxis Labs
8. Honors Theses, Senior Theses

The DELEs offered by these and other offices have real value in advancing the fundamental goals of the Exceptional Educational Experience—especially in providing a concentration of educational modes that can produce significant learning outcomes for the individual student.

II. Vision

Our vision for Deeply Engaged Learning Experiences at the University of Utah is the same as the Presidential Promise: **Every undergraduate student will have at least one deeply engaged learning experience.**

III. Goals and Assessment Plan

Goal 1: Assess where we are

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Optimize resources and collaboration among programs offering DELEs	Establish greater community and collaboration among major providers of DELE opportunities on our campus. The DELE Portfolio team has expanded to include several campus partners, including: the Hinckley Institute, Learning Abroad, and Career Services.	Establishment of a standing committee of representatives from units offering DELEs	The first meeting of the expanded Portfolio Team was in April 2019
Establish an exhaustive inventory of DELEs	The DELE Portfolio team is developing an inventory that will allow us to track DELEs and participation in DELEs across campus	An exhaustive inventory of DELEs, publicly available via the internet *Crucially, qualifying programs will meet the definition and learning outcomes described above*	Work in progress Spring-Summer 2019
Track student involvement in DELEs	Participation data collection project currently underway; data due from units in August 2019 We will partner with OBIA to employ Civitas to assess the impact of these programs	Accurate data that captures student participation in DELEs Use Civitas to track impact	Preliminary participation data collected via online form through August 2019 Civitas analyses beginning in Fall 2019

Goal 2: Develop a systematic approach to assessing the student learning that occurs in the context of deeply engaged learning experiences

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Promote the alignment of DELE providers' learning outcomes with the DELE learning outcomes listed above	Collect learning outcomes of units represented on the DELE Portfolio team	Ask: What are your learning outcomes, and how are they aligned with the categories of analysis, creativity, and constructive action? What are your procedures for data collection, analysis, and reporting?	**AY2019-2020**
Assess student participants' achievement of learning outcomes	Combine qualitative and quantitative measures to assess the numbers of students participating, what we hope they will learn, what they think they are learning, and how this represents an undergraduate education at the U	Provide a template for learning outcomes assessment reports; invite DELE providers to submit reports.	
Plan for how data will be used to inform change	Collect learning outcomes of units represented on the DELE Portfolio team	Ask: How does the data inform change?	

Goal 3: Increase participation in DELEs, especially by students from underrepresented communities

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
Increase the number and variety of DELE opportunities and increase student participation in DELEs	Engage faculty more effectively to build these opportunities and to help get more students involved. Find ways to fill the "unused capacity" of existing DELE programs—recruiting students into	Observed increases in the number of DELEs as captured by the exhaustive list mentioned above	Ongoing; major goal beginning AY 2020-2021, once Goals 1 and 2 are met

Strategies/Tactics	Measurement/Metric	Rationale/Comments	Timeline
	available places not currently being filled. Develop more extensive reporting by students of their positive experiences in these programs—more peer-to-peer communication and marketing.		