

SCHOOL OF THE ARTS

Academic Assessment Plans

2023-2024

2024-2025

2025-2026

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Art and Design Department

Art and Design, A.A.S.

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2023/24.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy
Assessment Methods/Measures and Targets:	Target 1 department foundation/core course taught by adjunct faculty and look at student outcomes on Visual Literacy. (2D Design) One late semester project will be assigned to all course sections (TBD). It will assess basic design principles in a single project and be scored using a provided rubric. We expect to see a target success rate of 75%.
Estimate number of students included in the evaluation:	350
Indicate the courses that map to this Program Learning Outcome:	Art 1120 – 2D Design
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	Year 3: Conduct a follow-up Qualtrics Survey of all adjuncts teaching during the 25-25 academic year. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. The results will be measured against the 23-24 results. We expect a 75% response rate and anticipate an improvement across all survey items.
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Art and Design, A.A.

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2023/24.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy
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Estimate number of students included in the evaluation:	350
Indicate the courses that map to this Program Learning Outcome:	Art 1120 – 2D Design
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
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Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Art and Design, A.S.

Contact Name: Christopher Thornock

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USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
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What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	Year 3: Conduct a follow-up Qualtrics Survey of all adjuncts teaching during the 25-25 academic year. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. The results will be measured against the 23-24 results. We expect a 75% response rate and anticipate an improvement across all survey items.
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Entertainment Design, A.A.S.

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction.</p> <p>Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
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What Essential Learning Outcomes map to this Program Learning Outcome:	None

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Program Learning Outcome:	Visual Literacy
Assessment Methods/Measures and Targets:	<p>Target 1 department foundation/core course taught by adjunct faculty and look at student outcomes on Visual Literacy.</p> <p>(2D Design) One late semester project will be assigned to all course sections (TBD). It will assess basic design principles in a single project and be scored using a provided rubric.</p> <p>We expect to see a target success rate of 75%.</p>
Estimate number of students included in the evaluation:	350
Indicate the courses that map to this Program Learning Outcome:	Art 1120 - 2D Design
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Art and Design, B.F.A.

Contact Name: Chris Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
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Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Art and Design, B.A.

Contact Name: Christopher Thornock

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USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
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What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

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Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Art and Design, B.S.

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
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Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Art Education, B.S.

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2023/24.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

2024-2025	
USHE Program Review this year:	No
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Estimate number of students included in the evaluation:	350
Indicate the courses that map to this Program Learning Outcome:	Art 1120 – 2D Design
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	Year 3: Conduct a follow-up Qualtrics Survey of all adjuncts teaching during the 25-25 academic year. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. The results will be measured against the 23-24 results. We expect a 75% response rate and anticipate an improvement across all survey items.
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Art History, B.A.

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2023/24.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy
Assessment Methods/Measures and Targets:	Target 1 department foundation/core course taught by adjunct faculty and look at student outcomes on Visual Literacy. (2D Design) One late semester project will be assigned to all course sections (TBD). It will assess basic design principles in a single project and be scored using a provided rubric. We expect to see a target success rate of 75%.
Estimate number of students included in the evaluation:	350
Indicate the courses that map to this Program Learning Outcome:	Art 1120 – 2D Design
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	Year 3: Conduct a follow-up Qualtrics Survey of all adjuncts teaching during the 25-25 academic year. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. The results will be measured against the 23-24 results. We expect a 75% response rate and anticipate an improvement across all survey items.
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Entertainment Design, B.F.A.

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction.</p> <p>Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
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Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2023/24.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

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USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy
Assessment Methods/Measures and Targets:	<p>Target 1 department foundation/core course taught by adjunct faculty and look at student outcomes on Visual Literacy.</p> <p>(2D Design) One late semester project will be assigned to all course sections (TBD). It will assess basic design principles in a single project and be scored using a provided rubric.</p> <p>We expect to see a target success rate of 75%.</p>
Estimate number of students included in the evaluation:	Approx. 350
Indicate the courses that map to this Program Learning Outcome:	Art 1120 - 2D Design
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Art and Design, Certificate of Completion

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2023/24.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

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Program Learning Outcome:	School of the Arts
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Estimate number of students included in the evaluation:	0
Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Art and Design, Certificate of Proficiency

Contact Name: Christopher Thornock

Email: cthornock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Visual Literacy, Professional Excellence, Creative Diversity
Assessment Methods/Measures and Targets:	<p>Approximately 47% of department courses are taught by adjunct faculty. To improve student learning, experience, and instructor satisfaction, we will conduct a three-year assessment involving adjunct faculty.</p> <p>Year 1: Conduct a Qualtrics Survey of all adjuncts teaching during the 23-24 academic years. The survey will track adjunct onboarding, communications, teaching preparation/expectations, and student interaction. Our target is a 75% response rate. Survey feedback will help us target concerns. In two years, we will adjust department procedures and follow up with a second survey.</p>
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Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2023/24.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

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Indicate the courses that map to this Program Learning Outcome:	All courses taught by adjunct instructors during Fall and Spring semesters 2025/26.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

Dance Department

Dance, A.S.

Contact Name: Jamie A Johnson

Email: jamie.johnson@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Level I technical competency in Ballet and Modern/Contemporary
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate final practicums of students in DANC 143R Modern Tech I in Fall 2023 using the rubric below with the desired outcome of 80% of students achieving a 3 or higher when assessed.</p> <p>Excellent-5 The dancer demonstrates a clear sense of alignment, center control, flexibility, and strength. They have a strong sense of musicality while executing movement with energy, artistry, and confidence.</p> <p>Good-4 The dancer demonstrates awareness of alignment, center control, flexibility, and strength. They have an emerging sense of musicality while executing movement with good level of concentration, energy, artistry, and confidence.</p> <p>Satisfactory-3 The dancer demonstrates an adequate understanding of alignment, center control, but lacks in flexibility and strength. They have a rudimentary sense of musicality while executing movement with an adequate level of concentration, energy, artistry, and confidence.</p> <p>Needs Improvement-2 The dancer is under- developed in alignment, center control, flexibility, and musicality. Executes movement with a low level of concentration, energy, artistry, and confidence.</p> <p>Inadequate-1 The dancer lacks an understanding of alignment and center control. Dancer lacks in flexibility, musicality, and the ability to pick up combinations. Executes movement with a poor level of concentration, energy, artistry, and confidence.</p>
Estimate number of students included in the evaluation:	10

Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 1610 Dance Conditioning; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Level I competency in Dance Improvisation and Composition
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate a significant choreographic project of students in DANC 2340 Composition in Fall 2024 using the rubric below with the desired outcome of 80% of students achieving a 3 or higher when assessed.</p> <p>Excellent-5 The choreography demonstrates a clear sense of artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Good-4 The choreography demonstrates emerging artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Satisfactory-3 The choreography demonstrates adequate artistic merit and personal voice demonstrating developing skills in choreographic elements, principles and structures of dance.</p> <p>Needs Improvement-2 The choreography demonstrates underdeveloped artistic merit and personal voice demonstrating a low level application of choreographic elements, principles and structures of dance.</p> <p>Inadequate-1 The choreography lacks artistic merit and personal voice demonstrating a poor application of choreographic elements, principles and structures of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 2670 Intro to Laban Studies
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate students' performance in DANC 227R, DANC 243R, or DANC 270R in Spring 2026 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 Demonstrates a nuanced performance in Level II</p> <p>Good-4 Demonstrates a good performance in Level II</p> <p>Satisfactory-3 Demonstrates a satisfactory performance in Level II</p> <p>Inadequate-2 Performance needs improvement to reflect Level II proficiency</p> <p>Poor-1 Performance of insufficient quality for Level II</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

Dance - Ballet Emphasis, B.F.A.

Contact Name: Jamie Johnson
Email: jamie.johnson@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Perform dance with artistry demonstrating advanced level technical competency.
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate final practicums of students in DANC 427R in Fall 2023 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Student Evaluation</p> <p>Excellent-5 The dancer demonstrates a clear sense of alignment, center control, flexibility, and strength. They have a strong sense of musicality while executing movement with energy, artistry, and confidence.</p> <p>Good-4 The dancer demonstrates awareness of alignment, center control, flexibility, and strength. They have an emerging sense of musicality while executing movement with good level of concentration, energy, artistry, and confidence.</p> <p>Satisfactory-3 The dancer demonstrates an adequate understanding of alignment, center control, but lacks in flexibility and strength. They have a rudimentary sense of musicality while executing movement with an adequate level of concentration, energy, artistry, and confidence.</p> <p>Needs Improvement-2 The dancer is under- developed in alignment, center control, flexibility, and musicality. Executes movement with a low level of concentration, energy, artistry, and confidence.</p> <p>Inadequate-1 The dancer lacks an understanding of alignment and center control. Dancer lacks in flexibility, musicality, and the ability to pick up combinations. Executes movement with a poor level of concentration, energy, artistry, and confidence.</p>

Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 1610 Dance Conditioning; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 327R Ballet Tech III; DANC 3680 Kinesiology; DANC 427R Ballet Tech IV; DANC 4360 Senior Capstone II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Create choreographic works of artistic merit and personal voice demonstrating skills in choreographic elements, principles, and structures of dance.
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate a significant choreographic project of students in DANC 3340 Ballet Choreography in Spring 2025 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The choreography demonstrates a clear sense of artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Good-4 The choreography demonstrates emerging artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Satisfactory-3 The choreography demonstrates adequate artistic merit and personal voice demonstrating developing skills in choreographic elements, principles and structures of dance.</p> <p>Needs Improvement-2 The choreography demonstrates underdeveloped artistic merit and personal voice demonstrating a low level application of choreographic elements, principles and structures of dance.</p> <p>Inadequate-1 The choreography lacks artistic merit and personal voice demonstrating a poor application of choreographic elements, principles and structures of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 3340 Ballet Choreography; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, Scientific Literacy
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate students preparation and lighting of the Dance Senior Capstone Concert in connection with their coursework in DANC 3140 Dance Production & Lighting in Spring 2026 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The work demonstrates a clear integration of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Good-4 The work demonstrates an emerging understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance of dance.</p> <p>Satisfactory-3 The work demonstrates an adequate understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Needs Improvement-2 The work demonstrates an underdeveloped understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Inadequate-1 The work lacks diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 2110 Orientation to Dance; DANC 2330 Improvisation *; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy
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Dance - Modern Dance Emphasis, B.F.A.

Contact Name: Jamie Johnson
Email: jamie.johnson@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Perform dance with artistry demonstrating advanced level technical competency.
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate final practicums of students in DANC 441R Modern/Contemporary Dance Technique and Theory Level IV in Fall 2023 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Student Evaluation Excellent-5 The dancer demonstrates a clear sense of alignment, center control, flexibility, and strength. They have a strong sense of musicality while executing movement with energy, artistry, and confidence.</p> <p>Good-4 The dancer demonstrates awareness of alignment, center control, flexibility, and strength. They have an emerging sense of musicality while executing movement with good level of concentration, energy, artistry, and confidence.</p> <p>Satisfactory-3 The dancer demonstrates an adequate understanding of alignment, center control, but lacks in flexibility and strength. They have a rudimentary sense of musicality while executing movement with an adequate level of concentration, energy, artistry, and confidence.</p> <p>Needs Improvement-2 The dancer is under- developed in alignment, center control, flexibility, and musicality. Executes movement with a low level of concentration, energy, artistry, and confidence.</p> <p>Inadequate-1 The dancer lacks an understanding of alignment and center control. Dancer lacks in flexibility, musicality, and the ability to pick up combinations. Executes movement with a poor level of concentration, energy, artistry, and confidence.</p>
Estimate number of students included in the evaluation:	10

<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 1610 Dance Conditioning; DANC 243R Modern Tech II; DANC 244R Modern Tech II; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 341R Mod Tech III; DANC 342 R Mod Tech III; DANC 3680 Kinesiology; DANC 441 R Mod Tech IV; DANC 442 R Mod Tech IV; DANC 4360 Senior Capstone II</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Create choreographic works of artistic merit and personal voice demonstrating skills in choreographic elements, principles, and structures of dance.
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate a significant choreographic project of students in DANC 3350 Choreography in Spring 2025 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The choreography demonstrates a clear sense of artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Good-4 The choreography demonstrates emerging artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Satisfactory-3 The choreography demonstrates adequate artistic merit and personal voice demonstrating developing skills in choreographic elements, principles and structures of dance.</p> <p>Needs Improvement-2 The choreography demonstrates underdeveloped artistic merit and personal voice demonstrating a low level application of choreographic elements, principles and structures of dance.</p> <p>Inadequate-1 The choreography lacks artistic merit and personal voice demonstrating a poor application of choreographic elements, principles and structures of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 3350 Choreography; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, Scientific Literacy
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate students preparation and lighting of the Dance Senior Capstone Concert in connection with their coursework in DANC 3140 Dance Production & Lighting in Spring 2026 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The work demonstrates a clear integration of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Good-4 The work demonstrates an emerging understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance of dance.</p> <p>Satisfactory-3 The work demonstrates an adequate understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Needs Improvement-2 The work demonstrates an underdeveloped understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Inadequate-1 The work lacks diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p>
Estimate number of students included in the evaluation:	12
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy
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Dance - Ballroom Dance Emphasis, B.S.

Contact Name: Jamie Johnson
Email: jamie.johnson@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Perform ballroom dance with artistry and advanced technical competency
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate final practicums of students in DANC 471R International Ballroom IV in Fall 2023 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The dancer demonstrates a clear sense of alignment, center control, flexibility, and strength. They have a strong sense of musicality while executing movement with energy, artistry, and confidence.</p> <p>Good-4 The dancer demonstrates awareness of alignment, center control, flexibility, and strength. They have an emerging sense of musicality while executing movement with good level of concentration, energy, artistry, and confidence.</p> <p>Satisfactory-3 The dancer demonstrates an adequate understanding of alignment, center control, but lacks in flexibility and strength. They have a rudimentary sense of musicality while executing movement with an adequate level of concentration, energy, artistry, and confidence.</p> <p>Needs Improvement-2 The dancer is under- developed in alignment, center control, flexibility, and musicality. Executes movement with a low level of concentration, energy, artistry, and confidence.</p> <p>Inadequate-1 The dancer lacks an understanding of alignment and center control. Dancer lacks in flexibility, musicality, and the ability to pick up combinations. Executes movement with a poor level of concentration, energy, artistry, and confidence.</p>

Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II DANC 143R and 144R Modern Tech I; DANC 1610 Dance Conditioning; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 341R Mod Tech III; DANC 342 R Mod Tech III; DANC 3680 Kinesiology; DANC 471R International Ballroom IV; DANC 4360 Senior Capstone II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Create choreographic works of artistic merit and personal voice demonstrating skills in choreographic elements, principles, and structures of dance.
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate a significant choreographic project of students in DANC 3740 Ballroom Dance Choreography in Spring 2025 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The choreography demonstrates a clear sense of artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Good-4 The choreography demonstrates emerging artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Satisfactory-3 The choreography demonstrates adequate artistic merit and personal voice demonstrating developing skills in choreographic elements, principles and structures of dance.</p> <p>Needs Improvement-2 The choreography demonstrates underdeveloped artistic merit and personal voice demonstrating a low level application of choreographic elements, principles and structures of dance.</p> <p>Inadequate-1 The choreography lacks artistic merit and personal voice demonstrating a poor application of choreographic elements, principles and structures of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 3740 Ballroom Dance Choreography; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, Scientific Literacy
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate students preparation and lighting of the Dance Senior Capstone Concert in connection with their coursework in DANC 3140 Dance Production & Lighting in Spring 2026 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The work demonstrates a clear integration of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Good-4 The work demonstrates an emerging understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance of dance.</p> <p>Satisfactory-3 The work demonstrates an adequate understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Needs Improvement-2 The work demonstrates an underdeveloped understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Inadequate-1 The work lacks diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy
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Dance Education, B.S.

Contact Name: Jamie Johnson
Email: jamie.johnson@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Exhibit depth of embodied knowledge by demonstrating high proficiency
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate final practicums of students in DANC 341R Mod Tech III in Fall 2023 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The dancer demonstrates a clear sense of alignment, center control, flexibility, and strength. They have a strong sense of musicality while executing movement with energy, artistry, and confidence.</p> <p>Good-4 The dancer demonstrates awareness of alignment, center control, flexibility, and strength. They have an emerging sense of musicality while executing movement with good level of concentration, energy, artistry, and confidence.</p> <p>Satisfactory-3 The dancer demonstrates an adequate understanding of alignment, center control, but lacks in flexibility and strength. They have a rudimentary sense of musicality while executing movement with an adequate level of concentration, energy, artistry, and confidence.</p> <p>Needs Improvement-2 The dancer is under- developed in alignment, center control, flexibility, and musicality. Executes movement with a low level of concentration, energy, artistry, and confidence.</p> <p>Inadequate-1 The dancer lacks an understanding of alignment and center control. Dancer lacks in flexibility, musicality, and the ability to pick up combinations. Executes movement with a poor level of concentration, energy, artistry, and confidence.</p>

Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 1610 Dance Conditioning; DANC 243R Modern Tech II; DANC 244R Modern Tech II; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 341R Mod Tech III; DANC 342R Mod Tech III; DANC 3680 Kinesiology; DANC 441R Mod Tech IV; DANC 442 R Mod Tech IV; DANC 4360 Senior Capstone II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Create choreographic works of artistic merit and personal voice demonstrating skills in choreographic elements, principles, and structures of dance.
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate a significant choreographic project of students in DANC 3350 Choreography in Spring 2025 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The choreography demonstrates a clear sense of artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Good-4 The choreography demonstrates emerging artistic merit and personal voice demonstrating skills in choreographic elements, principles and structures of dance.</p> <p>Satisfactory-3 The choreography demonstrates adequate artistic merit and personal voice demonstrating developing skills in choreographic elements, principles and structures of dance.</p> <p>Needs Improvement-2 The choreography demonstrates underdeveloped artistic merit and personal voice demonstrating a low level application of choreographic elements, principles and structures of dance.</p> <p>Inadequate-1 The choreography lacks artistic merit and personal voice demonstrating a poor application of choreographic elements, principles and structures of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 3350 Choreography; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, Scientific Literacy
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>Instructors will evaluate students preparation and lighting of the Dance Senior Capstone Concert in connection with their coursework in DANC 3140 Dance Production & Lighting in Spring 2026 using the rubric below with the desired outcome of 80% of students achieving a 4 or higher when assessed.</p> <p>Excellent-5 The work demonstrates a clear integration of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Good-4 The work demonstrates an emerging understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance of dance.</p> <p>Satisfactory-3 The work demonstrates an adequate understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Needs Improvement-2 The work demonstrates an underdeveloped understanding of diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p> <p>Inadequate-1 The work lacks diverse theoretical dance knowledge and skills in the writing, performance, and creation of dance.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	DANC 127R or 227R Ballet Tech I or II; DANC 143R and 144R Modern Tech I; DANC 2110 Orientation to Dance; DANC 2330 Improvisation; DANC 2340 Composition; DANC 265R Fundamentals of Movement; DANC 2670 Intro to Laban Studies; DANC 3140 Dance Production & Lighting; DANC 4350 Senior Capstone I-WE; DANC 4360 Senior Capstone II

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy
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Ballroom Dance, Certificate of Proficiency

Contact Name: Chris Witt

Email: wittch@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Perform ballroom dance figures using proper technique
Assessment Methods/Measures and Targets:	This outcome will be assessed in the DANC 371R, 372R, 471R, and 472R classes through Medal Examinations. Medal Examinations are standardized proficiency exams conducted each semester. Certified external examiners are hired to evaluate our students on their technical skill. Our expectation is that 80% of our students score a 90 or higher on their exams.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	DANC 371R, 372R, 471R, and 472R
What Essential Learning Outcomes map to this Program Learning Outcome:	Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Perform ballroom dance choreography with artistry
Assessment Methods/Measures and Targets:	This outcome will be assessed in the DANC 376R or 476R classes through their concert performance requirement. Students in these classes perform in concert each semester. Ballroom faculty will assess student outcomes of their performance quality. Based on a 5-point scale, 80% of the students are expected to score a 4 or higher.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	DANC 376R or 476R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	This outcome will be assessed in the DANC 3730 and 4740 classes. Students will be assessed in their practical Final Examination in each of the classes to demonstrate their teaching proficiency. Our expectation is that 80% of our students will score a 90 or higher on their exams.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	DANC 3730 and 4740
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Inclusion

Music Department

Music, A.S.

Specialized Accreditation: NASM accredited

Contact Name: Jeffrey O'Flynn

Email: jeffrey.oflynn@uvu.edu

USHE Program Review: N/A

Commercial Music, B.M.

Specialized Accreditation: NASM accredited

Contact Name: Jeffrey O'Flynn

Email: jeffrey.oflynn@uvu.edu

USHE Program Review: N/A

Music, B.A./B.S.

Specialized Accreditation: NASM accredited

Contact Name: Jeffrey O'Flynn

Email: jeffrey.oflynn@uvu.edu

USHE Program Review: N/A

Music Education, B.S.

Specialized Accreditation: AAQEP & NASM accredited

Contact Name: Jeffrey O'Flynn

Email: jeffrey.oflynn@uvu.edu

USHE Program Review: N/A

Performance, B.M.

