



# Heritage University

## Mission Fulfillment Assessment System

### Assessment Areas and Processes

#### Student Learning

**Course-Level Assessment.** Exams, projects, papers, presentations, etc., are used to measure learning outcomes within individual courses. Those outcomes are assessed using rubrics that are also aligned to program learning outcomes, and where relevant, to university-wide student learning outcomes. Course-level assessment is used throughout each course to constantly assess student learning.

Timing: Faculty and Department Chairs evaluate student learning outcomes in each course throughout the semester and as a group at the end of each semester, while reserving trend data review for annual Assessment Days in fall and spring semesters.

Goal: Ensure high-quality, consistent student achievement of course learning outcomes.

Objective: Increase the percentage of students achieving Developed or Highly Developed on key assignment rubrics.

Indicator: 75% of students achieve Developed or Highly Developed on key assignment rubrics.

**Program-Level Assessment.** Annual program review updates and triennial program review reports are completed by each academic department chair on an annual and triennial basis. There is alignment of program-level student learning outcomes with each core course, which also has a key assignment and rubric tied to it for consistent learning and measurement of outcomes, regardless of instructor or delivery method.

Timing: Annually and triennially

Goal: Achieve consistent, high-level student performance across all Program Learning Outcomes and all student demographic characteristics.

Objective: Increase the percentage of students achieving Developed or Highly Developed on Program Learning Outcome aligned key assignments in core courses. Close equity gaps that exist between different student populations.

Indicators: 70% of students perform at the Developed or Highly Developed on all Program Learning Outcome rubrics. There is consistency of student performance across core courses and Program Learning Outcomes.

Goal: Use Program Review to identify and implement targeted improvements to the program curriculum.

Objective: Increase the implementation of data-driven curricular changes recommended in Annual and Triennial Program Review reports.

Indicators: 90% of Program Review recommendations for continuous improvement from the previous year are implemented within the current academic year. Evidence of closing the loop is present in future Annual and Triennial Program Review reports.

**University-wide Student Learning Outcomes and General Education Assessment.** HU's student learning outcomes promise that our students will experience and gain:

- Knowledge of the Physical World and Human Cultures
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative and Applied Learning

Heritage has identified and aligned the University-wide Student Learning Outcomes to our General University Course Requirements (GUCRs). GUCRs are assessed both at the course level and within the context of the University-wide Student Learning Outcomes. During the 2024-2025 academic year, an Ad Hoc Student Learning Assessment Committee (SLAC) began to meet to design a more robust assessment system for the University-wide Student Learning Outcomes.

Timing: Annual review at Assessment Day in Spring (beginning spring 2026).

Goal: Ensure all students leave HU having demonstrated a level of Developed or Highly Developed on the University-wide Student Learning Outcomes through rubrics aligned to our GUCRs.

Objective: Establish a baseline and then increase the aggregate student performance on the University-wide Student Learning Outcomes assessed within the GUCRs.

Indicators: Aggregate mean score/rating on the University-wide Student Learning Outcomes rubrics across all assessed GUCR courses. Percentage of students demonstrating competence (Developed or Highly Developed) in each University-wide Student Learning Outcomes area (Knowledge, Skills, Responsibility, and Learning). Completion of the robust assessment system design by the Ad Hoc SLAC.

Goal: Integrate University-wide Student Learning Outcomes across the curriculum, beyond just the GUCRs.

Objective: Map University-wide Student Learning Outcomes to upper-division course(s) in every major, as well as to extra-curricular activities.

Indicator: Percentage of academic departments that have submitted University-wide Student Learning Outcomes curriculum map showing assessment points in upper-division courses.

Documentation of extra-curricular activities and goals aligned to University-wide Student Learning Outcomes.

## **Student Achievement**

**Retention and Persistence.** HU leadership reviews each semester's retention and persistence rates, disaggregated by meaningful categories aligned to the mission.

Timing: Semesterly and annually.

Goal: Increase the rate at which students return and persist to the next academic year.

Objective: Increase the fall-to-fall retention rate for first-time, full-time students and the semester-to-semester persistence rate for all students, with a focus on narrowing equity gaps.

Indicator: 80% or higher fall-to-fall retention rate for the first-time, full-time cohort. Persistence rate disaggregated by meaningful categories shows a reduction in the gap between the highest and lowest retained student populations.

**Graduation Rates.** HU leadership annually reviews and assesses graduation rates, disaggregated by meaningful categories aligned to the mission.

Timing: Annually.

Goal: Improve timely and overall completion of degrees.

Objective: Increase the 4-year and 6-year graduation rates for initial cohorts (defined as students attending HU for the first time).

Indicators: 70% 4-year graduation rate and 85% 6-year graduation rate. Average time-to-degree (in semesters/years). Graduation rate disaggregated by meaningful categories.

**Post-Graduation Outcomes:** Employment rates, graduate school enrollment, career satisfaction surveys.

Timing: Annually.

Goal: Ensure graduates are successful in securing employment, advancing to graduate education, and finding career satisfaction.

Objective: Increase the rate of employment in students' preferred field(s) or graduate school within 6 and 2 months of graduation.

Indicators: 95% of graduates employed or enrolled in graduate school within 6 months and 12 months post-graduation. Mean satisfaction score on career satisfaction surveys (3.0/4.0 or higher on a 4-point Likert scale). 85% of graduates employed in a field directly related to their major.

### **Support Services and Non-Academic Department Assessment**

Goals, objectives, and indicators are detailed within each of the support services and non-academic department assessment plans. Evaluation of those plans occur regularly through the Assessment Committee reporting and feedback process.

Timing: Annually and triennially.

**Academic Advising:** Surveys, focus groups, tracking of student success metrics (e.g., course completion, GPA) to assess advising effectiveness.

**Tutoring and Writing Center:** Usage data and student feedback to evaluate the impact of support services.

**Library Services:** User surveys, usage data, focus groups to assess resource relevance and service quality.

**Other non-academic departments:** Various daily, weekly, monthly, semesterly, and yearly reports, surveys, and constituent feedback as detailed in assessment plans are used to evaluate all non-academic departments of HU.

## Oversight and Coordination

Instead of establishing a new committee responsible for overseeing the assessment process, coordinating efforts across departments, and ensuring that assessment data is used to drive continuous improvement, HU utilizes our newly developed (as of July 2025) President's Leadership Team. Oversight and coordination of the assessment process was historically limited in representation. The President's Leadership Team membership includes the Vice Presidents, Associate Vice Presidents, Faculty Senate leadership, Staff Senate leadership, Student leadership, Human Resources, and the President's Liaison for Native American Affairs. Other members are appointed or invited as guests as appropriate.

## Resource Allocation

**Budgeting:** Allocate sufficient funds to support assessment activities, including faculty stipends, technology, and external consultants if needed.

**Prioritization:** Use assessment data to prioritize resource allocation and ensure that resources are directed towards areas where they will have the greatest impact on student learning and achievement.