Specialized Accreditation: NASM accredited

Contact Name: Jeffrey O'Flynn

Email: jeffrey.oflynn@uvu.edu

USHE Program Review: N/A

Collaborative Piano – Chamber Music, Certificate of Proficiency

Contact Name:

Email:

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Aural literacy. Demonstrate with competency the ability to apply the elements of music in performance contexts with other musicians.
Assessment Methods/Measures and Targets:	Students prepare chamber music performances with other musicians. Guided teaching in aural literacy includes tempo, balance, and more. Assessments are made through live performance on recitals and in other venues as assigned by faculty. Each student participates in at least one performance group, with multiple assessment performances per semester.
Estimate number of students included in the evaluation:	All CP3-1PCM students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	MUSC 373R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Professional excellence. Demonstrate with competency the ability to accompany an instrumental soloist or chamber ensemble in a way that reflects a professional level of aptitude and knowledge of technical and artistic skill sets.
Assessment Methods/Measures and Targets:	Private lessons focus on essential collaborative skills from an individual standpoint. These skills are assessed in several live performances each semester. Music career development focuses on the skills necessary to meet the professional level required by this outcome, with assessments including the development of personal portfolios and goals. Independent study further gives students knowledge in instrumental accompanying by studying the pedagogy of other instruments and how to best play with them. Assessments are done in class through individualized demonstration of skills. Finally, small ensembles allow students to bring all knowledge together into a culminating performance.
Estimate number of students included in the evaluation:	All CP3-1PCM students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	MUSC 245R, MUSC 373R, MUSC 290R, MUSC 3412
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Collaborative Piano – Vocal Coaching, Certificate of Proficiency

Contact Name: Jeffrey O’Flynn

Email: Jeffrey.oflynn@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Aural literacy. Demonstrate with competency the ability to apply the elements of music in performance contexts with other musicians.
Assessment Methods/Measures and Targets:	Students prepare coached vocal performances in small ensemble settings. Guided teaching in aural literacy includes tempo, balance, and more. Assessments are made through live performance on recitals and in other venues as assigned by faculty. Each student participates in at least one coaching group, with multiple assessment performances per semester.
Estimate number of students included in the evaluation:	All CP3-1PVC students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	MUSC 373R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Professional excellence. Demonstrate with competency the ability to accompany an instrumental soloist or chamber ensemble in a way that reflects a professional level of aptitude and knowledge of technical and artistic skill sets.
Assessment Methods/Measures and Targets:	Private lessons focus on essential collaborative skills from an individual standpoint. These skills are assessed in several live performances each semester. Music career development focuses on the skills necessary to meet the professional level required by this outcome, with assessments including the development of personal portfolios and goals. Independent study further gives students knowledge in vocal coaching by studying the pedagogy of voice and the intricacies of text-based interpretations. Assessments are done in class through individualized demonstration of skills, with a capstone assignment used to determine if students meet acceptable levels. This assignment involves preparing a vocal score for coaching and submitting it for review by faculty. Finally, small ensembles allow students to bring all knowledge together into a culminating performance.
Estimate number of students included in the evaluation:	All CP3-1PVC students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	MUSC 245R, MUSC 373R, MUSC 290R, MUSC 3412
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Music Technology, Certificate of Proficiency

Contact Name: David Baker
Email: David.Baker@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Produce audio for live performance, streaming media, and fixed media distribution.
Assessment Methods/Measures and Targets:	MUSC 1400 – Final assignment assessed by specialized faculty showing basic competence, passing threshold is 80/100 MUSC 1402 – Final project assessed by specialized faculty showing intermediate competence, passing threshold is 80/100 MUSC 2400 – Project utilizing DAWs assessed by specialized faculty showing intermediate competence, passing threshold is 80/100 MUSC 2420 – Final portfolio summarizing all work from this and previous classes in the sequence, showing professional competence assessed by specialized faculty, passing threshold is 85/100
Estimate number of students included in the evaluation:	All CP3-1MUT students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	See above
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Create real-time and sequenced digital music data; i.e., Musical Instrument Digital Interface and Open Sound Control. Manipulate real-time and sequenced digital music data; i.e., Musical Instrument Digital Interface and Open Sound Control.
Assessment Methods/Measures and Targets:	MUSC 2420 – Assess the use of MIDI through a final project that produces an industry-standard music cue for a commercial
Estimate number of students included in the evaluation:	All CP3-1MUT students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	See above
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Create electro-acoustic music with technical facility and expressive musicianship. Perform electro-acoustic music with technical facility and expressive musicianship.
Assessment Methods/Measures and Targets:	MUSC 360R – one-on-one instruction with specialized faculty, unique assessments determined for each student each semester, and approved by area coordinator MUSC 379R – generate recordings for their portfolio that synthesize acoustic and MIDI sound production techniques, assessed by specialized faculty
Estimate number of students included in the evaluation:	All CP3-1MUT students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	See above
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

Piano Pedagogy, Certificate of Proficiency

Contact Name: Jeffrey O’Flynn

Email: Jeffrey.oflynn@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Investigate the current and historical methods in teaching elementary and intermediate piano students.
Assessment Methods/Measures and Targets:	Instrumental pedagogy and literature courses explore the history of piano teaching and the associated repertoire. Students build portfolios that outline historical context and pedagogical value for pieces at the elementary and intermediate levels. Portfolios are assessed by specialized faculty at the end of each semester.
Estimate number of students included in the evaluation:	All CP3-1PP students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	MUSC 3415, MUSC 3416
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Evaluate piano repertoire and technique for elementary and intermediate piano students.
Assessment Methods/Measures and Targets:	The independent study class talks more in depth about repertoire needs (rather than repertoire choice) for developing students. The assessment involves pieces assigned to each student for evaluation. Students provide pedagogical evaluation of the repertoire and determine its value as a teaching tool. Specialized faculty grade these evaluations. Private lessons further explore, in an individual setting, the use of repertoire in pedagogical settings. Students research and select repertoire, which is assessed at each lesson. The culminating jury performance each semester gives all faculty the chance to assess progress and offer individual feedback.
Estimate number of students included in the evaluation:	All CP3-1PP students complete these assessments.
Indicate the courses that map to this Program Learning Outcome:	MUSC 290R, MUSC 250R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Theatrical Arts for Stage and Screen Department

Theatre Arts, A.S.

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events.
Assessment Methods/Measures and Targets:	<p>We will distribute a redesigned Literacy Survey to all AS degree students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students.</p> <p>If students do not reach these percentages, we will identify and address curriculum and other barriers.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	THEA 1013 Intro to Theatre; THEA 1033 Acting I; THEA 1513 Stagecraft I; THEA 1713 Script and Text I; THEA 2211 Theatre for Children and Youth; THEA 2513 Intro to Design; THEA 2414 Intro to Design Lab; THEA 3611 Directing Actors for the Stage
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events.
Assessment Methods/Measures and Targets:	We will distribute a redesigned Literacy Survey to all AS degree students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students. If students do not reach these percentages, we will identify and address curriculum and other barriers.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	THEA 1013 Intro to Theatre; THEA 1033 Acting I; THEA 1513 Stagecraft I; THEA 1713 Script and Text I; THEA 2211 Theatre for Children and Youth; THEA 2513 Intro to Design; THEA 2414 Intro to Design Lab; THEA 3611 Directing Actors for the Stage
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>We will distribute a redesigned Literacy Survey to all AS degree students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students.</p> <p>If students do not reach these percentages, we will identify and address curriculum and other barriers.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	THEA 1013 Intro to Theatre; THEA 1033 Acting I; THEA 1513 Stagecraft I; THEA 1713 Script and Text I; THEA 2211 Theatre for Children and Youth; THEA 2513 Intro to Design; THEA 2414 Intro to Design Lab; THEA 3611 Directing Actors for the Stage
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

Theatre Studies, A.A.

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events.
Assessment Methods/Measures and Targets:	<p>We will distribute a redesigned Literacy Survey to all AA degree students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students.</p> <p>If students do not reach these percentages, we will identify and address curriculum and other barriers.</p>
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	THEA 1013 Intro to Theatre; THEA 1033 Acting I; THEA 1513 Stagecraft I; THEA 1713 Script and Text I; THEA 2211 Theatre for Children and Youth; THEA 2513 Intro to Design; THEA 2414 Intro to Design Lab; THEA 3611 Directing Actors for the Stage
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events.
Assessment Methods/Measures and Targets:	<p>We will distribute a redesigned Literacy Survey to all AA degree students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students.</p> <p>If students do not reach these percentages, we will identify and address curriculum and other barriers.</p>
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	THEA 1013 Intro to Theatre; THEA 1033 Acting I; THEA 1513 Stagecraft I; THEA 1713 Script and Text I; THEA 2211 Theatre for Children and Youth; THEA 2513 Intro to Design; THEA 2414 Intro to Design Lab; THEA 3611 Directing Actors for the Stage
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Theatre Arts - Acting Emphasis, B.F.A.

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Artistry: Students will demonstrate creative and collaborative skills in their area(s) of focus.
Assessment Methods/Measures and Targets:	<p>We will conduct annual performance assessments with all BFA acting and musical theater students. Students will be assessed from a 3-point rubric showing that they either fall below, meet or exceed expectations. Our measure of success is that 80% of students receive an average score of 2 or above (meeting or exceeding expectations for grade level).</p> <p>In these assessments we plan to demonstrate how students utilize the skills taught in the classes of their cohort. By doing this we hope to prove the efficacy of our course sequence, and to scrutinize any noticeable difference between full time and adjunct instruction. Further we hope to analyze the effects of class size on the assimilation of skills in student performances at assessments.</p>
Estimate number of students included in the evaluation:	35
Indicate the courses that map to this Program Learning Outcome:	1033 Acting I; 1113 Voice and Speech I; 1131 Introduction to Movement; 1223 Makeup I; 1513 Stagecraft I; 1514 Stagecraft I Lab; 2033 Acting II; 2131 Movement for the Actor I; 2156 Group Voice; 3033 Acting III; 3113 Acting for Film; 3115 Improv; 3117 Auditioning I; 3118 Improvisation II; 3122 Voice and Speech II; 3123 Acting in Accent; 3131 Movement II; 3133 Stage Combat; 3151 Acting for Musical Theatre I;

	3154 Dance for Musical Theatre I; 319R Performance Practicum; 3611 Directing Actors Stage and Screen; 4114 Film Acting II; 4115 Acting Styles; 4119 Senior Showcase and Career Management; 4122 Speaking Shakespeare
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Artistry: Students will demonstrate creative and collaborative skills in their area(s) of focus.
Assessment Methods/Measures and Targets:	<p>We will conduct annual performance assessments with all BFA acting and musical theater students. Students will be assessed from a 3-point rubric showing that they either fall below, meet or exceed expectations. Our measure of success is that 80% of students receive an average score of 2 or above (meeting or exceeding expectations for grade level).</p> <p>In these assessments we plan to demonstrate how students utilize the skills taught in the classes of their cohort. By doing this we hope to prove the efficacy of our course sequence, and to scrutinize any noticeable difference between full time and adjunct instruction. Further we hope to analyze the effects of class size on the assimilation of skills in student performances at assessments.</p>
Estimate number of students included in the evaluation:	35
Indicate the courses that map to this Program Learning Outcome:	1033 Acting I; 1113 Voice and Speech I; 1131 Introduction to Movement; 1223 Makeup I; 1513 Stagecraft I; 1514 Stagecraft I Lab; 2033 Acting II; 2131 Movement for the Actor I; 2156 Group Voice; 3033 Acting III; 3113 Acting for Film; 3115 Improv; 3117 Auditioning I; 3118 Improvisation II; 3122 Voice and Speech II; 3123 Acting in Accent; 3131 Movement II; 3133 Stage Combat; 3151 Acting for Musical Theatre I; 3154 Dance for Musical Theatre I; 319R Performance Practicum; 3611 Directing Actors Stage and Screen; 4114 Film Acting II; 4115 Acting Styles; 4119 Senior Showcase and Career Management; 4122 Speaking Shakespeare
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>We will conduct annual performance assessments with all BFA acting and musical theater students. Students will be assessed from a 3-point rubric showing that they either fall below, meet or exceed expectations. Our measure of success is that 80% of students receive an average score of 2 or above (meeting or exceeding expectations for grade level).</p> <p>In these assessments we plan to demonstrate how students utilize the skills taught in the classes of their cohort. By doing this we hope to prove the efficacy of our course sequence, and to scrutinize any noticeable difference between full time and adjunct instruction. Further we hope to analyze the effects of class size on the assimilation of skills in student performances at assessments.</p>
Estimate number of students included in the evaluation:	35
Indicate the courses that map to this Program Learning Outcome:	1033 Acting I; 1113 Voice and Speech I; 1131 Introduction to Movement; 1223 Makeup I; 1513 Stagecraft I; 1514 Stagecraft I Lab; 2033 Acting II; 2131 Movement for the Actor I; 2156 Group Voice; 3033 Acting III; 3113 Acting for Film; 3115 Improv; 3117 Auditioning I; 3118 Improvisation II; 3122 Voice and Speech II; 3123 Acting in Accent; 3131 Movement II; 3133 Stage Combat; 3151 Acting for Musical Theatre I; 3154 Dance for Musical Theatre I; 319R Performance Practicum; 3611 Directing Actors Stage and Screen; 4114 Film Acting II; 4115 Acting Styles; 4119 Senior Showcase and Career Management; 4122 Speaking Shakespeare
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

Theatre Arts - Musical Theatre Emphasis, B.F.A.

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Artistry: Students will demonstrate creative and collaborative skills in their area(s) of focus.
Assessment Methods/Measures and Targets:	<p>We will conduct annual performance assessments with all BFA acting and musical theater students. Students will be assessed from a 3-point rubric showing that they either fall below, meet or exceed expectations. Our measure of success is that 80% of students receive an average score of 2 or above (meeting or exceeding expectations for grade level).</p> <p>In these assessments we plan to demonstrate how students utilize the skills taught in the classes of their cohort. By doing this we hope to prove the efficacy of our course sequence, and to scrutinize any noticeable difference between full time and adjunct instruction. Further we hope to analyze the effects of class size on the assimilation of skills in student performances at assessments.</p>
Estimate number of students included in the evaluation:	65
Indicate the courses that map to this Program Learning Outcome:	1033 Acting I 1113 Voice and Speech I 1223 Makeup I 1513 Stagecraft I 1514 Stagecraft I Lab 2033 Acting II
Indicate the courses that map to this Program Learning Outcome:	2131 Movement for the Actor I 2156 Group Voice 3033 Acting III 3115 Improv 3117 Auditioning I 3131 Movement II 3151 Acting for Musical Theatre I 3154 Dance for Musical Theatre I 319R Performance Practicum 3611 Directing Actors Stage and Screen 4115 Acting Styles 4119 Senior Showcase and Career Management

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy
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2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Artistry: Students will demonstrate creative and collaborative skills in their area(s) of focus.
Assessment Methods/Measures and Targets:	<p>We will conduct annual performance assessments with all BFA acting and musical theater students. Students will be assessed from a 3-point rubric showing that they either fall below, meet or exceed expectations. Our measure of success is that 80% of students receive an average score of 2 or above (meeting or exceeding expectations for grade level).</p> <p>In these assessments we plan to demonstrate how students utilize the skills taught in the classes of their cohort. By doing this we hope to prove the efficacy of our course sequence, and to scrutinize any noticeable difference between full time and adjunct instruction. Further we hope to analyze the effects of class size on the assimilation of skills in student performances at assessments.</p>
Estimate number of students included in the evaluation:	65
Indicate the courses that map to this Program Learning Outcome:	1033 Acting I; 1113 Voice and Speech I; 1223 Makeup I; 1513 Stagecraft I; 1514 Stagecraft I Lab; 2033 Acting II; 2131 Movement for the Actor I; 2156 Group Voice; 3033 Acting III; 3115 Improv; 3117 Auditioning I; 3131 Movement II; 3151 Acting for Musical Theatre I; 3154 Dance for Musical Theatre I; 319R Performance Practicum; 3611 Directing Actors Stage and Screen; 4115 Acting Styles; 4119 Senior Showcase and Career Management
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>We will conduct annual performance assessments with all BFA acting and musical theater students. Students will be assessed from a 3-point rubric showing that they either fall below, meet or exceed expectations. Our measure of success is that 80% of students receive an average score of 2 or above (meeting or exceeding expectations for grade level).</p> <p>In these assessments we plan to demonstrate how students utilize the skills taught in the classes of their cohort. By doing this we hope to prove the efficacy of our course sequence, and to scrutinize any noticeable difference between full time and adjunct instruction. Further we hope to analyze the effects of class size on the assimilation of skills in student performances at assessments.</p>
Estimate number of students included in the evaluation:	65
Indicate the courses that map to this Program Learning Outcome:	1033 Acting I, 1113 Voice and Speech I; 1223 Makeup I; 1513 Stagecraft I; 1514 Stagecraft I Lab; 2033 Acting II; 2131 Movement for the Actor I; 2156 Group Voice; 3033 Acting III; 3115 Improv; 3117 Auditioning I; 3131 Movement II; 3151 Acting for Musical Theatre I; 3154 Dance for Musical Theatre I; 319R Performance Practicum; 3611 Directing Actors Stage and Screen; 4115 Acting Styles; 4119 Senior Showcase and Career Management
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

Theatre Arts – Theatre Design and Production Emphasis, B.F.A.

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Artistry: Students will demonstrate creative and collaborative skills in their area(s) of focus.
Assessment Methods/Measures and Targets:	We will do an annual portfolio review that will have 5 point rubric covering 5 different areas of assessment. To round out the assessment, this rubric is completed by BFA faculty, shop supervisors, and then the students are asked to do a self-assessment. Students in different years of the program will have benchmarks of success that are appropriate to their year of study, with a goal of 75% of students achieving an average 3.5/5 in all 5 areas of assessment by their senior year.
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	THEA 1223 Makeup 1; THEA 1514 Stagecraft lab; THEA 159R Production Practicum; THEA 2203 Costume Construction; THEA 2204 Costume Construction Lab; THEA 2513 Intro to Design; THEA 2514 Intro to Design Lab; THEA 2515 Rendering; THEA 2517 Visual Concepts; THEA 2574 Drafting; THEA 3223 Makeup 2; THEA 3511 Stagecraft 2; THEA 3514 Period Styles; THEA 3521 Sound Design; THEA 3531 Lighting Design 1; THEA 3534 Lighting Design Lab; THEA 3541 Costume Design 1; THEA 3545 Costume Design lab; THEA 3561 Stage Management 1; THEA 3565 Technical Direction; THEA 3571 Scenic Design 1; THEA 3573 Scenic Painting; THEA 4532 lighting Design 2; THEA 4535 Multimedia Design; THEA 4542 Costume Design 2; THEA 4546 Digital Design; THEA 457R Practical Design; THEA 4561 Stage Management 2; THEA 4572 Scenic Design 2; THEA 4981 Portfolio
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Artistry: Students will demonstrate creative and collaborative skills in their area(s) of focus.
Assessment Methods/Measures and Targets:	We will do an annual portfolio review that will have 5 point rubric covering 5 different areas of assessment. To round out the assessment, this rubric is completed by BFA faculty, shop supervisors, and then the students are asked to do a self-assessment. Students in different years of the program will have benchmarks of success that are appropriate to their year of study, with a goal of 75% of students achieving an average 3.5/5 in all 5 areas of assessment by their senior year.
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	THEA 1223 Makeup 1; THEA 1514 Stagecraft lab; THEA 159R Production Practicum; THEA 2203 Costume Construction; THEA 2204 Costume Construction Lab; THEA 2513 Intro to Design; THEA 2514 Intro to Design Lab; THEA 2515 Rendering; THEA 2517 Visual Concepts; THEA 2574 Drafting; THEA 3223 Makeup 2; THEA 3511 Stagecraft 2; THEA 3514 Period Styles; THEA 3521 Sound Design; THEA 3531 Lighting Design 1; THEA 3534 Lighting Design Lab; THEA 3541 Costume Design 1; THEA 3545 Costume Design 1ab; THEA 3561 Stage Management 1; THEA 3565 Technical Direction; THEA 3571 Scenic Design 1; THEA 3573 Scenic Painting; THEA 4532 lighting Design 2; THEA 4535 Multimedia Design; THEA 4542 Costume Design 2; THEA 4546 Digital Design; THEA 457R Practical Design; THEA 4561 Stage Management 2; THEA 4572 Scenic Design 2; THEA 4981 Portfolio
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	We will do an annual portfolio review that will have 5 point rubric covering 5 different areas of assessment. To round out the assessment, this rubric is completed by BFA faculty, shop supervisors, and then the students are asked to do a self-assessment. Students in different years of the program will have benchmarks of success that are appropriate to their year of study, with a goal of 75% of students achieving an average 3.5/5 in all 5 areas of assessment by their senior year.
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	THEA 1223 Makeup 1; THEA 1514 Stagecraft lab; THEA 159R Production Practicum; THEA 2203 Costume Construction; THEA 2204 Costume Construction Lab; THEA 2513 Intro to Design; THEA 2514 Intro to Design Lab; THEA 2515 Rendering; THEA 2517 Visual Concepts; THEA 2574 Drafting; THEA 3223 Makeup 2; THEA 3511 Stagecraft 2; THEA 3514 Period Styles; THEA 3521 Sound Design; THEA 3531 Lighting Design 1; THEA 3534 Lighting Design Lab; THEA 3541 Costume Design 1; THEA 3545 Costume Design lab; THEA 3561 Stage Management 1; THEA 3565 Technical Direction; THEA 3571 Scenic Design 1; THEA 3573 Scenic Painting; THEA 4532 lighting Design 2; THEA 4535 Multimedia Design; THEA 4542 Costume Design 2; THEA 4546 Digital Design; THEA 457R Practical Design; THEA 4561 Stage Management 2; THEA 4572 Scenic Design 2; THEA 4981 Portfolio
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

Theatre Education, B.S.

Specialized Accreditation: AAQEP accredited

Annual Report to Accreditor: Yes

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

USHE Program Review: 3-Year (2025-2026)

Theatre Studies, B.A.

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events.
Assessment Methods/Measures and Targets:	<p>We will distribute a redesigned Literacy Survey to all BA degree students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students, 50% for 3rd year students, 75% for fourth year students. Once students reach these percentages, we will raise them to a final number.</p> <p>If students do not reach these percentages, we will identify and address curriculum and other barriers.</p>
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	<p>THEA 1013 Intro to Theatre; THEA 1023 Intro to Film; THEA 1033 Acting I; THEA 1113 Voice and Speech I; THEA 1223 Makeup I; THEA 1513 Stagecraft I; THEA 1713 Script and Text I; THEA 2131 Movement I; THEA 2211 Theatre for Children and Youth; THEA 2311 Film History I; THEA 2513 Intro to Design; THEA 2531 Intro to Lighting and Sound; THEA 2541 Costume History; THEA 2741 Scriptwriting I; THEA 3211 Applied Theatre; THEA 3231 Creative Drama; THEA 3241 Storytelling; THEA 3251 Puppetry and Mask;</p>
Indicate the courses that map to this Program Learning Outcome:	<p>THEA 3514 Period Styles; THEA 3531 Lighting Design I; THEA 3541 Costume Design I; THEA 3561 Stage Management I; THEA 3571 Scenic Design I; THEA 3611 Directing I; THEA 3625 Fundraising for the Arts; THEA 3721 History Lit I; THEA 3722 History Lit II; THEA 3725 Musical Theatre History; THEA 3731 Dramaturgy; THEA 4621 Theatre Administration I</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events.
Assessment Methods/Measures and Targets:	<p>We will distribute a redesigned Literacy Survey to all BA degree students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students, 50% for 3rd year students, 75% for 4th year students. Once students reach these percentages, we will raise them to a final number.</p> <p>If students do not reach these percentages, we will identify and address curriculum and other barriers.</p>
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	<p>THEA 1013 Intro to Theatre; THEA 1023 Intro to Film; THEA 1033 Acting I; THEA 1113 Voice and Speech I; THEA 1223 Makeup I; THEA 1513 Stagecraft I; THEA 1713 Script and Text I; THEA 2131 Movement I; THEA 2211 Theatre for Children and Youth; THEA 2311 Film History I; THEA 2513 Intro to Design; THEA 2531 Intro to Lighting and Sound; THEA 2541 Costume History; THEA 2741 Scriptwriting I; THEA 3211 Applied Theatre; THEA 3231 Creative Drama; THEA 3241 Storytelling; THEA 3251 Puppetry and Mask; THEA 3514 Period Styles; THEA 3531 Lighting Design I; THEA 3541 Costume Design I; THEA 3561 Stage Management I; THEA 3571 Scenic Design I; THEA 3611 Directing I; THEA 3625 Fundraising for the Arts; THEA 3721 History Lit I; THEA 3722 History Lit II; THEA 3725 Musical Theatre History; THEA 3731 Dramaturgy; THEA 4621 Theatre Administration I</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Theatre Technology, Certificate of Proficiency

Contact Name: Janine Knighton

Email: jknighton@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events.
Assessment Methods/Measures and Targets:	We will distribute a redesigned Literacy Survey to all CT students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students. If students do not reach these percentages, we will identify and address curriculum and other barriers.
Estimate number of students included in the evaluation:	1
Indicate the courses that map to this Program Learning Outcome:	THEA 1223 Makeup I THEA 1513 Stagecraft I; THEA 159R Production Practicum for Stage and Screen I; THEA 2203 Costume Construction I; THEA 2204 Costume Construction I Lab; THEA 2513 Introduction to Design for Stage and Screen; THEA 2514 Introduction to Design for Stage and Screen Lab; THEA 2531 Introduction to Lighting and Sound; THEA 2574 Drafting for Theatre Design
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	School of the Arts
Assessment Methods/Measures and Targets:	<p>Literacy: Students will have a working knowledge of theatrical history, methods, and technologies that will assist them in understanding and creating plays and other theatrical events. We will distribute a redesigned Literacy Survey to all CT students. Within the survey, they will indicate their year in school. We will assess how well the students know the material, expecting a 25% pass rate for 2nd year students.</p> <p>If students do not reach these percentages, we will identify and address curriculum and other barriers.</p>
Estimate number of students included in the evaluation:	1
Indicate the courses that map to this Program Learning Outcome:	<p>THEA 1223 Makeup I; THEA 1513 Stagecraft I; THEA 159R Production Practicum for Stage and Screen I; THEA 2203 Costume Construction I; THEA 2204 Costume Construction I Lab; THEA 2513 Introduction to Design for Stage and Screen; THEA 2514 Introduction to Design for Stage and Screen Lab; THEA 2531 Introduction to Lighting and Sound; THEA 2574 Drafting for Theatre Design</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

WOODBURY SCHOOL OF BUSINESS

Academic Assessment Plans

2023-2024

2024-2025

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Accounting Department

Accounting, A.S.

Contact Name: Sheldon Smith, Interim Chair

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	To apply general principles of ethics to solve problems in the accounting business environment.
Assessment Methods/Measures and Targets:	<p>This assessment will take place in ACC 2600 – Business Law and Ethics. The PLO will be measured as follows:</p> <ul style="list-style-type: none"> • All students will take a pre-test related to Code of Professional Conduct outlined by the American Institute of Certified Public Accountants (AICPA). The AICPA is the national professional organization for Certified Public Accountants (CPAs) in the United State. • After the Code of Professional Conduct has been taught and tested, the students will take the same test again. 70% of students will have an improved score.
Estimate number of students included in the evaluation:	Student enrollment varies since participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	ACC 2110-Principles of Accounting I ACC 2120-Principles of Accounting II ACC 212-Introduction to the Accounting Profession ACC 2250-Small Business Accounting
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Critical Thinking, Digital Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To apply general principles of ethics to solve problems in the counting business environment.
Assessment Methods/Measures and Targets:	<p>This assessment will take place in ACC 2600 – Business Law and Ethics. The PLO will be measured as follows:</p> <ul style="list-style-type: none"> • All students will take a pre-test related to Code of Professional Conduct outlined by the American Institute of Certified Public Accountants (AICPA). The AICPA is the national professional organization for Certified Public Accountants (CPAs) in the United State. • After the Code of Professional Conduct has been taught and tested, the students will take the same test again. 70% of students will have an improved score.
Estimate number of students included in the evaluation:	Student enrollment varies since participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	ACC 2110-Principles of Accounting I ACC 2120-Principles of Accounting II ACC 212-Introduction to the Accounting Profession ACC 2250-Small Business Accounting
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Critical Thinking, Digital Literacy

Accounting, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Joel Helquist

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USHE Program Review: 7-Year (2024-2025)

Accounting, Certificate of Proficiency

Contact Name: Sheldon Smith, Interim Chair

Email: SMITHSH@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Process and apply accounting transactions into an accounting system. 2. Prepare the basic financial statements manually and within an accounting system. 3. Analyze results of financial information via ratios, relationships, and variance analysis to aid decision-making.
Assessment Methods/Measures and Targets:	Program Launches Fall 2024, so the first assessment will not occur during this time period.
Estimate number of students included in the evaluation:	Student enrollment varies since participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	ACC 2100-Principles of Accounting I ACC 2120-Principles of Accounting II ACC 2250-Small Business Accounting
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Critical Thinking, Digital Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Process and apply accounting transactions into an accounting system. 2. Prepare the basic financial statements manually and within an accounting system. 3. Analyze results of financial information via ratios, relationships, and variance analysis to aid decision-making.
Assessment Methods/Measures and Targets:	<p>The PLO's for the Accounting certificate of proficiency will be assessed in ACC 2250 – Small Business Accounting. The first PLO to be measured will be PLO 1 - Process and apply accounting transactions into an accounting system. The PLO will be measured as follows:</p> <ul style="list-style-type: none"> • All students taking ACC 2250 sit for the QuickBooks Certified User Online certificate. This is a certificate offered by Intuit, the maker of QuickBooks. • 70% of students will pass the Intuit exam.
Estimate number of students included in the evaluation:	Student enrollment varies since participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	<p>ACC 2100-Principles of Accounting I ACC 2120-Principles of Accounting II ACC 2250-Small Business Accounting</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Critical Thinking, Digital Literacy

Master of Accountancy, M.Acc

Specialized Accreditation: AACSB accredited

Contact Name: Joel Helquist

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USHE Program Review: 7-Year (2024-2025)

Business Graduate Program

Finance, Graduate Certificate

Specialized Accreditation: AACSB accredited

Contact Name: Jeff Peterson

Email: Jeff.Peterson@uvu.edu

USHE Program Review: 7-Year (2024-2025) & 3-Year (2025-2026)

Healthcare Management, Graduate Certificate

Specialized Accreditation: AACSB accredited

Contact Name: Jeff Peterson

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USHE Program Review: 7-Year (2024-2025) & 3-Year (2025-2026)

Management, Graduate Certificate

Specialized Accreditation: AACSB accredited

Contact Name: Jeff Peterson

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USHE Program Review: 7-Year (2024-2025) & 3-Year (2025-2026)

Marketing, Graduate Certificate

Specialized Accreditation: AACSB accredited

Contact Name: Jeff Peterson

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USHE Program Review: 7-Year (2024-2025) & 3-Year (2025-2026)

Master of Business Administration, M.B.A.

Specialized Accreditation: AACSB accredited

Contact Name: Jeff Peterson

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USHE Program Review: 7-Year (2024-2025)

Technology Management, Graduate Certificate

Specialized Accreditation: AACSB accredited

Contact Name: Jeff Peterson

Email: Jeff.Peterson@uvu.edu

USHE Program Review: 7-Year (2024-2025) & 3-Year (2025-2026)

Finance and Economics Department

Finance, B.A.

Specialized Accreditation: AACSB accredited

Contact Name: Qianwen Bi

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USHE Program Review: 7-Year (2024-2025)

Finance, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Qianwen Bi

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USHE Program Review: 7-Year (2024-2025)

Personal Financial Planning, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Qianwen Bi

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USHE Program Review: 7-Year (2024-2025)

Master of Financial Planning and Analytics, MFPA

Specialized Accreditation: AACSB accredited

Contact Name: Qianwen Bi

Email: rachel.bi@uvu.edu

USHE Program Review: 7-Year (2024-2025)

Marketing Department

Digital Marketing, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Mitch Murdock

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USHE Program Review: 7-Year (2024-2025), 3-Year (2025-2026) ONLINE

Digital Marketing, Certificate of Proficiency

Contact Name: Mitch Murdock
Email: Mitch.Murdock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Analyze quantitatively and qualitatively market conditions to gain insights that inform marketing strategy and campaigns. 2. Develop effective marketing plans and campaigns that account for customer differences and preferences, competition, and the impact of other important market factors. 3. Create digital marketing campaigns with appropriate use of digital advertising, social media, and web analytics.
Assessment Methods/Measures and Targets:	Students develop digital marketing skills in four core MKTG classes: MKTG 3660 – Digital Marketing, MKTG 3170 – Digital Advertising, MKTG 3680 – Marketing with Social Media, MKTG 3690 – Digital Marketing Analytics. Students’ final products of those classes will be assessed in class by their instructors. To demonstrate learning in the area of digital marketing, we will evaluate the passing rate of students in the MKTG 3790 – Digital Marketing Analytics course, MKTG 3680 – Marketing with Social Media course, and the MKTG 3170 – Digital Advertising course.
Estimate number of students included in the evaluation:	Student enrollment varies because participation is not declared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2400 MKTG 3600 MKTG 3660 MKTG 3170 MKTG 3680 MKTG 3690
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Communication, Digital Literacy, Ethical Reasoning, Information Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year & 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Analyze quantitatively and qualitatively market conditions to gain insights that inform marketing strategy and campaigns. 2. Develop effective marketing plans and campaigns that account for customer differences and preferences, competition, and the impact of other important market factors. 3. Create digital marketing campaigns with appropriate use of digital advertising, social media, and web analytics.
Assessment Methods/Measures and Targets:	Students develop digital marketing skills in four core MKTG classes: MKTG 3660 – Digital Marketing, MKTG 3170 – Digital Advertising, MKTG 3680 – Marketing with Social Media, MKTG 3690 – Digital Marketing Analytics. Students’ final products of those classes will be assessed in class by their instructors. To demonstrate learning in the area of digital marketing, we will evaluate the passing rate of students in the MKTG 3790 – Digital Marketing Analytics course, MKTG 3680 – Marketing with Social Media course, and the MKTG 3170 – Digital Advertising course.
Estimate number of students included in the evaluation:	Student enrollment varies because participation is not declared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2400 MKTG 3600 MKTG 3660 MKTG 3170 MKTG 3680 MKTG 3690
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Communication, Digital Literacy, Ethical Reasoning, Information Literacy

Marketing, B.A.

Specialized Accreditation: AACSB accredited

Contact Name: Mitch Murdock

Email: mitch.murdock@uvu.edu

USHE Program Review: 3-Year (2023-2024), 7-Year (2024-2025)

Marketing, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Mitch Murdock

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USHE Program Review: 3-Year (2023-2024) ONLINE, 7-Year (2024-2025)

Product Management, Certificate of Proficiency

Contact Name: Mitch Murdock
Email: Mitch.Murdock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Analyze quantitatively and qualitatively customer needs that inform product development. 2. Determine which firm constraints should inform product development. 3. Create customer personas and journey maps supporting product development. 4. Communicate effectively with customers, designers, developers, engineers, and other product stakeholders in the product development effort.
Assessment Methods/Measures and Targets:	Students develop product development skills in four core MKTG classes: MKTG 3700 – Fundamentals of Product Management, MKTG 3630 – Services Marketing, MKTG 3620 – Consumer Behavior, MKTG 4600 – Customer Experience. Students’ final products of those classes will be assessed in class by their instructors. To demonstrate learning in the area of product development, we will evaluate the passing rate of students in the MKTG 3700 – Fundamentals of Product Management course.
Estimate number of students included in the evaluation:	Student enrollment varies because participation is not declared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2400 MKTG 3600 MKTG 3700 MKTG 3630 MKTG 3620 MKTG 4600
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Critical Thinking, Communication, Digital Literacy, Ethical Reasoning, Information Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year & 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Analyze quantitatively and qualitatively customer needs that inform product development. 2. Determine which firm constraints should inform product development. 3. Create customer personas and journey maps supporting product development. 4. Communicate effectively with customers, designers, developers, engineers, and other product stakeholders in the product development effort.
Assessment Methods/Measures and Targets:	<p>Students develop product development skills in four core MKTG classes: MKTG 3700 – Fundamentals of Product Management, MKTG 3630 – Services Marketing, MKTG 3620 – Consumer Behavior, MKTG 4600 – Customer Experience. Students’ final products of those classes will be assessed in class by their instructors. To demonstrate learning in the area of product development, we will evaluate the passing rate of students in the MKTG 3700 – Fundamentals of Product Management course.</p>
Estimate number of students included in the evaluation:	Student enrollment varies because participation is not declared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2400 MKTG 3600 MKTG 3700 MKTG 3630 MKTG 3620 MKTG 4600
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Critical Thinking, Communication, Digital Literacy, Ethical Reasoning, Information Literacy

Professional Sales, Certificate of Proficiency

Contact Name: Mitch Murdock

Email: Mitch.Murdock@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Demonstrate effective prospecting and approach skills using customer-centric professional selling principles. 2. Develop an effective sales management plan for organizing, staffing, training, and motivating a sales force. 3. Evaluate the effectiveness of a sales funnel implemented using industry standard tools. 4. Demonstrate effective execution of the entire sales process, from research to close, with real-life products and prospects.
Assessment Methods/Measures and Targets:	Students develop consultative sales skills in four core MKTG classes: MKTG 3640 – Sales Management, MKTG 3650 – Professional Selling, MKTG 4610 – Sales Operations, MKTG 4620 – Advanced Professional Selling. Students’ final products of those classes will be assessed in class by their instructors. To demonstrate learning in the area of professional sales, we will evaluate the passing rate of students in the MKTG 4620 – Advanced Professional Selling course.
Estimate number of students included in the evaluation:	Student enrollment varies because participation is not declared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2400 MKTG 3600 MKTG 3640 MKTG 3650 MKTG 4610 MKTG 4620
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Communication, Digital Literacy, Ethical Reasoning

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	<ol style="list-style-type: none"> 1. Demonstrate effective prospecting and approach skills using customer-centric professional selling principles. 2. Develop an effective sales management plan for organizing, staffing, training, and motivating a sales force. 3. Evaluate the effectiveness of a sales funnel implemented using industry standard tools. 4. Demonstrate effective execution of the entire sales process, from research to close, with real-life products and prospects.
Assessment Methods/Measures and Targets:	Students develop consultative sales skills in four core MKTG classes: MKTG 3640 – Sales Management, MKTG 3650 – Professional Selling, MKTG 4610 – Sales Operations, MKTG 4620 – Advanced Professional Selling. Students’ final products of those classes will be assessed in class by their instructors. To demonstrate learning in the area of professional sales, we will evaluate the passing rate of students in the MKTG 4620 – Advanced Professional Selling course.
Estimate number of students included in the evaluation:	Student enrollment varies because participation is not declared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2400 MKTG 3600 MKTG 3640 MKTG 3650 MKTG 4610 MKTG 4620
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy, Communication, Digital Literacy, Ethical Reasoning

Organizational Leadership Department

Event Management, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Jonathan Hinton Westover

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USHE Program Review: 7-Year (2024-2025)

Hospitality Management, A.A.S.

Contact Name: Doug Miller

Email: millerdo@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Students will have a foundation to allow them to continue on to a bachelor's degree in Hospitality Management and completing this will shorten the time it takes to complete those programs.
Assessment Methods/Measures and Targets:	Gather data from all service high schools (those offering the certificate through Concurrent Enrollment courses) regarding the number of students completing the certificate.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	CA 1000 Culinary Basics HM 1010 Introduction to Hospitality Industry HM 1180 Food and Beverage Management
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

Hospitality Management, A.S

Contact Name: Doug Miller

Email: millerdo@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Students will have a foundation to allow them to continue on to a bachelor's degree in Hospitality Management and completing this will shorten the time it takes to complete those programs.
Assessment Methods/Measures and Targets:	Gather data from all service high schools (those offering the certificate through Concurrent Enrollment courses) regarding the number of students completing the certificate.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	HM 1010 Introduction to Hospitality Industry HM 1180 Food and Beverage Management HM 2500 Statistics for the Hospitality Industry
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Students will have a foundation to allow them to continue on to a bachelor's degree in Hospitality Management and completing this will shorten the time it takes to complete those programs.
Assessment Methods/Measures and Targets:	Gather data from all service high schools (those offering the certificate through Concurrent Enrollment courses) regarding the number of students completing the certificate.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	MKTG 2390 Professional Business Presentations HM 2500 Statistics for Hospitality Industry
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

Hospitality Management, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Jonathan Hinton Westover

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USHE Program Review: 3-Year (2023-2024) ONLINE, 3-Year (2024-2025) WASATCH, & 7-Year (2024-2025)

Hospitality Management, Certificate of Proficiency

Contact Name: Doug Miller

Email: millerdo@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Students will have a foundation to allow them to continue on to an associate's or bachelor's degree in Hospitality Management and completing this will shorten the time it takes to complete those programs.
Assessment Methods/Measures and Targets:	Gather data from all service high schools (those offering the certificate through Concurrent Enrollment courses) regarding the number of students completing the certificate.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	HM 1010 Introduction to Hospitality Industry, CA 1000 Culinary Basics
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

Human Resource Management, B.A

Specialized Accreditation: AACSB accredited

Contact Name: Jonathan Hinton Westover

Email: jonathan.westover@uvu.edu

USHE Program Review: 3-Year (2023-2024) ONLINE & 7-Year (2024-2025)

Human Resource Management, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Jonathan Hinton Westover

Email: jonathan.westover@uvu.edu

USHE Program Review: 3-Year (2023-2024) ONLINE & 7-Year (2024-2025)

Leadership Studies, Certificate of Proficiency

Contact Name: Jonathon Westover
Email: Jonathon.Westover@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	From Courseleaf: <ol style="list-style-type: none"> 1. Apply leadership theories to real-life situations. 2. Demonstrate mastery of oral and written communication in the context of leadership development theory and practice. 3. Apply critical analytical and problem-solving skills to identify and solve leadership problems and issues.
Assessment Methods/Measures and Targets:	<p>The PLOs for the leadership studies certificates will be measured through the final project in the capstone course MGMT 450R. All three program learning outcomes will be measured each year. Students will achieve a score of 70% or higher based on the project rubric. The rubric consists of the following categories with their linkages to the PLOs.</p> <p><i>Description</i> - clear presentation of the problem, how identified, evidence of and impact, rationale for solving. (PLO apply critical thinking and problem-solving skills to identify and solve leadership problems and issues.)</p> <p><i>Strategy</i> - clear and detailed description of how problem was addressed and how leadership theories informed the approach. (PLO apply leadership theories to real-life situations.)</p> <p><i>Leadership Approach</i> - applies leadership theories effectively to influence others and achieve the goal of the project. (PLO apply leadership theories to real-life situations.)</p> <p><i>Results</i> - the effect of your work (or anticipated effect) on the organization and its performance. (PLO apply critical thinking and problem-solving skills to identify and solve leadership problems and issues.)</p> <p><i>Reflection</i> - well-developed, thoughtful reflection; learning about self and leadership concepts, overcoming challenges, personal impact of the project. (PLO apply critical thinking and problem-solving skills to identify and solve leadership problems and issues.)</p> <p><i>Professionalism</i> - executive summary and slides are well-organized, concise, grammatically accurate; ideas are clearly linked, developed, and supported. Cites at least 5 specific ideas from the text/course materials. (PLO demonstrate mastery of oral and written communication in the context of leadership development theory and practice.)</p>
Estimate number of students included in the evaluation:	Student enrollment varies since participation is undeclared.

Indicate the courses that map to this Program Learning Outcome:	MGMT 450R; course-level learning objectives in core courses are aligned to the MGMT 450R capstone.
What Essential Learning Outcomes map to this program learning outcome:	Oral and Written Communication, Critical Thinking, Problem-Solving, Application of Learning to Real-Life

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	From Courseleaf: <ol style="list-style-type: none"> 1. Apply leadership theories to real-life situations. 2. Demonstrate mastery of oral and written communication in the context of leadership development theory and practice. 3. Apply critical analytical and problem-solving skills to identify and solve leadership problems and issues.
Assessment Methods/Measures and Targets:	<p>The PLOs for the leadership studies certificates will be measured through the final project in the capstone course MGMT 450R. All three program learning outcomes will be measured each year. Students will achieve a score of 70% or higher based on the project rubric. The rubric consists of the following categories with their linkages to the PLOs.</p> <p><i>Description</i> - clear presentation of the problem, how identified, evidence of and impact, rationale for solving. (PLO apply critical thinking and problem-solving skills to identify and solve leadership problems and issues.)</p> <p><i>Strategy</i> - clear and detailed description of how problem was addressed and how leadership theories informed the approach. (PLO apply leadership theories to real-life situations.)</p> <p><i>Leadership Approach</i> - applies leadership theories effectively to influence others and achieve the goal of the project. (PLO apply leadership theories to real-life situations.)</p> <p><i>Results</i> - the effect of your work (or anticipated effect) on the organization and its performance. (PLO apply critical thinking and problem-solving skills to identify and solve leadership problems and issues.)</p> <p><i>Reflection</i> - well-developed, thoughtful reflection; learning about self and leadership concepts, overcoming challenges, personal impact of the project. (PLO apply critical thinking and problem-solving skills to identify and solve leadership problems and issues.)</p> <p><i>Professionalism</i> - executive summary and slides are well-organized, concise, grammatically accurate; ideas are clearly linked, developed, and supported. Cites at least 5 specific ideas from the text/course materials. (PLO demonstrate mastery of oral and written communication in the context of leadership development theory and practice.)</p>
Estimate number of students included in the evaluation:	Student enrollment varies since participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 450R; course-level learning objectives in core courses are aligned to the MGMT 450R capstone.
What Essential Learning Outcomes map to this program learning outcome:	Oral and Written Communication, Critical Thinking, Problem-Solving, Application of Learning to Real-Life

Leadership Studies – Nonprofit Organizations, Certificate of Proficiency

Contact Name: Celestia A Frei

Email: celestia.frei@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply leadership theories to real-life situations.
Assessment Methods/Measures and Targets:	<p>The PLOs for the leadership studies certificates will be measured through the final project in the capstone course MGMT 450R. All three Program Learning Outcomes will be measured each year. Students will achieve a score of 70% or higher based on the project rubric. The rubric consists of the following categories with their linkages to the PLOs.</p> <p>Description - clear presentation of the problem, how identified, evidence of and impact, rationale for solving. (PLO apply critical thinking and problem- solving skills to identify and solve leadership problems and issues.)</p> <p>Strategy - clear and detailed description of how problem was addressed and how leadership theories informed the approach. (PLO apply leadership theories to real-life situations.)</p> <p>Leadership Approach - applies leadership theories effectively to influence others and achieve the goal of the project. (PLO apply leadership theories to real-life situations.)</p> <p>Results - the effect of your work (or anticipated effect) on the organization and its performance. (PLO apply critical thinking and problem-solving skills to identify and solve leadership issues.)</p> <p>Reflection - well-developed, thoughtful reflection; learning about self and leadership concepts, overcoming challenges, personal impact of the project. (PLO apply critical thinking and problem-solving skills to identify and solve leadership issues.)</p> <p>Professionalism - executive summary and slides are well-organized, concise, grammatically accurate; ideas are clearly linked, developed, and supported. Cites at least 5 specific ideas from the text/course materials. (PLO demonstrate mastery of oral and written communication in the context of leadership development theory and practice.)</p>

	<p>MGMT 450R Practicum</p> <p>Provides the opportunity to apply leadership theories and knowledge to professional contexts through a carefully designed project. Facilitates the acquisition and practice of leadership skills. Requires students to act as members of a consulting team to advise classmates on their projects.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	MGMT 3500 Leadership Theory and Application WE Modified Course, POLS 3320 Nonprofits and the Public Sector, THEA 3625 Development and Fundraising for the Arts.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Demonstrate mastery of oral and written communication in the context of leadership development theory and practice.
Assessment Methods/Measures and Targets:	<p>The PLOs for the leadership studies certificates will be measured through the final project in the capstone course MGMT 450R. All three Program Learning Outcomes will be measured each year. Students will achieve a score of 70% or higher based on the project rubric. The rubric consists of the following categories with their linkages to the PLOs.</p> <p>Description - clear presentation of the problem, how identified, evidence of and impact, rationale for solving. (PLO apply critical thinking and problem-solving skills to identify and solve leadership problems and issues.)</p> <p>Strategy - clear and detailed description of how problem was addressed and how leadership theories informed the approach. (PLO apply leadership theories to real-life situations.)</p> <p>Leadership Approach - applies leadership theories effectively to influence others and achieve the goal of the project. (PLO apply leadership theories to real-life situations.)</p> <p>Results - the effect of your work (or anticipated effect) on the organization and its performance. (PLO apply critical thinking and problem-solving skills to identify and solve leadership issues.)</p> <p>Reflection - well-developed, thoughtful reflection; learning about self and leadership concepts, overcoming challenges, personal impact of the project. (PLO apply critical thinking and problem-solving skills to identify and solve leadership issues.)</p> <p>Professionalism - executive summary and slides are well-organized, concise, grammatically accurate; ideas are clearly linked, developed, and supported. Cites at least 5 specific ideas from the text/course materials. (PLO demonstrate mastery of oral and written communication in the context of leadership development theory and practice.)</p> <p>MGMT 450R Practicum Provides the opportunity to apply leadership theories and knowledge to professional contexts through a carefully designed project. Facilitates the acquisition and practice of leadership skills.</p>

	Requires students to act as members of a consulting team to advise classmates on their projects.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	MGMT 1250 Principles of Leadership, POLS 3320 Nonprofits and The Public Sector, THEA 3625 Development and Fundraising for the Arts.
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

Organizational Leadership and Change, Certificate of Proficiency

Contact Name: Celestia A Frei

Email: celestia.frei@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Comprehension of major legal theories, laws and policies necessary for effective HRM and organizational leadership.
Assessment Methods/Measures and Targets:	<p>Description - clear presentation of the problem, how identified, evidence of and impact, rationale for solving. (PLO apply critical thinking and problem- solving skills to identify and solve leadership problems and issues.)</p> <p>Strategy - clear and detailed description of how problem was addressed and how leadership theories informed the approach. (PLO apply leadership theories to real-life situations.)</p> <p>Leadership Approach - applies leadership theories effectively to influence others and achieve the goal of the project. (PLO apply leadership theories to real-life situations.)</p> <p>Results - the effect of your work (or anticipated effect) on the organization and its performance. (PLO apply critical thinking and problem-solving skills to identify and solve leadership issues.)</p> <p>Reflection - well-developed, thoughtful reflection; learning about self and leadership concepts, overcoming challenges, personal impact of the project. (PLO apply critical thinking and problem-solving skills to identify and solve leadership issues.)</p> <p>Professionalism - executive summary and slides are well-organized, concise, grammatically accurate; ideas are clearly linked, developed, and supported. Cites at least 5 specific ideas from the text/course materials. (PLO demonstrate mastery of oral and written communication in the context of leadership development theory and practice.)</p> <p>MGMT 481R Internship - For upper-division students working toward a Bachelor of Science Degree in Business Management. Provides a transition from school to work where learned theory is applied to actual practice through meaningful on-the-job experience. No more than three credit hours of internship work experience will apply toward graduation in any Business Management Specialization; may be repeated for a maximum of 6</p>

	credits. May be graded credit/no credit.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	MGMT 3020 Individual Action and Corporate Social Responsibility, HR 3430 Introduction to Human Resource Management
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

Strategic Management and Operations Department

Associate in Science in Business, A.S.B.

Contact Name: Lynn Adams

Email: ADAMSLY@uvu.edu

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome:	To provide students with a well-rounded understanding of key business concepts and skills that are relevant to entry-level positions in the industry including clear and direct communication, basic financial and quantitative concepts, and critical thinking skills.
Assessment Methods/Measures and Targets:	<p>Students build and refine communication skills in most business classes, but direct measurements are included in two core curriculum courses including MKTG 220G, Written Business Communication, and MKTG 2390, Professional Business Presentations, that are evaluated based on coordinated rubrics by their instructors. 70% of students will pass these classes with a C or greater.</p> <p>For quantitative skills, students are assessed through examinations in business calculus in MGMT 2240 and sit for a standardized data analytic certification in MGMT 2400. 70% of students will pass these classes with a C or greater.</p> <p>Students are encouraged to refine critical thinking skills in most business courses with direct measures assessed through examinations in ACCT 2110-Principles of Accounting or ECON 2010-Principles of Economics. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student numbers vary per year since program participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	MKTG 220G MKTG 2390 ACC 2110 ACC 2120 ECON 2010 MGMT 2240 MGMT 2400
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Quantitative Literacy, Information Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To apply quantitative and qualitative critical reasoning and communication skills to a variety of business development problems and solutions using analytical tools.
Assessment Methods/Measures and Targets:	<p>Students build and refine communication skills in most business classes, but direct measurements are included in two core curriculum courses including MKTG 220G, Written Business Communication, and MKTG 2390, Professional Business Presentations, that are evaluated based on coordinated rubrics by their instructors. Students will use an analytic tool including Peerceptive to demonstrate communication proficiencies. 70% of students will pass these classes with a C or greater.</p> <p>For quantitative skills, students are assessed through examinations in business calculus in MGMT 2240 and sit for a standardized data analytic certification in MGMT 2400 utilizing Excel and PluralSight as analytical tools. 70% of students will pass these classes with a C or greater.</p> <p>Students are encouraged to refine critical thinking skills in most business courses with direct measures assessed through examinations in ACCT 2110-Principles of Accounting or ECON 2010-Principles of Economics. Students will demonstrate proficiency with Excel as an analytic tool. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student enrollment varies per year since participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	MKTG 220G-Written Business Communication MKTG 2390-Professional Business Presentations ACC 2110-Principles of Accounting I ACC 2120-Principles of Accounting II ECON 2010-Principles of Economics MGMT 2240-Business Calculus MGMT 2400-Data Analytics for Business
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Quantitative Literacy, Information Literacy

Business and Analysis, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Lynn Adams

Email: adamsly@uvu.edu

USHE Program Review: 3-Year (2023-2024) ONLINE & 7-Year (2024-2025)

Business Management, A.A.S.

Contact Name: Lynn Adams

Email: ADAMSLY@uvu.edu

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Allow students to transfer credits seamlessly to another college or university in Utah or to recognize technical credit transfer as 28 hours of elective credit. To demonstrate practical business competencies including communication, quantitative, and critical thinking skills that complement their technical certification.
Assessment Methods/Measures and Targets:	<p>Students build and refine communication skills in most business classes, but direct measurements are included in two core curriculum courses including MKTG 220G, Written Business Communication, and MKTG 2390, Professional Business Presentations, that are evaluated based on coordinated rubrics by their instructors. 70% of students will pass these classes with a C or greater.</p> <p>For quantitative skills, students are assessed through examinations in FIN 1060-Personal Finance. 70% of students will pass this class with a C or greater.</p> <p>Students are encouraged to refine critical thinking skills in most business courses with direct measures assessed through examinations or by instructor feedback on projects in ACCT 2110-Principles of Accounting or ENTR 2500-Creativity and Entrepreneurial Thinking. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student numbers vary per year since program participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	MKTG 220G MKTG 2390 ACC 2110 FIN 1060 ENTR 2500
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Quantitative Literacy, Information Literacy

Business Management, Certificate of Completion

Contact Name: Lynn Adams
Email: ADAMSLY@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	To provide students with a well-rounded understanding of key business concepts and skills that are relevant to entry-level positions in the industry including clear and direct communication, basic financial and quantitative concepts, and critical thinking skills.
Assessment Methods/Measures and Targets:	<p>Students refine and are measured on their communication skills in two core curriculum courses including MKTG 220G, Written Business Communication, and MKTG 2390, Professional Business Presentations, that are evaluated based on coordinated rubrics by their instructors. 70% of students will pass these classes with a C or greater.</p> <p>For quantitative skills, students are assessed through examinations in ACC 1150-Fundamentals of Business Math and ACC 2110-Principles of Accounting 1. 70% of students will pass these classes with a C or greater.</p> <p>Students refine critical thinking skills in most business courses with direct measures assessed through examinations or by instructor feedback on projects in ECON 1010-Economics as a Social Science and FIN 1060-Personal Finance. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student participation differs from year to year since certification enrollment is usually undeclared.
Indicate the courses that map to this Program Learning Outcome:	FIN 1060 MKTG 220G MKTG 2390 ACC 1150 ACC 2110 ECON 1010
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To provide students with a well-rounded understanding of key business concepts and skills that are relevant to entry-level positions in the industry including clear and direct communication, basic financial and quantitative concepts, and critical thinking skills.
Assessment Methods/Measures and Targets:	<p>Students refine and are measured on their communication skills in two core curriculum courses including MKTG 220G, Written Business Communication, and MKTG 2390, Professional Business Presentations, that are evaluated based on coordinated rubrics by their instructors. 70% of students will pass these classes with a C or greater.</p> <p>For quantitative skills, students are assessed through examinations in ACC 1150-Fundamentals of Business Math and ACC 2110-Principles of Accounting 1. 70% of students will pass these classes with a C or greater.</p> <p>Students refine critical thinking skills in most business courses with direct measures assessed through examinations or by instructor feedback on projects in ECON 1010-Economics as a Social Science and FIN 1060-Personal Finance. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student enrollment varies per year since program participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	FIN 1060 MKTG 220G MKTG 2390 ACC 1150 ACC 2110 ECON 1010
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Quantitative Literacy

Data Analytics and Decision Making, Certificate of Proficiency

Contact Name: Lynn Adams
Email: ADAMSLY@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	To manage, structure, query, and manipulate data. To apply analytical modeling methodology to solve analytical problems.
Assessment Methods/Measures and Targets:	<p>Students are assessed through examinations on their critical thinking and quantitative skills in MGMT 1400-Introduction to Data Analytics. A final project is used to demonstrate analytical modeling.</p> <p>Additional measurements to assess digital literacy with examinations and instructor-evaluated projects are taken in MGMT 2240-Business Calculus, MGMT 2340-Business Statistics 1, or MKTG 3300-Marketing Analytics.</p> <p>For students who take MGMT 2400-Data Analytics for Business, they may earn additional quantitative analysis certification offered through Pluralsight. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student participation differs from year to year since certification enrollment is undeclared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 1400 MGMT 2240 or MGMT 2340 MGMT 2400, MGMT 2240, MGMT 2340, or MKTG 3300
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year & 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To manage, structure, query, and manipulate data. To apply analytical modeling methodology to solve analytical problems.
Assessment Methods/Measures and Targets:	<p>Students are assessed through examinations on their critical thinking and quantitative skills in MGMT 1400-Introduction to Data Analytics. A final project is used to demonstrate analytical modeling.</p> <p>Additional measurements to assess digital literacy with examinations and instructor-evaluated projects are taken in MGMT 2240-Business Calculus, MGMT 2340-Business Statistics 1, or MKTG 3300-Marketing Analytics.</p> <p>For students who take MGMT 2400-Data Analytics for Business, they may earn additional quantitative analysis certification offered through Pluralsight. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student participation differs from year to year since certification enrollment is undeclared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 1400 MGMT 2240 or MGMT 2340 MGMT 2400, MGMT 2240, MGMT 2340, or MKTG 3300
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Quantitative Literacy

Entrepreneurship, Certificate of Proficiency

Contact Name: Lynn Adams
Email: ADAMSLY@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	To apply critical reading, writing, and thinking within a business context. To use design-thinking methodology to ideate better business opportunities and develop prototypes of potential new products or services.
Assessment Methods/Measures and Targets:	<p>For communication, students are assessed through examinations and instructor evaluation on engaged learning projects in ENTR 4300-The Art of the Pitch. Students work in teams to examine assumptions and justify their inferences using written, visual, verbal and vocal communication strategies. 70% of students will pass this class with a C or greater.</p> <p>For critical thinking, students are assessed through instructor evaluation on engaged learning projects in ENTR 3190-Early Stage Financing to innovate new solutions to customer problems, to compare their approach to existing solutions in the marketplace, and to utilize financial management and modeling tools. 70% of students will pass this class with a C or greater.</p> <p>For information literacy, students are assessed through instructor evaluation on engaged learning projects in ENTR 3170-Entrepreneurship: Feasibility Analysis as they review scholarly research to apply knowledge of the technical, market, financial, and human aspects of a business, to ensure the novelty of their proposed solution, and to review intellectual property databases. 70% of students will pass this class with a C or greater.</p>
Estimate number of students included in the evaluation:	Student enrollment varies since program participation may be undeclared.
Indicate the courses that map to this Program Learning Outcome:	ENTR 3170 ENTR 3190 ENTR 4300
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To apply critical reading, writing, and thinking within a business context. To use design-thinking methodology to ideate better business opportunities and develop prototypes of potential new products or services.
Assessment Methods/Measures and Targets:	<p>For communication, students are assessed through examinations and instructor evaluation on engaged learning projects in ENTR 4300-The Art of the Pitch. Students work in teams to examine assumptions and justify their inferences using written, visual, verbal and vocal communication strategies. 70% of students will pass this class with a C or greater.</p> <p>For critical thinking, students are assessed through instructor evaluation on engaged learning projects in ENTR 3190-Early Stage Financing to innovate new solutions to customer problems, to compare their approach to existing solutions in the marketplace, and to utilize financial management and modeling tools. 70% of students will pass this class with a C or greater.</p> <p>For information literacy, students are assessed through instructor evaluation on engaged learning projects in ENTR 3170-Entrepreneurship: Feasibility Analysis as they review scholarly research to apply knowledge of the technical, market, financial, and human aspects of a business, to ensure the novelty of their proposed solution, and to review intellectual property databases. 70% of students will pass this class with a C or greater.</p>
Estimate number of students included in the evaluation:	Student enrollment varies since program participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	ENTR 3170 ENTR 3190 ENTR 4300
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

International Business, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Carolyn Hamilton

Email: Carolyn.Hamilton@uvu.edu

USHE Program Review: 7-Year (2024-2025), 3-Year (2025-2026)

Operations and Supply Chain Management, B.S.

Specialized Accreditation: AACSB accredited

Contact Name: Carolyn Hamilton

Email: Carolyn.Hamilton@uvu.edu

USHE Program Review: 3-Year (2024-2025), 7-Year (2024-2025)

Operations Management, Certificate of Proficiency

Contact Name: Lynn Adams
Email: ADAMSLY@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	To demonstrate an understanding of functional business concepts and use analytical thinking.
Assessment Methods/Measures and Targets:	<p>Students are assessed through examinations and instructor-evaluated projects on their quantitative and digital literacy skills in MGMT 2240-Business Calculus and MGMT 2340-Business Statistics 1 course. 70% of students will pass these classes with a C or greater.</p> <p>For critical thinking, students are measured through examinations and instructor evaluation on project-based learning initiatives in MGMT 3450-Operations Management, MGMT 3070-Total Quality Management, and MGMT 3470 Lean Management Systems. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student participation differs from year to year since certification enrollment is usually undeclared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2240 MGMT 2340 MGMT 3345 MGMT 3450 MGMT 3070 MGMT 3470
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To demonstrate an understanding of functional business concepts and use analytical thinking.
Assessment Methods/Measures and Targets:	<p>Students are assessed through examinations and instructor-evaluated projects on their quantitative and digital literacy skills in MGMT 2240-Business Calculus and MGMT 2340-Business Statistics 1 course. 70% of students will pass these classes with a C or greater.</p> <p>For critical thinking, students are measured through examinations and instructor evaluation on project-based learning initiatives in MGMT 3450-Operations Management, MGMT 3070-Total Quality Management, and MGMT 3470 Lean Management Systems. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student participation differs from year to year since certification enrollment is usually undeclared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 2240 MGMT 2340 MGMT 3345 MGMT 3450 MGMT 3070 MGMT 3470
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Quantitative Literacy

Pre-Major in Business, A.S.

Contact Name: Lynn Adams

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2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To provide students with a well-rounded understanding of key business concepts and skills that are relevant to entry-level positions in the industry including clear and direct communication, basic financial and quantitative concepts, & critical thinking skills.
Assessment Methods/Measures and Targets:	<p>Students build and refine communication skills in most business classes, but direct measurements are included in two core curriculum courses including MKTG 220G, Written Business Communication, and MKTG 2390, Professional Business Presentations, that are evaluated based on coordinated rubrics. 70% of students will pass these classes with a C or greater.</p> <p>For quantitative skills, students are assessed through examinations in business calculus in MGMT 2240 and sit for a standardized data analytic certification in MGMT 2400. 70% of students will pass these classes with a C or greater.</p> <p>Students are encouraged to refine critical thinking skills in most business courses with direct measures assessed through examinations or by instructor feedback on projects in ACCT 2110-Principles of Accounting or ENTR 2500-Creativity and Entrepreneurial Thinking. 70% of students will pass these classes with a C or greater.</p>
Estimate number of students included in the evaluation:	Student numbers vary per year since program participation is undeclared.
Indicate the courses that map to this Program Learning Outcome:	MKTG 220G MKTG 2390 ACC 2110 ACC 2120 ENTR 2500 MGMT 2240 MGMT 2400
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Quantitative Literacy, Information Literacy

Process Improvement and Operations CA, Certificate of Proficiency

Contact Name: Lynn Adams
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2023-2024	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	To exhibit critical reasoning skills to forecast and optimize operational problems.
Assessment Methods/Measures and Targets:	<p>For critical thinking, students are assessed through examinations and instructor evaluation of engaged learning projects in MGMT 3450-Operations Management and MGMT 3070-Total Quality Management to evaluate and positively influence operational strategies that provide solutions to inventory control, supply chain, and quality assurance. 70% of students will pass these classes with a C or greater.</p> <p>For information literacy, students are assessed through examinations and instructor evaluation on engaged learning projects in MGMT 3470- Lean Management Systems to elevate knowledge of industry opportunities for continuous improvement and quality management tools. Students sit for an industry certification exam and 70% will earn this designation.</p>
Estimate number of students included in the evaluation:	Student enrollment varies since student participation may be undeclared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 3070 MGMT 3450 MGMT 3470
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy

2024-2025	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	To exhibit critical reasoning skills to forecast and optimize operational problems.
Assessment Methods/Measures and Targets:	<p>For critical thinking, students are assessed through examinations and instructor evaluation of engaged learning projects in MGMT 3450-Operations Management and MGMT 3070-Total Quality Management to evaluate and positively influence operational strategies that provide solutions to inventory control, supply chain, and quality assurance. 70% of students will pass these classes with a C or greater.</p> <p>For information literacy, students are assessed through examinations and instructor evaluation on engaged learning projects in MGMT 3470- Lean Management Systems to elevate knowledge of industry opportunities for continuous improvement and quality management tools. Students sit for an industry certification exam and 70% will earn this designation.</p>
Estimate number of students included in the evaluation:	Student enrollment varies since student participation may be undeclared.
Indicate the courses that map to this Program Learning Outcome:	MGMT 3070 MGMT 3450 MGMT 3470
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy

SCHOOL OF EDUCATION

Academic Assessment Plans

2023-2024

2024-2025

2025-2026

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Education Graduate Programs

Applied Behavior Analysis, Graduate Certificate

Contact Name: Caleb Stanley

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USHE Program Review: Yes, 3-Year (2025-2026)

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Address problem behavior with functional assessment and behavior support planning that meets best practice standards in applied behavior analysis
Assessment Methods/Measures and Targets:	Case study presentations; Conduct behavior skills assessment and complete report and presentation on results; Conduct functional assessment, develop a behavior support plan and presentation on results
Estimate number of students included in the evaluation:	11
Indicate the courses that map to this Program Learning Outcome:	EDAB-689R Supervision Seminar, EDAB-691R Project I, EDAB-693R Project III, EDAB-6030 Developing and Changing Behavior, EDAB-6050 Functional Behavior Assessment and Treatment
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Develop a comprehensive treatment plan that meets best practice standards in Applied Behavior Analysis
Assessment Methods/Measures and Targets:	Case study presentations; Conduct behavior skills assessment and complete report and presentation on results; Conduct functional assessment, develop a behavior support plan and presentation on results
Estimate number of students included in the evaluation:	11
Indicate the courses that map to this Program Learning Outcome:	EDAB-689R Supervision Seminar, EDAB-691R Project I, EDAB-693R Project III, EDAB-6030 Developing and Changing Behavior, EDAB-6050 Functional Behavior Assessment and Treatment
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Educational Leadership, Graduate Certificate

Specialized Accreditation: AAQEP accredited

Contact Name: Dale Cox

Email: dcox@uvu.edu

USHE Program Review: 3-Year (2023-2024)

Master of Education, M.Ed.

Contact Name: Mia Kang
Email: Mia.Kang@uvu.edu
USHE Program Review: N/A

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Engage in research on advancement in teaching and learning in K-12 schools
Assessment Methods/Measures and Targets:	Final projects in research methods (EDUC 6100) and quantitative analytical skills (EDUC 6110) Capstone project (EDUC 6200/6490)
Estimate number of students included in the evaluation:	50 per year
Indicate the courses that map to this Program Learning Outcome:	EDUC 6100, EDUC 6110, EDUC 6200/6490
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Engage in research on advancement in teaching and learning in K-12 schools
Assessment Methods/Measures and Targets:	Final projects in research methods (EDUC 6100) and quantitative analytical skills (EDUC 6110) Capstone project (EDUC 6200/6490)
Estimate number of students included in the evaluation:	50 per year
Indicate the courses that map to this Program Learning Outcome:	EDUC 6100, EDUC 6110, EDUC 6200/6490
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Inclusion, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Apply knowledge and skills to advance teaching and learning in K-12 schools
Assessment Methods/Measures and Targets:	Final projects in EDUC 6300 (Curriculum Design), EDUC 6320 (21 st Century Instruction & Assessment), EDUC 6400 (Contemporary Issues), EDUC 6415 (Global Issues), and EDUC 6330 (Diversity and Differentiation in the Classroom)
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	EDCO 6300, EDUC 6320, EDUC 6330
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion

Master of Education in Applied Behavior Analysis, M.Ed.

Contact Name: Caleb Stanley

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USHE Program Review: Yes, 3-Year (2025-2026)

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Address problem behavior with functional assessment and behavior support planning that meets best practice standards in applied behavior analysis
Assessment Methods/Measures and Targets:	Students will complete a multi-component functional assessment and develop a comprehensive behavior assessment report. Students develop a multi- component behavior support plan based on the functional assessment. Students will complete a case study that demonstrates their ability to conduct an appropriate functional assessment, develop an appropriate behavior support plan, and successfully implement components of the behavior support plan with an individual at their clinical site
Estimate number of students included in the evaluation:	12
Indicate the courses that map to this program learning outcome:	EDUC 693R EDUC 6050 EDAB 6050 EDAB 689R
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Identify appropriate forms of measurement and data display to make informed clinical decisions
Assessment Methods/Measures and Targets:	<p>Students will complete a single-subject research paper in which they answer a hypothetical research problem using best research practices in the field</p> <p>Students will complete a case study that demonstrates their ability to conduct an appropriate analysis of a behavior change program using single-subject research conventions</p>
Estimate number of students included in the evaluation:	12
Indicate the courses that map to this program learning outcome:	EDUC 6040 EDAB 6040 EDUC 693R EDAB 689R
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

Master of Education in Higher Education Leadership, M.Ed.

Contact Name: Sean Crossland

Email: sean.crossland@uvu.edu

USHE Program Review: Yes, 3-Year (2025-2026)

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Construct contextual institutional maps related to notions of diversity, inclusion, exclusion, and discrimination
Assessment Methods/Measures and Targets:	Multiple assignments in EDHE 6420 could be used to assess, new instrument/ rubric will need to be developed. This learning outcome is going to be somewhat problematic to evaluate with the “contextual institutional maps” as that phrase seems subjective based on context of individual identity
Estimate number of students included in the evaluation:	12
Indicate the courses that map to this program learning outcome:	EDHE 6420 – Diversity in Higher Education
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2024-2025:	Create meaningful connections between student development and retention theories, research, and practice
Assessment Methods/Measures and Targets:	Using assignments in EDHE 6460, 100% of students will demonstrate application of one or more student development/retention theory
Estimate number of students included in the evaluation:	12
Indicate the courses that map to this program learning outcome:	EDHE 6460
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

Master of Education in K-12 Education Leadership, M.Ed.

Contact Name: Dale Cox

Email: dcox@uvu.edu

USHE Program Review: Yes, 3-Year (2025-2026)

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate competency in acting ethically and professionally in leadership, and honoring the heritage and background of each student, promoting the equity of educational opportunity for all students
Assessment Methods/Measures and Targets:	<p>Leadership Dispositions: self, mentor, and end of program final evaluation—evaluated by program rubric</p> <p>Ethical Behavior: Consistently demonstrates high character, including being honest, trustworthy, committed, accountable, and acting with integrity</p> <p>Student Focus: Puts the success of each student at the center of all decisions and actions, with high expectations for all in the school community</p> <p>School Climate and Relationships: Sustains a school environment marked by trust, efficacy, teamwork, transparency, communication, equity, and organizational learning</p> <p>Final reflections on relevant leadership strands—end of program, evaluated by program rubrics</p> <p>Strand 1: VISIONARY LEADERSHIP Effective educational leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that promotes each student's academic success and well-being</p> <p>Strand 2: TEACHING AND LEARNING Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being</p> <p>Strand 3: MANAGEMENT FOR LEARNING Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and student</p> <p>Strand 4: COMMUNITY ENGAGEMENT Effective educational leaders engage families and the community</p>

	<p>in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being</p> <p>Strand 5: ETHICAL LEADERSHIP Effective educational leaders act ethically and professionally to promote each student's academic success and well-being.</p> <p>Strand 7: EQUITY AND CULTURAL RESPONSIVENESS Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student's academic success and well-being</p> <p>Mentor and Program final evaluation on relevant leadership strands (see above) using program rubrics</p>
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	<p>EDLE 6120: final presentation on leadership standards, ethics case studies-- evaluated by course rubrics</p> <p>EDLE 6140: Data Action Plan, School Curriculum Review, District Curriculum Leader Interview on student learning, Teacher Observation and Critique, Leadership Skills Presentation-- evaluated by course rubrics</p> <p>EDLE 6150: strategic mission presentation, HR ethical procedures audit, community relations case studies-- evaluated by course rubrics</p> <p>EDLE 6160: school equity review, PLC practices analysis-- evaluated by course rubrics</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate competency in managing school operations and resources
Assessment Methods/Measures and Targets:	<p>Leadership Dispositions: self, mentor, and end of program final evaluation—evaluated by program rubric</p> <p>Managing personnel and resources strategically: Proactively and effectively manages processes around data use, strategic thinking, staffing, operations, and allocation of resources</p> <p>Instruction and Learning Engages in instructionally focused interactions with teachers. Engages effectively with teachers on data, equitable instructional practices, teacher evaluation, instructional coaching, and instructional programs</p> <p>Final reflections on relevant leadership strands—end of program, evaluated by program rubrics</p> <p>Strand 2: TEACHING AND LEARNING Effective educational leaders support teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being</p> <p>Strand 3: MANAGEMENT FOR LEARNING Effective educational leaders manage school operations and resources to promote the success and well-being of faculty, staff, and students</p> <p>Mentor and Program final evaluation on relevant leadership strands (see above) using program rubrics</p>
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	<p>EDLE 6130: Financial Process Review, School Safety Audit, School Crisis Planning Critique, Principal interview on Operations, Operations Case studies and Simulations—evaluated by course rubrics</p> <p>EDLE 6150: Action Planning Design Presentation, Principal Interview on HR and planning, School HR Audit—evaluated by course rubrics</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Master of Education in School Counseling, M.Ed.

Contact Name: Kalee Crandall

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USHE Program Review: Yes, 3-Year (2025-2026)

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Use data to advocate for programs and students
Assessment Methods/Measures and Targets:	Final project in EDUC 6110, EDCO 6100 and EDCO 6030, Capstone project in EDCO 689R, Internship Site Supervisor Evaluation, Praxis Exam – results for Manage Section
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	EDUC 6110, EDCO 6100, EDCO 6030, CMHC 6060, EDCO 689R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Implement interventions to promote college and career readiness
Assessment Methods/Measures and Targets:	Final project in EDCO 6030, Assignments in EDCO 6060, Capstone Project in EDCO 689R, Internship Site Supervisor Evaluation
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	EDCO 6030, EDCO 6060, EDCO 689R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Secondary Teaching, Graduate Certificate

Specialized Accreditation: AAQEP accredited

Contact Name: Mia Kang

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USHE Program Review: N/A

Elementary Education Department

Early Care and Education, Certificate of Completion

Contact Name: Tracy Sermon

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USHE Program Review: N/A

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Support young children’s learning in all academic areas.
Assessment Methods/Measures and Targets:	<p>Activity Day 1 English Language Arts and Math--2 learning plans Activity Day 2 Fine Arts—2 learning plans Activity Day 3 Science, Blocks, Social Studies—2 learning plans</p> <p>These 3 assignments require students to create a written activity plan for a total of six engaging, developmentally appropriate learning experiences for young children in a variety of content areas.</p> <p>Students provide actual learning materials for 2 of the individual activities for all class members to explore and discover the connection to core standards.</p> <p>Scoring Rubric: For each of the 3 activity days, the learning plan is scored on 5 required elements</p> <p>Target: 80% of students will achieve a score of 80% or higher on each of the 6 learning experience plans</p>
Estimate number of students included in the evaluation:	Unsure the # of Certificate students; total of all ECE students: 20 students total for Fall and Spring semesters
Indicate the courses that map to this program learning outcome:	EDEC 2620 Early Childhood Curriculum
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Use authentic assessment to support young children’s learning and development
Assessment Methods/Measures and Targets:	<p>Child Portfolio (2) --digital document created with 14 weeks of observations, photos and child work samples documenting an individual child’s growth and development, coupled to Early Childhood state core guidelines; shared with parents/families in a parent-teacher conference</p> <p>Scoring Rubric: 13 items identifying required assessment elements. 75 points per portfolio (2 complete child portfolios required)</p> <p>Exemplary score: 68-75; Acceptable 53-67 Unacceptable 0-52</p> <p>Target: At least 70 % of students will achieve an Exemplary score Target At least 90% of students will achieve an acceptable score or above</p>
Estimate number of students included in the evaluation:	Unsure the # of Certificate students; total of all ECE students: Approximately 15 total students for Fall and Spring
Indicate the courses that map to this program learning outcome:	EDEC 2720 Early Childhood Assessment
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	School of Education
Assessment Methods/Measures and Targets:	<p>Student compile evidence from all ECE courses and design a professional portfolio in their EDEC 2700 Practicum and EDEC 2720 Assessment course, semester of anticipated graduation</p> <p>Scoring Rubric for the Graduation Portfolio:</p> <p>Each overview (6), artifact (12,) and reflection (12) are scored 1-4: 1 Skills Need Improvement, 2 Emerging Skills, 3 Basic Skills, 4 Proficient Skills</p> <p>Program Goal: 85% of our students will score a 3 or higher on all portfolio items</p>
Estimate number of students included in the evaluation:	Unsure the # of Certificate students; total of all ECE Graduating students: approximately 15 total students for Fall and Spring
Indicate the courses that map to this program learning outcome:	EDEC 2720 Early Childhood Assessment EDEC 2720 Early Childhood Assessment
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion

Early Childhood Education, A.S

Contact Name: Tracy Sermon

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USHE Program Review: N/A

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Design, implement, and evaluate engaging learning experiences in all academic disciplines, to promote positive development and learning for each young child
Assessment Methods/Measures and Targets:	<p>Activity Day 1 English Language Arts and Math--2 learning plans</p> <p>Activity Day 2 Fine Arts—2 learning plans</p> <p>Activity Day 3 Science, Blocks, Social Studies—2 learning plans</p> <p>These 3 assignments require students to create a written activity plan for a total of six engaging, developmentally appropriate learning experiences for young children in a variety of content areas. Students provide actual learning materials for 2 of the individual activities for all class members to explore and discover the connection to core standards.</p> <p>Scoring Rubric: For each of the 3 activity days, the learning plan is scored on 5 required elements</p> <p>Target: 80% of students will achieve a score of 80% or higher on each of the 6 learning experience plans</p>
Estimate number of students included in the evaluation:	20 students total for Fall and Spring semesters
Indicate the courses that map to this program learning outcome:	EDEC 2620 Early Childhood Curriculum
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Conduct appropriate child observation, documentation, and other forms of authentic assessment, to support development, inform curriculum decisions, and to apprise families and other professionals.
Assessment Methods/Measures and Targets:	<p>Child Portfolio (2) --digital document created with 14 weeks of observations, photos and child work samples documenting an individual child's growth and development, coupled to Early Childhood state core guidelines; shared with parents/families in a parent-teacher conference</p> <p>Scoring Rubric: 13 items identifying required assessment elements. 75 points per portfolio (2 complete child portfolios required)</p> <p>Exemplary score: 68-75; Acceptable 53-67 Unacceptable 0-52</p> <p>Target: At least 70 % of students will achieve an Exemplary score Target At least 90% of students will achieve an acceptable score or above</p>
Estimate number of students included in the evaluation:	Approximately 15 total students for Fall and Spring
Indicate the courses that map to this program learning outcome:	EDEC 2720 Early Childhood Assessment
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	School of Education
Assessment Methods/Measures and Targets:	<p>Student compile evidence from all ECE courses and design a professional portfolio in their EDEC 2700 Practicum and EDEC 2720 Assessment course, semester of anticipated graduation</p> <p>Scoring Rubric for the Graduation Portfolio:</p> <p>Each overview (6), artifact (12,) and reflection (12) are scored 1-4: 1 Skills Need Improvement, 2 Emerging Skills, 3 Basic Skills, 4 Proficient Skills</p> <p>Program Goal: 85% of our students will score a 3 or higher on all portfolio items</p>
Estimate number of students included in the evaluation:	Graduating students: approximately 15 total students for Fall and Spring
Indicate the courses that map to this program learning outcome:	EDEC 2700 Early Childhood Practicum EDEC 2720 Early Childhood Assessment
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion

Elementary Education, B.S.

Specialized Accreditation: AAQEP accredited

Contact Name: Elaine Tuft

Email: elaine.tuft@uvu.edu

USHE Program Review: N/A

Pre-Elementary Education, A.S.

Contact Name: Krista Ruggles

Email: kruggles@uvu.edu

USHE Program Review: N/A

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Program graduates reflect on the relationships of teaching, learning, motivating, and instructing in classroom settings
Assessment Methods/Measures and Targets:	Students will create a philosophy of education statement reflecting on the relationships of teaching, learning, motivating, and instructing in classroom settings
Estimate number of students included in the evaluation:	200
Indicate the courses that map to this Program Learning Outcome:	EDEL 1010: Introduction to Education
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Inclusion

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Program graduates select a variety of genres and award-winning books for integration into thematic units, content instruction or other learning experiences in elementary settings
Assessment Methods/Measures and Targets:	Students create a digital presentation that shows 1. a selected grade and specific content area (Science, Social Studies, etc.) They identify 2-3 specific objectives from that content area to focus on, and select 1 ELA objective to 'practice' while children explore the content objectives. 2. They select a minimum of 10 books in variety of genres and reading levels that support learning about the selected content area. 3. design an active, engaging learning activity that incorporates 1 or more books and provides children an opportunity use literature while exploring/meeting core objectives
Estimate number of students included in the evaluation:	200
Indicate the courses that map to this Program Learning Outcome:	EDEL 2330: Children's Literature
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Program graduates participate in the evaluation, selection, and use of technology for children
Assessment Methods/Measures and Targets:	Students will evaluate, select, and create artifacts using technology tools appropriate for K-6 students. Artifacts will be collected in an online website portfolio
Estimate number of students included in the evaluation:	200
Indicate the courses that map to this Program Learning Outcome:	EDEL 2200: Introduction to Educational Technology
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy

Secondary and Special Education Department

Autism Studies, Certificate of Proficiency

Contact Name: Caleb Stanley
Email: caleb.stanley@uvu.edu
USHE Program Review: N/A

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Understand and recognize repetitive and perseverative behaviors, characteristic language. delays, and social deficits
Assessment Methods/Measures and Targets:	Quizzes, Weekly Assignments, Midterm exam, Final, exam, Report/Papers on critical areas of autism spectrum, Cross cultural paper, Case study presentations, Reflection paper
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	AUTS-250G Understanding the Autism Spectrum GI; AUTS-3810 Autism Across the Lifespan I Infants and Children; AUTS 382G Autism across the Lifespan II Teens and Adults GI; AUTS-3850 Autism Assessment and Treatment; AUTS-4650 Autism and Applied Behavior Analysis
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Describe behavior management tools and techniques
Assessment Methods/Measures and Targets:	Quizzes, Weekly Assignments, Midterm exam, Final, exam, Task analysis project, Behavior Change project, resource handbook
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	AUTS-3850 Autism Assessment and Treatment; AUTS-4650 Autism and Applied Behavior Analysis
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Describe practical applications of evidence-based intervention
Assessment Methods/Measures and Targets:	Quizzes, Weekly Assignments, Midterm exam, Final, exam, Report/Papers on critical areas of autism spectrum, Cross cultural paper, Case study presentations, Reflection paper
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	AUTS-250G Understanding the Autism Spectrum GI; AUTS-3810 Autism Across the Lifespan I Infants and Children; AUTS 382G Autism across the Lifespan II Teens and Adults GI; AUTS-3850 Autism Assessment and Treatment; AUTS-4650 Autism and Applied Behavior Analysis
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Scientific Literacy

Physical Education Teacher Education, B.S.

Specialized Accreditation: AAQEP accredited

Contact Name: Bryan Waite

Email: waitebr@uvu.edu

USHE Program Review: N/A

Special Education – Mild/Moderate/Severe and Autism Studies, B.S.

Specialized Accreditation: AAQEP accredited

Contact Name: Bryan Waite

Email: waitebr@uvu.edu

USHE Program Review: 3-Year (2024-2025)

Student Leadership and Success Studies Department

General Education, Certificate of Completion

Contact Name: Darin Eckton

Email: deckton@uvu.edu

USHE Program Review: Yes, 3-Year ONLINE

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Upon successful completion of this program students should be able to demonstrate basic writing skills. (PLO#2)
Assessment Methods/Measures and Targets:	Any student who successfully completes with a D- or better, any of the following General Education writing skills courses that could pertain (i.e., ENGL 1010, 2010, or ENGH 1005)
Estimate number of students included in the evaluation:	Approximately 2, 000+ students (or all who qualify for this certificate)
Indicate the courses that map to this program learning outcome:	ENGL 1010 Introduction to Academic Writing CC, ENGL 2010 Intermediate Academic Writing CC, or ENGH 1005 Literacies and Composition Across Contexts CC
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	School of Education
Assessment Methods/Measures and Targets:	Any student who successfully completes with a D- or better, any of the following General Education courses that pertain to the US political system (i.e., HIST 2700 US History to 1877 AS, HIST 2710 US History since 1877 AS, HIST 1700 American Civilization AS, HIST 1740 US Economic History AS, POLS 1000 American Heritage SS, POLS 1100 American National Government AS)
Estimate number of students included in the evaluation:	Approximately 2, 000+ students (or all who qualify for this certificate)
Indicate the courses that map to this program learning outcome:	HIST 2700 US History to 1877 AS, HIST 2710 US History since 1877 AS, HIST 1700 American Civilization AS, HIST 1740 US Economic History AS, POLS 1000 American Heritage SS, POLS 1100 American National Government AS
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

Integrated College and Community Studies, Certificate of Completion

Contact Name: Jane Carlson

Email: jane.carlson@uvu.edu

USHE Program Review: Yes, 3-Year (2025-2026)

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will develop social and communication skills associated with success in relationships across adult contexts. (PLO#3)
Assessment Methods/Measures and Targets:	Use course assignments that assess practical application of socially acceptable norms and interactions in a variety of relational contexts (e.g. job interview, interpersonal relationships, self-advocacy, etc.)
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this program learning outcome:	ICCS 1030 Social Skills, Sexuality, and Mature Relationships, ICCS 110R Career Development I
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	School of Education
Assessment Methods/Measures and Targets:	Use course assignments that assess practical application of problem-solving skills in a variety of life settings (i.e., identify a problem, set a goal related to the problem, identify the steps to accomplish the goal) Employer evaluations that assess PLO
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this program learning outcome:	ICCS 2020 Living and Working in the Community II, ICCS 210R Career Development II, ICCS 2010 Self-Determination II
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

Leadership for Personal and Social Impact, Certificate of Proficiency

Contact Name: Darin Eckton

Email: deckton@uvu.edu

USHE Program Review: Yes, 3-YEAR (2023-2024) ONLINE

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Identify personal strengths and ways to use them to coach self and others to increased performance. (PLO#1)
Assessment Methods/Measures and Targets:	Successful completion of key strengths assignment in SLSS 2500 course, Successful completion of SLSS 2500 class with a C- or better
Estimate number of students included in the evaluation:	At least 20
Indicate the courses that map to this program learning outcome:	SLSS 2500 Leader--Strengths-Based Leader/Coach
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	School of Education
Assessment Methods/Measures and Targets:	Pre-post survey
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this program learning outcome:	SLSS 1200 The 7 Habits of Highly Effective People, SLSS 2500 Leader--Strengths-Based Leader/Coach, SLSS 3200 Leader--Teacher and Mentor, SLSS 405G Leader--Global Contributor GI, SLSS 4800 Leader--Global Contributor GI
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

Personal Development for Professional Advancement, Certificate of Proficiency

Contact Name: Darin Eckton

Email: deckton@uvu.edu

USHE Program Review: Yes, 3-YEAR (2025-2026)

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Gain foundational skills that lead to increased student success in future courses and programs. (PLO#1)
Assessment Methods/Measures and Targets:	Earn a C- or better in at least 3 credits of the following classes (SLSS 1000, SLSS 1050, SLSS 1190, SLSS 1195, or ENGH 1005)
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this program learning outcome:	SLSS 1000 - University Student Success, SLSS 1050 - Research Skills for Student Success, SLSS 1190 - Power Learning Strategies, SLSS 1195 - Speed Reading, ENGH 1005 - Literacies and Composition Across Contexts
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	School of Education
Assessment Methods/Measures and Targets:	Pre-post survey in one or more of the following courses: SLSS 1000, SLSS 101R, SLSS 103R, SLSS 104R, SLSS 1100, SLSS 1200, SLSS 2100, SLSS 2500
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this program learning outcome:	SLSS 101R - Student Success Topics, SLSS 103R - Student Leadership Development I, SLSS 104R - Student Leadership Development II, SLSS 1100 - Stress Management, SLSS 1200 - The 7 Habits of Highly Effective People, SLSS 2100 - Major and Career Exploration, SLSS 2500 - Leader: Strengths- Based Leader/Coach
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes. 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

University Studies, A.A.

Contact Name: Darin Eckton

Email: deckton@uvu.edu

USHE Program Review: N/A

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will complete 25 credits of any 1000 level course or higher. These electives allow students to customize their curriculum to their individual needs, explore various major and career opportunities, and utilize credits toward graduation that may span a broad variety of topics. (PLO#1)
Assessment Methods/Measures and Targets:	Fulfillment of 25 elective credits at 1000 level or higher
Estimate number of students included in the evaluation:	500
Indicate the courses that map to this program learning outcome:	This could be a wide range of any combination of electives which are too many to list here
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will obtain a flexible degree that will allow for multiple career opportunities or progression into a variety of BA/BS options. (PLO#2)
Assessment Methods/Measures and Targets:	Completed requirements of the UVST AA degree
Estimate number of students included in the evaluation:	500
Indicate the courses that map to this program learning outcome:	Completed at least 35 credits of General Education courses and at least 25 elective credits
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	School of Education
Assessment Methods/Measures and Targets:	Students will fulfill the requirements for the GE Certificate of Completion
Estimate number of students included in the evaluation:	500
Indicate the courses that map to this program learning outcome:	Courses required for the GE Certificate of Completion
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

University Studies, A.S.

Contact Name: Darin Eckton

Email: deckton@uvu.edu

USHE Program Review: Yes, 3-Year (2023-2024) ONLINE

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will complete 25 credits of any 1000 level course or higher. These electives allow students to customize their curriculum to their individual needs, explore various major and career opportunities, and utilize credits toward graduation that may span a broad variety of topics. (PLO#1)
Assessment Methods/Measures and Targets:	Fulfillment of 25 elective credits at 1000 level or higher
Estimate number of students included in the evaluation:	500
Indicate the courses that map to this program learning outcome:	This could be a wide range of any combination of electives which are too many to list here.
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will obtain a flexible degree that will allow for multiple career opportunities or progression into a variety of BA/BS options. (PLO#2)
Assessment Methods/Measures and Targets:	Completed requirements of the UVST AS degree
Estimate number of students included in the evaluation:	500
Indicate the courses that map to this program learning outcome:	Completed at least 35 credits of General Education courses and at least 25 elective credits
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

University Studies, B.A.

Contact Name: Darin Eckton

Email: deckton@uvu.edu

USHE Program Review: Yes, 3-Year (2023-2024) ONLINE

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Communicate to a variety of stakeholders using written, verbal, or digital skills. (PLO#3)
Assessment Methods/Measures and Targets:	Capstone presentation or internship
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this program learning outcome:	Capstone presentation or internship
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Use self-directed skills to complete project(s). (PLO#4)
Assessment Methods/Measures and Targets:	Pre-post survey and capstone
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this program learning outcome:	UVST 4930 Capstone WE or UVST 481R Internship
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

University Studies, B.S.

Contact Name: Darin Eckton

Email: deckton@uvu.edu

USHE Program Review: Yes, 3-Year (2023-2024) ONLINE

2023-2024	
USHE Program Review this year:	Yes, 3- Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this program learning outcome:	
What Essential Learning Outcomes map to this program learning outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Communicate to a variety of stakeholders using written, verbal, or digital skills. (PLO#3)
Assessment Methods/Measures and Targets:	Capstone presentation or internship
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this program learning outcome:	Capstone presentation or internship
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Use self-directed skills to complete project(s). (PLO#4)
Assessment Methods/Measures and Targets:	Pre-post survey and capstone
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this program learning outcome:	UVST 4930 Capstone WE or UVST 481R Internship
What Essential Learning Outcomes map to this program learning outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

USHE Assessment	Completed Plan	Department	Program Type	Program Title	CIP Code	Program Description	Program Learning Outcomes	Certification/Professional Licensure	Specialized Accreditation
3-Year (2025-2026)	No	Education	Graduate Certificate	Applied Behavior Analysis, Graduate Certificate	13.0301	Contact the department for information	1. Develop effective individual treatment plans 2. Ethical conduct in professional practice 3. Accurately assess behavioral issues in clients 4. Pass BCBA certification exam	Board Certified Behavior Analyst® (BCBA®)	
3-Year (2023-2024)	Yes	Education	Graduate Certificate	Educational Leadership, Graduate Certificate	13.0301	Contact the department for information	1. Demonstrate competency in the development, articulation, implementation, and stewardship of a shared vision for education. 2. Demonstrate competency in supporting teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment. 3. Demonstrate competency in managing school operations and resources. 4. Demonstrate competency in engaging families and the community in order to create an inclusive, caring, safe, and supportive school environment. 5. Demonstrate competency in acting ethically and professionally in leadership, and honoring the heritage and background of each student, promoting the equity of educational opportunity for all students. 6. Demonstrate competency to act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.	Utah Educator License	Association for Advancing Quality in Educator Preparation (AAQEP)
N/A	No	Education	Master's Degree	Master of Education, M.Ed.	13.0301	See associated emphasis	1: Plan curriculum and design instruction to enhance student learning. 2: Engage and support all students in learning. 3: Assess and evaluate student learning. 4: Demonstrate professionalism to support student learning		
		Education	Emphasis	Master of Education - Educational Technology Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, Secondary Teaching, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education.	See Master of Education, M.Ed.		
		Education	Emphasis	Master of Education - Elementary Arts Integration Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. The Earned Endorsement Emphasis is for teachers who have previously earned an endorsement from the Utah State Board of Education (USBE). The following endorsements are accepted at UVU: Elementary Arts Integration, Elementary Mathematics, Elementary Science, Elementary STEM, English as a Second Language (ESL), Reading I, Gifted & Talented, and Educational Technology. Up to 12 (5000-level) credits from a recently completed endorsement may be applied toward the M.Ed. Please note - all applicable coursework from the endorsement must be completed within the three years prior to admission to the M.Ed. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest and endorsement area.	1. See Master of Education, M.Ed. 2. Engage in research on arts instruction in elementary schools 3. Demonstrate knowledge and skill related to arts integration in elementary schools		
		Education	Emphasis	Master of Education - Elementary Mathematics Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, Secondary Teaching, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education.	See Master of Education, M.Ed.		

USHE Assessment	Completed Plan	Department	Program Type	Program Title	CIP Code	Program Description	Program Learning Outcomes	Certification/Professional Licensure	Specialized Accreditation
		Education	Emphasis	Master of Education - Elementary Science Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. The Earned Endorsement Emphasis is for teachers who have previously earned an endorsement from the Utah State Board of Education (USBE). The following endorsements are accepted at UVU: Elementary Arts Integration, Elementary Mathematics, Elementary Science, Elementary STEM, English as a Second Language (ESL), Reading I, Gifted & Talented, and Educational Technology. Up to 12 (5000-level) credits from a recently completed endorsement may be applied toward the M.Ed. Please note - all applicable coursework from the endorsement must be completed within the three years prior to admission to the M.Ed. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest and endorsement area.	1. See Master of Education, M.Ed. 2. Engage in research related to effective Elementary Science instruction 3. Demonstrate skill in teaching the Utah Elementary Science standards		
		Education	Emphasis	Master of Education - Elementary STEM Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education.	See Master of Education, M.Ed.		
		Education	Emphasis	Master of Education - English as a Second Language Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, Secondary Teaching, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education.	See Master of Education, M.Ed.		
		Education	Emphasis	Master of Education - Gifted and Talented Education Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, Secondary Teaching, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education.	See Master of Education, M.Ed.		
		Education	Emphasis	Master of Education - Reading I Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education.	See Master of Education, M.Ed.		

USHE Assessment	Completed Plan	Department	Program Type	Program Title	CIP Code	Program Description	Program Learning Outcomes	Certification/Professional Licensure	Specialized Accreditation
		Education	Emphasis	Master of Education - Secondary Teaching Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, Secondary Teaching, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education. Students taking the M.Ed. in Secondary Teaching will first complete the Secondary Teaching Graduate Certificate.	See Master of Education, M.Ed.		
		Education	Emphasis	Master of Education - Teacher Leadership Emphasis, M.Ed.	13.0301	The Master of Education Degree (M.Ed.) at Utah Valley University is an applied master's program aimed at building the instructional skills and professional competency of teachers. Currently there are eleven emphases for participants: Applied Behavioral Analysis; Educational Leadership; Educational Technology; Elementary Mathematics; Elementary STEM, English as a Second Language (ESL), Gifted and Talented Education, Higher Education Leadership, Reading I, and Teacher Leadership. The M.Ed. program emphasizes coursework that prepares teachers to become instructional leaders, with classes in advanced pedagogy, subject matter content, curriculum design, and assessment. Core coursework in research methods is required of participants in all options, however, students select a topic for a culminating project according to their interest or area of licensure in K-12 education.	See Master of Education, M.Ed.		
3-Year (2025-2026)	Yes	Education	Master's Degree	Master of Education in Applied Behavior Analysis, M.Ed.	42.2814	The ABA Graduate program will qualify students to meet the requirements necessary to apply for the Board Certified Behavior Analyst (BCBA) examination. This program includes all required ABA specific coursework and supervised practicum hours.	1. Address problem behavior with functional assessment and behavior support planning that meets best practice standards in applied behavior analysis. 2. Develop a comprehensive treatment plan that meets best practice standards in Applied Behavior Analysis. 3. Identify appropriate forms of measurement and data display to make informed clinical decisions. 4. Develop training and performance monitoring for staff and other stakeholders. 5. Demonstrate ethical conduct in their professional practice.	Board Certified Behavior Analyst® (BCBA®)	
3-Year (2025-2026)	Yes	Education	Master's Degree	Master of Education in Higher Education Leadership, M.Ed.	13.0406	The Master of Education Degree (M.Ed.) in Higher Education Leadership at Utah Valley University is an applied master's program aimed at building the administrative and leadership skills and professional competency of entry and middle level administrators in institutions of higher education. The M.Ed. program emphasizes coursework that prepares individuals to become leaders in policy, operations and strategic decision making needed to support the many aspects of higher education institutions.	1. Evaluate performance of academic programs, institutional services, and overall university mission fulfillment. 2. Assess principles of strategic resource allocation for both operations and capital facilities at the institutional level. 3. Construct contextual institutional maps related to notions of diversity, inclusion, exclusion, and discrimination. 4. Implement best practice regarding the interaction between law, policy, and ethics in the higher education context. 5. Create meaningful connections between student development and retention theories, research, and practice.		
3-Year (2025-2026)	No	Education	Master's Degree	Master of Education in K-12 Education Leadership, M.Ed.	13.0401	Contact the department for information	1. Students will develop competency in the development, articulation, implementation, and stewardship of a shared vision for education. 2. Students will develop competency in supporting teaching and learning by facilitating coherent systems of curriculum, instruction, and assessment. 3. Students will develop competency in managing school operations and resources. 4. Students will develop competency in engaging families and the community in order to create an inclusive, caring, safe, and supportive school environment. 5. Students will develop competency in acting ethically and professionally in leadership, and honoring the heritage and background of each student, promoting the equity of educational opportunity for all students. 6. Students will develop competency to act as agents of continuous improvement and foster a professional community of teachers and staff to promote each student's academic success and well-being.	Utah Educator License	
3-Year (2025-2026)	No	Education	Master's Degree	Master of Education in School Counseling, M.Ed.	13.1101	The Master of Education in School Counseling (MEdSC) program in the UVU School of Education prepares individuals to provide school counseling services in grades P-12 in public and private schools, as well as work in related fields at universities or colleges. The curriculum is aligned to the learning standards required for licensure by the Utah State Board of Education including Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation.	Contact the department for information	Utah Educator License	
N/A	Yes	Education	Graduate Certificate	Secondary Teaching, Graduate Certificate	13.0301	Contact the department for information	Contact the department for information	Utah Educator License	Association for Advancing Quality in Educator Preparation (AAQEP)

USHE Assessment	Completed Plan	Department	Program Type	Program Title	CIP Code	Program Description	Program Learning Outcomes	Certification/Professional Licensure	Specialized Accreditation
N/A	Yes	Elementary Education	Undergraduate Certificate	Early Care and Education, Certificate of Completion	13.1209	This certificate is for students interested in increasing their skills in working with children in child care and preschool programs. Individuals are prepared to work as technicians in public education classrooms and as teacher aides in private centers or Head Start.	1. Program graduates identify and conduct themselves as members of the early childhood profession. 2. Program graduates understand that knowledge of child development, child-centered environments and learning experiences, and appropriate assessment are central to the practice of all early childhood professionals. 3. Program graduates use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each young child.		
N/A	Yes	Elementary Education	Associate Degree	Early Childhood Education, A.S.	13.121	Contact the department for information	Contact the department for information		
N/A	Yes	Elementary Education	Bachelor's Degree	Elementary Education, B.S.	13.1202	The Professional Elementary Teacher Education Program at Utah Valley University is designed to prepare quality, entry level candidates for teaching in elementary education programs grades K-8. Students successfully completing the UVU professional teacher education program graduation and licensure requirements receive a baccalaureate degree in Elementary Education and a Utah Professional Educator License. To continue in the teacher education program, students are expected to maintain all program standards. They must maintain expected levels of competence in all coursework, field work, and student teaching with all course grades at or above a B- and a program GPA of 3.00 or higher. Additionally, teacher candidates are expected to adhere to standards of personal integrity, responsibility, and citizenship commonly expected of professional educators. The UVU teacher education program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP), the Utah State Office of Education, and the Northwest Commission on Colleges and Universities.	1. Design and implement effective instructional practices. 2. Create safe and productive learning environments. 3. Apply knowledge of developmental patterns to instructional design and assessment.	Utah Educator License	Association for Advancing Quality in Educator Preparation (AAQEP)
N/A	No	Elementary Education	Associate Degree	Pre-Elementary Education, A.S.	13.121	Prepares students for matriculation into the Bachelor of Science Professional Elementary Education program.	1. A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, and technical and information literacies. 2. A student will demonstrate knowledge of human cultures and the physical and natural world in the following areas of essential study: arts, history, humanities, languages, science and mathematics, social sciences. 3. Prepares students for matriculation into the Bachelor of Science Professional Elementary Education program.		
N/A	No	Secondary Education	Undergraduate Certificate	Autism Studies, Certificate of Proficiency	13.1013	The Autism Studies Certificate of Proficiency will be beneficial to anyone needing to work with, or interact with, those who have Autism Spectrum Disorder (ASD). This would include those in supervisory positions overseeing ASD adults, educators who may have students with an ASD diagnosis in their classrooms, counselors and medical professionals, emergency services personnel, librarians and other city personnel, and anyone seeking additional information and insight.	Contact the department for information		
N/A	Yes	Secondary Education	Bachelor's Degree	Physical Education Teacher Education, B.S.	13.1314	Contact the department for information	1. describe and apply motor development theory and principles related to skillful movement, physical activity and fitness. 2. plan and implement progressive and sequential instruction that addresses the diverse needs of all students 3. select or create appropriate assessments that will measure student achievement of goals and objectives. 4. know and apply discipline-specific scientific and theoretical concepts critical to the development of physical education individuals. 5. physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPEK-12 Standards. 6. plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students. 7. use effective communication and pedagogical skills and strategies to enhance student engagement and learning. 8. utilize assessments and reflection to foster student learning and inform instructional decisions. 9. demonstrate dispositions essential to becoming effective professionals.	Utah Educator License	Association for Advancing Quality in Educator Preparation (AAQEP)

USHE Assessment	Completed Plan	Department	Program Type	Program Title	CIP Code	Program Description	Program Learning Outcomes	Certification/Professional Licensure	Specialized Accreditation
3-Year (2024-2025)	Yes	Secondary Education	Bachelor's Degree	Special Education - Mild/ Moderate/ Severe and Autism Studies, B.S.	13.1011	Contact the department for information	1. Developed an understanding of how cognitive, linguistic, social, emotional, and physical areas of student learning development meet the needs of individual learning differences. 2. Developed an understanding of individual learner differences and cultural and linguistic diversity. 3. Displayed the ability to work with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation. 4. Developed an understanding of the central concepts, tools of inquiry, and structures of the discipline. 5. Learned to apply multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met. 6. Learned how to plan instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core standards, practices, and the community context. 7. Displayed the ability to use various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways. 8. Displayed the ability to be a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner. 9. Displayed the ability to be a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success. 10. Demonstrated the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.	Utah Educator License	Association for Advancing Quality in Educator Preparation (AAQEP)
3-Year (2023-2024) ONLINE	Yes	Student Leadership & Success Studies	Undergraduate Certificate	General Education, Certificate of Completion	24.0102	The Certificate of Completion in General Education is comprised of the courses that are required for completion of the general education requirements at Utah Valley University. The purpose of general education at UVU is a shared academic experience that provides students with the opportunity to explore new subjects, intellectual traditions, and perspectives; expands their awareness of the wider world; and prepares them with foundational knowledge, skills, and abilities that are expanded on in their disciplines of study in order to be successful learners and professionals positioned to contribute to their broader communities. When a student completes the requirements for the Certificate of Completion in General Education at UVU, the certificate is accepted at other USHE institutions as completing their General Education requirements.	1. Upon successful completion of this program students should be able to demonstrate basic Mathematic principles. 2. Upon successful completion of this program students should be able to demonstrate basic writing skills. 3. Upon successful completion of this program students should be able to demonstrate basic knowledge of US political system.		
3-Year (2025-2026)	Yes	Student Leadership & Success Studies	Undergraduate Certificate	Integrated College and Community Studies, Certificate of Completion	30.9999	The Certificate of Completion in Integrated College and Community Studies will prepare students with the foundational knowledge, skills, and abilities to successfully navigate independent living and employment in the community. The program will focus on the important topics of self-determination, career development and employment, academic enrichment, independent living, and campus and community engagement.	1. Students will develop personal problem solving skills to apply to personal, career, and community challenges. 2. Students will navigate technology to support personal and career goals, gain information, and solve problems. 3. Students will develop social and communication skills associated with success in relationships across adult contexts.		
3-Year (2023-2024) ONLINE	Yes	Student Leadership & Success Studies	Undergraduate Certificate	Leadership for Personal and Social Impact, Certificate of Proficiency	52.0213	Contact the department for information	1. Identify personal strengths and ways to use them to coach self and others to increased performance. 2. Build interdependence by investing in mutually supportive relationships, while helping others to do the same. 3. Take personal responsibility by accepting their primary roles in determining the outcomes and experiences in their lives. 4. Develop an increasingly inclusive mindset that leads to increased quantity and quality of contributions in the community (i.e., local, regional, national and/or international). 5. Enhance their ability to accomplish tasks by successfully navigating varying hierarchical relationships within and across organizations.		
3-Year (2025-2026)	Yes	Student Leadership & Success Studies	Undergraduate Certificate	Personal Development for Professional Advancement, Certificate of Proficiency	32.0107	The courses in this certificate provide a flexible way for students and their advisors to choose a customized path for foundational success in college and increased employability through the theoretical and experiential learning of soft skills. Completion of this certificate can efficiently lead to the partial fulfillment of an additional certificate and associate degree.	1. Gain foundational skills that lead to increased student success in future courses and programs 2. Engage in experiential learning opportunities that enhance the acquisition of soft skills 3. Effectively articulate college and career readiness skills acquired during the program		
N/A	Yes	Student Leadership & Success Studies	Associate Degree	University Studies, A.A.	24.0102	The University Studies Associate in Arts/Science is designed to provide an opportunity for students who may be potentially exploring their career and major options, or provides flexibility for those that are seeking an Associate that enables transferability or simply completion of a broad variety of curriculum options. The AS/AA UVST enables the ability to begin work toward the General Education requirements while meeting the needs of a broad variety of student circumstances.	1. Students will complete 25 credits of any 1000 level course or higher. These electives allow students to customize their curriculum to their individual needs, explore various major and career opportunities, and utilize credits toward graduation that may span a broad variety of topics. 2. Students will obtain a flexible degree that will allow for multiple career opportunities or progression into a variety of BA/BS options. 3. Students will complete General Education requirements for UVU associates level degrees.		

USHE Assessment	Completed Plan	Department	Program Type	Program Title	CIP Code	Program Description	Program Learning Outcomes	Certification/Professional Licensure	Specialized Accreditation
3-Year (2023-2024) ONLINE	Yes	Student Leadership & Success Studies	Associate Degree	University Studies, A.S.	24.0102	The University Studies Associate in Arts/Science is designed to provide an opportunity for students who may be potentially exploring their career and major options, or provides flexibility for those that are seeking an Associate that enables transferability or simply completion of a broad variety of curriculum options. The AS/AA UVST enables the ability to begin work toward the General Education requirements while meeting the needs of a broad variety of student circumstances.	1. Students will complete 25 credits of any 1000 level course or higher. These electives allow students to customize their curriculum to their individual needs, explore various major and career opportunities, and utilize credits toward graduation that may span a broad variety of topics. 2. Students will obtain a flexible degree that will allow for multiple career opportunities or progression into a variety of BA/BS options. 3. Students will complete General Education requirements for UVU associates level degrees.		
3-Year (2023-2024) ONLINE	Yes	Student Leadership & Success Studies	Bachelor's Degree	University Studies, B.A.	24.0102	The BA/BS is designed to meet the academic and professional objectives of learners whose needs are not addressed through existing degree programs. The degree assists learners in developing essential skills valued by employers and graduate schools (e.g., applied learning, critical thinking, written and oral communication, teamwork, ethical reasoning, and global understanding) within the framework of a larger discipline. Learners will complete a structured yet customized set of upper division courses under the guidance of an advisor and faculty mentor to ensure that standards for academic rigor at the Bachelor level are achieved. Candidates for the degree will focus on intellectual skills and integrative knowledge by enrolling in courses in a general disciplinary area with intentionally-selected, specialized knowledge courses that contribute to an integrated whole, and by completing a capstone experience that further prepares them for their chosen professions or graduate school admission. Under the direction of a faculty member, students will complete a capstone course or an internship which will involve reflection and a synthesis of learning to demonstrate achievement of the learning outcomes for the degree.	1. Connect prior learning and future plans to essential learning outcomes. 2. Use multidisciplinary perspectives to synthesize facts, ideas, and information to independently solve problems. 3. Communicate to a variety of stakeholders using written, verbal, or digital skills. 4. Use self-directed skills to complete project(s). 5. Use forward-thinking skills to connect prior learning to trends.		
3-Year (2023-2024) ONLINE	Yes	Student Leadership & Success Studies	Bachelor's Degree	University Studies, B.S.	24.0102	The BA/BS is designed to meet the academic and professional objectives of learners whose needs are not addressed through existing degree programs. The degree assists learners in developing essential skills valued by employers and graduate schools (e.g., applied learning, critical thinking, written and oral communication, teamwork, ethical reasoning, and global understanding) within the framework of a larger discipline. Learners will complete a structured yet customized set up upper division courses under the guidance of an advisor and faculty mentor to ensure that standards for academic rigor at the Bachelor level are achieved. Candidates for the degree will focus on intellectual skills and integrative knowledge by enrolling in courses in a general disciplinary area with intentionally-selected, specialized knowledge courses that contribute to an integrated whole, and by completing a capstone experience that further prepares them for their chosen professions or graduate school admission. Under the direction of a faculty member, students will complete a capstone course or an internship which will involve reflection and a synthesis of learning to demonstrate achievement of the learning outcomes for the degree.	1. Connect prior learning and future plans to essential learning outcomes. 2. Use multidisciplinary perspectives to synthesize facts, ideas, and information to independently solve problems. 3. Communicate to a variety of stakeholders using written, verbal, or digital skills. 4. Use self-directed skills to complete project(s). 5. Use forward-thinking skills to connect prior learning to trends.		

College of Health and Public Service

Academic Assessment Plans

2023-2024

2024-2025

2025-2026

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Allied Health Department

Dental Hygiene, A.A.S.

Specialized Accreditation: CODA Accredited

Contact Name: Karen Preston

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USHE Program Review: N/A

Dental Hygiene, B.S.

Contact Name: Karen Preston

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2023-2024	
USHE Program Review this year:	N/A
Program Learning Outcome 2023-2024:	UVUDH graduates will be able to perform self-assessment for professional growth and lifelong learning.
Assessment Methods/Measures and Targets:	Course grades from DENT 4300. Students submit and reflect on their portfolio. They discuss what this means for professional growth.
Estimate number of students included in the evaluation:	Student number varies from year to year.
Indicate the courses that map to this Program Learning Outcome:	DENT 4300 Dental Hygiene Capstone
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

2024-2025	
USHE Program Review this year:	N/A
Program Learning Outcome 2023-2024:	UVUDH graduates will be able to successfully graduate and affiliate with professional organizations. 2024-25
Assessment Methods/Measures and Targets:	Measures: Number of students that continue to be a member of the American Dental Hygiene Association out of school. Target: Graduated and working Dental Hygiene professionals 2 years out from graduating from the DH program
Estimate number of students included in the evaluation:	20 graduated AAS students
Indicate the courses that map to this Program Learning Outcome:	DENT 4200 Teaching the Dental Hygiene Student Survey for how many graduated students continue to be a member of their professional membership. ADHA
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Inclusion

2025-2026	
USHE Program Review this year:	N/A
Program Learning Outcome 2023-2024:	UVUDH graduates will be able to execute all steps in the dental hygiene process of care.
Assessment Methods/Measures and Targets:	Assessment will be done by reflections submitted to case scenarios about working dental hygienists in practice. Scores will be final grades.
Estimate number of students included in the evaluation:	Student number varies from year to year.
Indicate the courses that map to this Program Learning Outcome:	DENT 481R Internship in Dental Hygiene
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy

Healthcare Services, A.A.S.

Contact Name: Sandy Wilson

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Recognize basic anatomy and physiology
Assessment Methods/Measures and Targets:	80% of students will pass ZOOL 1090 with a grade of C or higher.
Estimate number of students included in the evaluation:	35
Indicate the courses that map to this Program Learning Outcome:	ZOOL 1090
What Essential Learning Outcomes map to this Program Learning Outcome:	Scientific Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	In planning assessment for this program, it has been noted that the current PLOs are not being met. A group including MTECH, academic advisors, Department Chair, and Deans Office are revisiting the program and restructuring for Fall 2024.
Assessment Methods/Measures and Targets:	In planning assessment for this program, it has been noted that the current PLOs are not being met. A group including MTECH, academic advisors, Department Chair, and Deans Office are revisiting the program and restructuring for Fall 2024.
Estimate number of students included in the evaluation:	In planning assessment for this program, it has been noted that the current PLOs are not being met. A group including MTECH, academic advisors, Department Chair, and Deans Office are revisiting the program and restructuring for Fall 2024.
Indicate the courses that map to this Program Learning Outcome:	In planning assessment for this program, it has been noted that the current PLOs are not being met. A group including MTECH, academic advisors, Department Chair, and Deans Office are revisiting the program and restructuring for Fall 2024.
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Respiratory Therapy, A.A.S.

Contact Name: Max Eskelson
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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Work effectively as a team member with physicians, nurses, therapists, and patients as an integral part of the medical community.
Assessment Methods/Measures and Targets:	<p>1. Students will be evaluated on their interactions with other medical professionals, including physicians, respiratory therapists, nurses, and patients, each clinical shift and must achieve a score of 3 or greater on the Likert (1-5) Scale for each of the following: Communicated effectively with members of the department and other clinicians in the patient care team; Communicated with patients with clarity and sensitivity; and Had a positive, helpful, and/or sensitive attitude toward patients, preceptors, and other staff.</p> <p>2. Obtain Committee on Accreditation of Respiratory Care (CoARC) employer surveys at least 6 months after graduation and score 3 or greater on a Likert (1-5) scale.</p>
Estimate number of students included in the evaluation:	15-20 each year
Indicate the courses that map to this Program Learning Outcome:	RESP 2705 Clinical Practice I RESP 2715 Specialty Clinical Rotation RESP 2725 Clinical Practice II-ICU
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Make correct interventional medical decisions based on assessment of patient needs and diagnosis within the scope of therapist driven protocols.
Assessment Methods/Measures and Targets:	<p>1. Maintain a pass rate on the National Therapist Multiple Choice (TMC) and Clinical Simulation Examinations at the CoARC threshold of 80% or greater.</p> <p>2. Obtain Committee on Accreditation of Respiratory Care (CoARC) employer surveys at least 6 months after graduation and score 3 or greater on a Likert (1-5) scale.</p>
Estimate number of students included in the evaluation:	15-20 each year
Indicate the courses that map to this Program Learning Outcome:	<p>RESP 2300 Fundamentals of Respiratory Care</p> <p>RESP 2210 Cardiopulmonary & Renal Anatomy & Physiology I</p> <p>RESP 2145 Fundamentals Lab</p> <p>RESP 2250 Patient Assessment</p> <p>RESP 2520 Principles of Pharmacology</p> <p>RESP 2320 Mechanical Ventilation I</p> <p>RESP 2420 Critical Thinking in Respiratory Care</p> <p>RESP 2165 Mechanical Ventilation Lab</p> <p>RESP 2270 Cardiopulmonary Diagnostics</p> <p>RESP 2330 Entry Level Review</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Comply with the ethical and legal parameters of HIPAA in the use and disclosure of patients' health information.
Assessment Methods/Measures and Targets:	1. Students will be evaluated on their interactions with other medical professionals, including physicians, respiratory therapists, nurses, and patients, each clinical shift and must achieve a score of 3 or greater on the Likert (1-5) Scale for the following: Behaved professionally and ethically.
Estimate number of students included in the evaluation:	15-20 each year
Indicate the courses that map to this Program Learning Outcome:	RESP 2300 Fundamentals of Respiratory Care RESP 2145 Fundamentals Lab RESP 2250 Patient Assessment RESP 2320 Mechanical Ventilation I RESP 2165 Mechanical Ventilation I Lab RESP 2420 Critical Thinking in Respiratory Therapy RESP 2705 Clinical Practice I RESP 2715 Specialty Clinical Rotation RESP 2725 Clinical Practice II-ICU
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

Respiratory Therapy, B.S.

Specialized Accreditation: COARC accredited

Contact Name: Max Eskelson

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USHE Program Review: 3-Year (2025-2026) ONLINE

Criminal Justice Department

Criminal Justice, Certificate of Proficiency

Contact Name: Melissa Noyes

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students should acquire general knowledge about the criminal justice system, including familiarity with the criminal law, victimization, the adjudication process, corrections options, police-community relations, evidence, ethics and theory.
Assessment Methods/Measures and Targets:	In CJ 1330 students will take a mid-term and final exam to assess the understanding of elements of criminal law and the criminal procedure process. 80% of students will score 70% or higher on the mid-term and final exams.
Estimate number of students included in the evaluation:	Approx 100-120 students per semester. 200-240 in Academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1330-Criminal Law. For this year we will focus on CJ 1330.
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will gather, interpret, and evaluate information in a variety of forms while critiquing a crime scene scenario.
Assessment Methods/Measures and Targets:	<p>In CJ 1340 students will complete a hands-on practice of creating and processing a staged crime scene. 75% of students will score 80% or higher on the assignment. See below for assignment task/criteria.</p> <p>Task: Stage a crime scene at home, complete with at least 5 items of evidence (e.g., knife, gun, body, gun casing, blood evidence, bullet hole, etc.)</p> <p>After staging your crime scene, take sufficient crime scene photos to tell your crime scene story (at least 19) using all of the principles taught in the reading and video resources. The criteria for the photos are listed below.</p> <p>Compile your photographs in a Word (doc or docx) file format. Submit the file in Canvas.</p> <p>Criteria Photographs provide the jury with a visual record of the crime scene and evidence just as it was found.</p> <p>Photos should be able to stand on their own and must illustrate key points clearly—without verbal support.</p> <p>Be consistent when taking photographs. Photograph each aspect of a crime scene from distant, mid- range, and close-up perspectives. To receive full credit (40 points) you must include, at a minimum, the following:</p> <p>Take photographs showing the approach to the home, complex, or building. (2 photos recommended)</p> <p>These should include the address or house number (if visible), the approach, and the front door.</p> <p>Mid-range Photographs (at least 8 photographs)</p>

	<p>Take photographs showing each view of your crime scene—outside looking in and inside looking out. (8 photos recommended) Mid-range photographs should be taken approximately ten to twenty feet from the subject matter with different perspectives: inside looking out and outside looking in. Make sure the photographs can be easily compared (overlapping) so as to document the entire scene.</p> <p>Close-up Photographs (at least 4 photographs)</p> <p>Take photographs from different angles effectively showing all perspectives of the important evidence of the crime. (4 photos recommended) Try to capture the details of the crime as much as you can in these photographs (e.g., gun, casing, body, blood, shoeprint, and shoe). Photographs show the relationship of evidence to the scene and ultimately illustrate a connection between the scene and defendant. They also help establish the chain of custody. Make sure your photos tell the story.</p> <p>Take close-up photos from a distance of approximately five feet or less. The close-up photos should depict items that could not be adequately seen from the two previous ranges.</p> <p>Macro Photographs (at least 2 photographs)</p> <p>Photograph the minute details of the crime, such as an injury pattern, bullet hole, hair, or fiber. (2 photos recommended) This helps you make sure you have all of the necessary information to document the scene effectively. Often times these macro photographs are used in the crime scene analysis.</p> <p>Macro photographs can be taken with and without scale and may be used to record tool marks or fracture patterns. The perspective may be as close as a few inches. Always use a scale when taking photographs to show distance and size relationships. Each item should be photographed with and without a scale in the event the use of a scale in a photo is ruled prejudicial.</p>
<p>Estimate number of students included in the evaluation:</p>	<p>Approx 100-120 students per semester. 200-240 in Academic year.</p>
<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>CJ 1340-Criminal Investigations</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>Students will be assessed about the process of collecting evidence. Students will be asked to watch a video (Helle Craft Case) and respond to the following prompt: How would you collect, analyze, and present the evidence in the Helle Craft case. Student's response to the case should focus on three areas: collection, analysis, and presentation. Include specifics.</p> <p>70% of students will complete the writing assignment scoring a 70% or higher.</p>
Estimate number of students included in the evaluation:	Approx 100-120 students per semester. 200-240 in Academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking

Criminal Justice, A.A.

Contact Name: Melissa Noyes
Email: melissa.noyes@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students should acquire general knowledge about the criminal justice system, including familiarity with the criminal law, victimization, the adjudication process, corrections options, police-community relations, evidence, ethics and theory.
Assessment Methods/Measures and Targets:	In CJ 1330 students will take a mid-term and final exam to assess the understanding of elements of criminal law and the criminal procedure process. 80% of students will score 70% or higher on the mid-term and final exams.
Estimate number of students included in the evaluation:	Approx 100-120 students per semester. 200-240 in Academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1330-Criminal Law, CJ 2350-Laws of Evidence. For this year we will focus on CJ 1330.
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will demonstrate the skills necessary to communicate effectively in writing, solve complex problems demonstrating they can see problems from multiple perspectives and still support their final conclusions with persuasive arguments.
Assessment Methods/Measures and Targets:	<p>Students will be assessed based on a position paper relating to the topic of hearsay. The goal of a position paper is to convince the audience that your opinion is valid and defensible. Ideas that you are considering need to be carefully examined in choosing a topic, developing your argument, and organizing your paper. It is very important to ensure that you are addressing all sides of the issue and presenting it in a manner that is easy for your audience to understand. Your job is to take one side of the argument and persuade your audience that you have well-founded knowledge of the topic being presented. It is important to support your argument with evidence to ensure the validity of your claims, as well as to refute the counterclaims to show that you are well informed about both sides. The prompt for this position paper is:</p> <p>Doug is charged with robbing a local bank at gunpoint. At a preliminary hearing in the matter, Tiffany takes the stand and states under oath that days before the robbery Doug told her he was having money problems and asked if she had a gun and car he could borrow. At trial, Tiffany is not present because she is in the Bahamas on vacation. After an investigation by prosecutors it is discovered that Doug sent Tiffany a large sum of money and a note that said "Enjoy the Bahamas without me." Will the statements made by Tiffany at the preliminary hearing come into evidence at Doug's trial? If so, which hearsay exception(s) might apply?</p> <p>The measure of the success for this assessment will be that 70% of Students in CJ 2350 will score 75% or higher on this position paper.</p>
Estimate number of students included in the evaluation:	75-90 per semester. 150-180 for academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1330-Criminal Law, CJ 2350-Laws of Evidence. For this year we will focus on CJ 2350.

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>In CJ 1390 students will complete a discussion relating to the Fourth Amendment and the Exclusionary Rule.</p> <p>The prompt is: Discuss the circumstances that may permit a warrantless search and cite examples. Provide a link to a video that depicts one type of search warrant exception as discussed in your text for this week. Explain the exception and how it does not violate the Fourth Amendment.</p> <p>To assess this 70% of students will score at least a 90% on this discussion post, showing understanding of the topic, and ability to communicate feedback to peers.</p>
Estimate number of students included in the evaluation:	30 semester; 60 academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1390-Introduction to Policing, CJ 470G—Comparative Criminal Justice Systems. For this year we will focus on CJ 1390.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning

Criminal Justice, A.S.

Contact Name: Melissa Noyes

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students should acquire general knowledge about the criminal justice system, including familiarity with the criminal law, victimization, the adjudication process, corrections options, police-community relations, evidence, ethics and theory.
Assessment Methods/Measures and Targets:	In CJ 1330 students will take a mid-term and final exam to assess the understanding of elements of criminal law and the criminal procedure process. 80% of students will score 70% or higher on the mid-term and final exams.
Estimate number of students included in the evaluation:	Approx 100-120 students per semester. 200-240 in Academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1330-Criminal Law, CJ 2350-Laws of Evidence. For this year we will focus on CJ 1330.
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will demonstrate the skills necessary to communicate effectively in writing, solve complex problems demonstrating they can see problems from multiple perspectives and still support their final conclusions with persuasive arguments.
Assessment Methods/Measures and Targets:	<p>Students will be assessed based on a position paper relating to the topic of hearsay. The goal of a position paper is to convince the audience that your opinion is valid and defensible. Ideas that you are considering need to be carefully examined in choosing a topic, developing your argument, and organizing your paper. It is very important to ensure that you are addressing all sides of the issue and presenting it in a manner that is easy for your audience to understand. Your job is to take one side of the argument and persuade your audience that you have well-founded knowledge of the topic being presented. It is important to support your argument with evidence to ensure the validity of your claims, as well as to refute the counterclaims to show that you are well informed about both sides. The prompt for this position paper is:</p> <p>Doug is charged with robbing a local bank at gunpoint. At a preliminary hearing in the matter, Tiffany takes the stand and states under oath that days before the robbery Doug told her he was having money problems and asked if she had a gun and car he could borrow. At trial, Tiffany is not present because she is in the Bahamas on vacation. After an investigation by prosecutors it is discovered that Doug sent Tiffany a large sum of money and a note that said "Enjoy the Bahamas without me." Will the statements made by Tiffany at the preliminary hearing come into evidence at Doug's trial? If so, which hearsay exception(s) might apply?</p> <p>The measure of the success for this assessment will be that 70% of Students in CJ 2350 will score 75% or higher on this position paper.</p>
Estimate number of students included in the evaluation:	75-90 per semester. 150-180 for academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1330-Criminal Law, CJ 2350-Laws of Evidence. For this year we will focus on CJ 2350.

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>In CJ 1390 students will complete a discussion relating to the Fourth Amendment and the Exclusionary Rule.</p> <p>The prompt is: Discuss the circumstances that may permit a warrantless search and cite examples. Provide a link to a video that depicts one type of search warrant exception as discussed in your text for this week. Explain the exception and how it does not violate the Fourth Amendment.</p> <p>To assess this 70% of students will score at least a 90% on this discussion post, showing understanding of the topic, and ability to communicate feedback to peers.</p>
Estimate number of students included in the evaluation:	30 semester; 60 academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1390-Introduction to Policing, CJ 470G—Comparative Criminal Justice Systems. For this year we will focus on CJ 1390.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning

Criminal Justice, B.S.

Contact Name: Melissa Noyes

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will be able to discuss the complexity of cultural diversity and ethical issues within the criminal justice system.
Assessment Methods/Measures and Targets:	<p>In CJ 4200 students will be tasked with the following discussion assignment.</p> <p>You are an African American Sergeant at a large metropolitan police department who completed an intensive one-month training course on high-profile personnel protection. Once you are back, you get detailed to protect a white supremacist speaker who is coming to a local university at the invitation of a student group. You are aware that this person hates African Americans, and has made many outrageous statements about how they should be treated including comments that they should be put back into slavery. His father was the grand wizard of the Ku Klux Klan. As part of your police department leadership, how do you act? Do you request to be reassigned? Is it moral to do nothing?</p> <p>The measurement for the success of this assessment would be that 80% of students will score 80% or higher on the assignment showing that they are able to understand and explain the diversity and ethical issues that are present in the criminal justice system</p>
Estimate number of students included in the evaluation:	30 a semester, 60 a year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1300—Introduction to Correction, CJ 250G—Justice For All, CJ 4060—Special Problems in Criminal Justice, CJ 4200—Ethical Issues in Criminal Justice, CJ 4990—Criminal Justice Capstone Seminar. For this year we will focus on CJ 4200.
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Inclusion

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will design and conduct an original research study on a topic related to the study of CJ.
Assessment Methods/Measures and Targets:	CJ 4990—75% of students will complete Senior Capstone Project and complete presentation to class scoring an 80% or higher on the project and presentation.
Estimate number of students included in the evaluation:	30 semester; 60 academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1300—Introduction to Correction, CJ 3400—Drugs and Crime, CJ 4060—Special Problems in Criminal Justice, CJ 4160—Constitutional Criminal Rights, CJ 470G—Comparative Criminal Justice Systems, CJ 4990—Criminal Justice Capstone Seminar. For this year we will focus on CJ 4990.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Inclusion, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>In CJ 1390 students will complete a discussion relating to the Fourth Amendment and the Exclusionary Rule.</p> <p>The prompt is: Discuss the circumstances that may permit a warrantless search and cite examples. Provide a link to a video that depicts one type of search warrant exception as discussed in your text for this week. Explain the exception and how it does not violate the Fourth Amendment.</p> <p>To assess this 70% of students will score at least a 90% on this discussion post, showing understanding of the topic, and ability to communicate feedback to peers.</p>
Estimate number of students included in the evaluation:	30 semester; 60 academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ 1340-Criminal Investigations, CJ 1390-Introduction to Policing, CJ 470G—Comparative Criminal Justice Systems. For this year we will focus on CJ 1390.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning

Forensic Science, A.S.

Contact Name: Amie Houghton

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Develop a conceptual foundation of the criminal justice system, rules of evidence, and the legal system.
Assessment Methods/Measures and Targets:	In CJ 1330 students will take a mid-term and final exam to assess the understanding of elements of criminal law and the criminal procedure process. 80% of students will score 70% or higher on the mid-term and final exams.
Estimate number of students included in the evaluation:	100-120 per semester. 200-240 per academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ1010-Intro to Criminal Justice, CJ1330-Criminal Law, CJ2350-Laws of Evidence. For this year we will focus on CJ1330.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Describe how various forensic science disciplines are utilized within criminal investigations.
Assessment Methods/Measures and Targets:	<p>In CJ 1340 students will complete a discussion relating to various types of physical evidence and its importance to the overall criminal investigation.</p> <p>The prompt is: Discuss how physical evidence provides an investigative link to a suspect(s), victim(s) and crime scene(s). Search for a specific case in which physical evidence was forensically examined and was used to help solve the case – post a link to the case you found. Provide an overall summary of the case investigation (who, what, where, when, etc.) Explain the specific type of forensic evidence that was collected, how it was examined and what answers it provided to the overall investigation.</p> <p>To assess this 70% of students will score at least a 90% on this discussion post, showing understanding of the topic, and ability to communicate feedback to peers.</p>
Estimate number of students included in the evaluation:	Approx 100-120 per semester. 200-240 for academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ1010-Introduction to Criminal Investigations, CJ1350-Introduction to Forensic Science, CJ1340-Criminal Investigations. For this year we will focus on CJ1340
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Explain the relationship between forensic science and criminal law.
Assessment Methods/Measures and Targets:	<p>In CJ2350, students will complete a two-part assignment where they will properly document a crime scene and evidence located within the scene through generation of a crime scene sketch. They will then present the overall process of the evidence from the initial procurement through presentation at a trial. They must discuss the proper steps of chain of custody, evidence marking, and evidence management/storage.</p> <p>To assess this 70% of students will score at least a 90% on these assignments, showing understanding of the topic, and ability to communicate to peers.</p>
Estimate number of students included in the evaluation:	400-450 students per semester. 800-900 students per academic year.
Indicate the courses that map to this Program Learning Outcome:	CJ1350-Intro to Forensic Science, CJ2350 – Laws of Evidence, CJ1330-Criminal Law. For this year we will focus on CJ2350
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

Forensic Science, B.S.

Specialized Accreditation: FEPAC accredited

Contact Name: Amie Houghton

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USHE Program Review: N/A

Intelligence Studies, A.S.

Contact Name: David McEntire

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Leadership – Students will examine, analyze, calculate, and formulate methods by which they can motivate and lead others through leadership attributes and competencies.
Assessment Methods/Measures and Targets:	<p>Assignment 1: The class Small Group Leader (Instructor) assesses leadership attributes and competencies based on the Army Leadership Requirements Model through daily observation of all students. The SGL may assign additional duties to help facilitate classroom administrative responsibilities. Performance of these duties informs the evaluation of one’s leadership competencies and attributes and may contribute to the DA Form 1059 Part III Overall Academic Achievement for class standing but does not apply any quantitative value contributing to student GPA.</p> <p>Assignment 2: Students will analyze and evaluate the major points of a case study for research to write a persuasive essay. Students are required to give an in-depth introduction of the topic; provide transitional sentences from one topic to the next; provide a summative conclusion; utilize a minimum of two references; utilize Times New Roman, 12-point font; no less than 3 full pages and no more than 5 pages; adhere to APA formatting. The minimum performance standard is 80 of 100. A reevaluation failure will result in recommendation for dismissal.</p>
Estimate number of students included in the evaluation:	15-25 students
Indicate the courses that map to this Program Learning Outcome:	INTS 1000: Introduction to Student Operations INTS 2020: Force Protection Operations and Support INTS 2140: Reporting of Intelligence Data II INTS 2410: Management of Intelligence/Counterintelligence Operations I INTS 2410: Management of Intelligence/Counterintelligence Operations II
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Written Communication – Students, using writing skills, both individually and collaboratively, will discover, shape and communicate information, data concepts and arguments clearly and effectively to the appropriate audience and purpose.
Assessment Methods/Measures and Targets:	<p>Assignment 1: Using an organizational-level leadership perspective, analyze, evaluate and write a 3-5 page analytical paper on Operation Anaconda according to the six principles of mission command. Students will adhere to the Army Writing Style and APA formatting. The minimum performance standard is 80 of 100. A reevaluation failure will result in recommendation for dismissal. References include: ADP 6-0, Mission Command: Command and Control of Army Forces, 2019; Operation Anaconda Case Study; Purdue OWL. APA Writing Style Format (Student Paper).</p> <p>Assignment 2: Students participate in all discussion boards and group discussions by submitting a response to the initial post(s) and responding to two peer responses, at a minimum. Initial posts will be 250 words or more, peer post responses minimum is 150 words. When relevant, add to the discussion by including prior knowledge, work experience, references, web-sites, resources, etc. (giving credit when appropriate). SGL (Instructor) will evaluate student’s responses IAW the discussion board rubric. Failure to respond to initial discussion board post and or responding to peer responses will result in an “Unsatisfactory” rating.</p>
Estimate number of students included in the evaluation:	15-25 students
Indicate the courses that map to this Program Learning Outcome:	INTS 115R: Briefing Skills I INTS 215R: Briefing Skills II INTS 1010: Counterintelligence Investigations INTS 1020: Security Programs INTS 1040: Analytical Processes and Product INTS 1050: Interrogation Operations INTS 1060: Map Reading and Analysis INTS 1080: Signal Theory INTS 1090: Signal Analysis and Security INTS 1100: Remote Sensing INTS 1010: Information Security and Intelligence Operations INTS 1140: Reporting of Intelligence Data INTS 1170: Symbology INTS 1200: Records Management

	INTS 1210: Counterintelligence Investigations II INTS 2040: Interrogation and Interview Techniques INTS 2090: Automated Intelligence Systems INTS 2140: Reporting of Intelligence Data II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Critical Thinking – Students will employ logical, analytical, analogical, and reflective reasoning as well as scientific, mathematical, and artistic inquiry to solve problems effectively.
Assessment Methods/Measures and Targets:	<p>Assignment 1: Students write an information paper applying structured analytics techniques and critical thinking principals in order to define a problem and develop courses of action for said problems. Students are required to give an in-depth introduction of the topic; provide transitional sentences from one topic to the next; provide a summative conclusion; utilize a minimum of two references; utilize Times New Roman, 12-point font; no less than 3 full pages and no more than 5 pages; adhere to APA formatting. The minimum performance standard is 70%.</p> <p>Assignment 2: In groups of four, students will create and brief an intelligence collection support to IPB presentation based on information from a scenario and will include development of an enemies Electronic Order of Battle. The brief is assessed IAW the Intelligence Collection Support to IPB evaluation sheet. The minimum performance standard is 70%.</p>
Estimate number of students included in the evaluation:	15-25 students
Indicate the courses that map to this Program Learning Outcome:	INTS 115R: Briefing Skills I INTS 211 R: Military Decision Making Process INTS 215R: Briefing Skills II INTS 1000: Introduction to Student Operations INTS 1010: Counterintelligence Investigations INTS 1020: Security Programs INTS 1030: Intelligence Law and Administration of Justice INTS 1040: Analytical Processes and Product INTS 1050: Interrogation Operations INTS 1060: Map Reading and Analysis INTS 1080: Signal Theory INTS 1090: Signal Analysis and Security INTS 1100: Remote Sensing INTS 1010: Information Security and Intelligence Operations INTS 1140: Reporting of Intelligence Data INTS 1170: Symbology INTS 1180: Intelligence Preparation of the Battlefield

	<p>INTS 1200: Records Management INTS 1210: Counterintelligence Investigations II INTS 1230: Targeting INTS 2000: Collections Operations INTS 2020: Force Protection Operations and Support INTS 2030: Combating Terrorism INTS 2040: Interrogation and Interview Techniques INTS 2090: Automated Intelligence Systems INTS 2140: Reporting of Intelligence Data II INTS 2230: Intelligence Law and Administration of Justice II INTS 2260: Interrogation and Interviewing Techniques II INTS 2410: Management of Intelligence/Counterintelligence Operations I</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Critical Thinking</p>

Law Enforcement, Certificate of Proficiency

Contact Name: John McCombs

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will complete all law enforcement training required by the state of Utah to become certifiable in this career field.
Assessment Methods/Measures and Targets:	CJ 1810 students complete three assessments and one certification examination during each semester. The assessments and final exam ensure students have mastered an understanding of the material taught and the basic procedures of law enforcement. 80% of students will score 80% or higher on the certification exam.
Estimate number of students included in the evaluation:	Approximately 40-50 per semester.
Indicate the courses that map to this Program Learning Outcome:	CJ 1810 – POST Module II.
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Emphasizes criminal and traffic laws, and the proper means of enforcing them.
Assessment Methods/Measures and Targets:	Following classroom instruction, students are required to participate in scenario training. During the scenario training, students are placed in various situations to determine the practical application of instruction or criminal and traffic laws. 90% of students will score 80% or higher on the scenario training assessment.
Estimate number of students included in the evaluation:	Approximately 40-50 per semester.
Indicate the courses that map to this Program Learning Outcome:	CJ 1810 – POST Module II.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Inclusion

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	During scenario training, students are assigned to prepare police reports or cases they investigate or actions they took. These reports are reviewed by a prosecutor to determine their use during a moot court. Students are required to appear in court and answer questions from a prosecutor and defense attorney during a moot trial. The moot trial instructors will provide immediate feedback concerning their police reports, and testimony during the court proceedings. 80% of students will score 70% or higher on the assessment.
Estimate number of students included in the evaluation:	Approximately 40-50 per semester.
Indicate the courses that map to this Program Learning Outcome:	CJ 1810 – Post Module II.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking

National Security Studies, Certificate of Proficiency

Contact Name: Jonathan L. Rudd

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Discuss the U.S. national security system and process, including familiarity with the National Security Council, executive departments and agencies, presidential powers, congressional roles and powers, applicable international and domestic law, and current geographical and functional issues in the national security field.
Assessment Methods/Measures and Targets:	<p>NSS-2010 Introduction to National Security</p> <p>National Security Council Simulation</p> <p>After submitting your Position Memoranda and reviewing MODEL DIPLOMACY Section 3.4—Guide to the Simulated NSC Meeting, each NSC-TEAM will conduct a simulated National Security Council (NSC) meeting where you represent different NSC principal officials in a remote (video conference) White House Situation Room context. During the NSC meeting, you will be expected to explain, defend, and debate your Department/Agencies position on this issue.</p> <p>Most importantly, you are expected to advise the President to make a decision on how best to move forward. Dates and times for the VTC are listed below. You are expected to dress appropriately (business attire) for your role as a member of the NSC. This helps to make the simulation more realistic and professional.</p> <p>NSC Meeting 2021 (100 pts) Criteria (Grading Rubric)</p> <p>This criterion is linked to a Learning Outcome Professionalism & Participation (20 pts)</p> <p>Dress appropriately (business attire) as a member of the NSC. Be on time and actively participate in the NSC Meeting. Maintain your role, be respectful, and conduct yourself in a professional manner. Understand and represent the interests of your agency in advising the President.</p> <p>This criterion is linked to a Learning Outcome Round 1 - Opening Statements (20pts)</p>

	<p>Accurately articulate the objectives of the department you represent (objectives are grounded in knowledge of the role of the department). Identify viable options for the President to consider and provide a clear summary of your position and department's recommended course of action. Stay within the timeframe allotted for opening statements. (Further discussion, analysis, and debate will occur during Round 2.)</p> <p>This criterion is linked to a Learning Outcome Round 2 - Options and Analysis (20 pts)</p> <p>Discuss, clarify, and evaluate the various options available to address the threat. Articulate the advantages, disadvantages, and trade-offs. Consider opportunities, risks, and consequences.</p> <p>This criterion is linked to a Learning Outcome Round 3 - Final Decision (20 pts)</p> <p>Clearly identify a preferred option or options. Explain why other options are less preferable and support your recommendation with concise analysis and reasoning. Assist the President to make a final decision.</p> <p>This criterion is linked to a Learning Outcome After Action Discussion (20 pts)</p> <p>Discuss the NSC experience. Evaluate Model Diplomacy. Consider ways to improve the course and online experience.</p> <p>80% of students will score 75% or higher on the simulation.</p>
<p>Estimate number of students included in the evaluation:</p>	<p>20-25</p>
<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>NSS-2010 Introduction to National; Security; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4600 National Security Law; NSS-475R Current Topics in National Security. For this assessment year we will focus on NSS 2010.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate analytical thinking and reasoning, professional writing, and public speaking and presenting skills.
Assessment Methods/Measures and Targets:	<p>NSS-4600 National Security Law The United Nations Security Council (UNSC)</p> <p>In 1945, the international community of nations created the United Nations by becoming parties to the United Nations Charter.</p> <p>Read Chapter 4 in the textbook. Watch the Module 5 videos. Review the Module 5 slides and Cheat Sheet. Write a one to three page paper, double spaced, 12 pt. font, responding to the following:</p> <p>What countries make up the 15 members of the UNSC? Who are the five permanent members? Explain the veto power held by the five permanent members? What measures can the UNSC approve short of armed force? (Look at the first few articles in Chapter VII of the UN Charter) What measures can the UNSC approve with the use of armed force? (Look at the first few articles of Chapter VII of the UN Charter)</p> <p>70% of students will score a 70% or higher on this paper.</p>
Estimate number of students included in the evaluation:	20-25
Indicate the courses that map to this Program Learning Outcome:	NSS-2010 Introduction to National; Security; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4600 National Security Law; NSS-475R Current Topics in National Security. For this assessment year we will focus on NSS 4600.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>NSS-2010 Introduction to National Security</p> <p>Position Memorandum</p> <p>Total length: Approximately one thousand words (two full pages, not including your reference page)</p> <p>Format: Times New Roman, 12 point font, you can double space between paragraphs but material within paragraphs should be single spaced, page number at the bottom center, and I highly recommend the use of subheadings to assist the reader.</p> <p>Criteria (Grading Rubric)</p> <p>This criterion is linked to a Learning Outcome Format (10 pts)</p> <p>Follows the formatting guidelines, to include:</p> <p>Approximately one thousand words (two full pages, not including your reference page)</p> <p>Times New Roman 12 point font, double space between paragraphs</p> <p>Single space within paragraphs</p> <p>Page number at the bottom center</p> <p>Contains "NSC Position Memo" and "True Name" at the top above the line</p> <p>This criterion is linked to a Learning Outcome Header (5 pts)</p> <p>Properly formatted header, to include appropriate information according to your role and position in the NSC</p> <p>Date</p> <p>From</p> <p>Memorandum for</p> <p>Subject</p> <p>This criterion is linked to a Learning Outcome Introductory Paragraph (10 pts)</p> <p>One paragraph that briefly explains the significance of the issue in the context of U.S. foreign policy and national security.</p> <p>Clearly identifies the central question.</p>

	<p>This criterion is linked to a Learning Outcome Background Paragraph (10pts)</p> <p>One paragraph that provides a brief overview and history regarding the issue and the U.S. position. Does not summarize the whole case.</p> <p>This criterion is linked to a Learning Outcome Objectives (10 pts)</p> <p>Follows template format for objectives Lists three (3) objectives for your department Succinctly states department objectives in the current crisis The objectives guide and are directly related to the policy analysis and recommendation</p> <p>This criterion is linked to a Learning Outcome Options and Analysis Paragraphs (20 pts)</p> <p>Identifies three (3) viable options for a U.S. response to the current crisis One paragraph for each option (three total paragraphs) Discusses costs, benefits, and resource needs for the various options Considers advantages, disadvantages, and trade-offs This criterion is linked to a Learning Outcome Recommendation and Justification Paragraphs (20 pts)</p> <p>One paragraph that clearly identifies a preferred option or options Provides specific actions to be taken to achieve the option or options Supports the choice with appropriate analysis Addresses potential weaknesses or disadvantages associated with the recommended option or options Written with the president as the intended audience</p> <p>This criterion is linked to a Learning Outcome Grammar and Spelling (10 pts)</p> <p>Writing is professional Sentences are direct, clear, and concise Writer uses active voice Writer uses appropriate grammar and spelling The memo flows for the reader (concepts are clearly connected and make sense)</p> <p>This criterion is linked to a Learning Outcome Reference Page (5 pts)</p>
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	<p>Reference page on a separate, third page</p> <p>References are identifiable</p> <p>Provide at least 3 references outside of Model Diplomacy and the Textbook</p> <p>80% of students will score 70% or higher on the Position Memorandum.</p>
Estimate number of students included in the evaluation:	20-25
Indicate the courses that map to this Program Learning Outcome:	NSS-2010 Introduction to National; Security; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4600 National Security Law; NSS-475R Current Topics in National Security. For this assessment year we will focus on NSS 2010.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

National Security Studies, B.A.

Contact Name: Jonathan L. Rudd

Email: jonathan.rudd@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Acquire general knowledge about the U.S. national security system and process, including familiarity with the National Security Council, executive departments and agencies, presidential powers, congressional roles and powers, applicable international and domestic law, and current geographical and functional issues in the national security field.
Assessment Methods/Measures and Targets:	<p>NSS-2010 Introduction to National Security</p> <p>National Security Council Simulation</p> <p>After submitting your Position Memoranda and reviewing MODEL DIPLOMACY Section 3.4—Guide to the Simulated NSC Meeting, each NSC-TEAM will conduct a simulated National Security Council (NSC) meeting where you represent different NSC principal officials in a remote (video conference) White House Situation Room context. During the NSC meeting, you will be expected to explain, defend, and debate your Department/Agencies position on this issue.</p> <p>Most importantly, you are expected to advise the President to make a decision on how best to move forward. Dates and times for the VTC are listed below. You are expected to dress appropriately (business attire) for your role as a member of the NSC. This helps to make the simulation more realistic and professional.</p> <p>NSC Meeting 2021 (100 pts) Criteria (Grading Rubric)</p> <p>This criterion is linked to a Learning Outcome Professionalism & Participation (20 pts)</p> <p>Dress appropriately (business attire) as a member of the NSC. Be on time and actively participate in the NSC Meeting. Maintain your role, be respectful, and conduct yourself in a professional manner. Understand and represent the interests of your agency in advising the President.</p> <p>This criterion is linked to a Learning Outcome Round 1 - Opening</p>

	<p>Statements (20pts)</p> <p>Accurately articulate the objectives of the department you represent (objectives are grounded in knowledge of the role of the department). Identify viable options for the President to consider and provide a clear summary of your position and department's recommended course of action. Stay within the timeframe allotted for opening statements. (Further discussion, analysis, and debate will occur during Round 2.)</p> <p>This criterion is linked to a Learning Outcome Round 2 - Options and Analysis (20 pts)</p> <p>Discuss, clarify, and evaluate the various options available to address the threat. Articulate the advantages, disadvantages, and trade-offs. Consider opportunities, risks, and consequences.</p> <p>This criterion is linked to a Learning Outcome Round 3 - Final Decision (20 pts)</p> <p>Clearly identify a preferred option or options. Explain why other options are less preferable and support your recommendation with concise analysis and reasoning. Assist the President to make a final decision. This criterion is linked to a Learning Outcome After Action Discussion (20 pts). Discuss the NSC experience. Evaluate Model Diplomacy. Consider ways to improve the course and online experience.</p> <p>70% of students will score 75% or higher on the National Security Simulation.</p>
<p>Estimate number of students included in the evaluation:</p>	<p>20-25</p>
<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>NSS-2010 Introduction to National; Security; NSS-3050 US Intelligence Community; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4300 Intelligence Cycle and Collections; NSS-4400 Statecraft and Strategy; NSS-4600 National Security Law; NSS-4800 Intelligence Analysis and Tradecraft; NSS-475R Current Topics in National Security; NSS-4990 National Security Capstone Seminar.</p> <p>For this assessment year we will focus on NSS 2010.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Gain skills through class simulations and instruction in analytical thinking and reasoning, professional writing, and public speaking and presenting.
Assessment Methods/Measures and Targets:	<p>NSS-3050 The US Intelligence Community (USIC)</p> <p>US Intelligence Community—Agency Overview (Presentation)</p> <p>Through this assignment, you will assist your classmates in gaining a better understanding of your selected agency and how it fits into the larger USIC.</p> <p>For this assignment, your two-person team will provide an oral presentation regarding your selected USIC agency to the class. Your presentation should detail the agency's history, mission, structure, and explain the role it plays within the USIC. In addition to this, you will brief the class on a case or intelligence product produced by your selected agency. Be sure to follow the rubric.</p> <p>75% of students will score a 70% or higher on this presentation.</p>
Estimate number of students included in the evaluation:	20-25
Indicate the courses that map to this Program Learning Outcome:	NSS-2010 Introduction to National; Security; NSS-3050 US Intelligence Community; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4300 Intelligence Cycle and Collections; NSS-4400 Statecraft and Strategy; NSS-4600 National Security Law; NSS-4800 Intelligence Analysis and Tradecraft; NSS-475R Current Topics in National Security; NSS-4990 National Security Capstone Seminar. For this assessment year we will focus on NSS 3050.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>NSS-2010 Introduction to National Security</p> <p>Position Memorandum</p> <p>Total length: Approximately one thousand words (two full pages, not including your reference page)</p> <p>Format: Times New Roman, 12 point font, you can double space between paragraphs but material within paragraphs should be single spaced, page number at the bottom center, and I highly recommend the use of subheadings to assist the reader.</p> <p>Criteria (Grading Rubric)</p> <p>This criterion is linked to a Learning Outcome Format (10 pts) Follows the formatting guidelines, to include:</p> <p>Approximately one thousand words (two full pages, not including your reference page)</p> <p>Times New Roman 12 point font, double space between paragraphs</p> <p>Single space within paragraphs</p> <p>Page number at the bottom center</p> <p>Contains "NSC Position Memo" and "True Name" at the top above the line</p> <p>This criterion is linked to a Learning Outcome. Header (5 pts).</p> <p>Properly formatted header, to include appropriate information according to your role and position in the NSC:</p> <p>Date</p> <p>From</p> <p>Memorandum for</p> <p>Subject</p> <p>This criterion is linked to a Learning Outcome. Introductory Paragraph (10 pts):</p> <p>One paragraph that briefly explains the significance of the issue in</p>

	<p>the context of U.S. foreign policy and national security. Clearly identifies the central question.</p> <p>This criterion is linked to a Learning Outcome. Background Paragraph (10pts)</p> <p>One paragraph that provides a brief overview and history regarding the issue and the U.S. position Does not summarize the whole case</p> <p>This criterion is linked to a Learning Outcome Objectives (10 pts)</p> <p>Follows template format for objectives Lists three (3) objectives for your department Succinctly states department objectives in the current crisis The objectives guide and are directly related to the policy analysis and recommendation</p> <p>This criterion is linked to a Learning Outcome. Options and Analysis Paragraphs (20 pts)</p> <p>Identifies three (3) viable options for a U.S. response to the current crisis. One paragraph for each option (three total paragraphs). Discusses costs, benefits, and resource needs for the various options. Considers advantages, disadvantages, and trade-offs.</p> <p>This criterion is linked to a Learning Outcome. Recommendation and Justification Paragraphs (20 pts)</p> <p>One paragraph that clearly identifies a preferred option or options. Provides specific actions to be taken to achieve the option or options. Supports the choice with appropriate analysis. Addresses potential weaknesses or disadvantages associated with the recommended option or options. Written with the president as the intended audience.</p> <p>This criterion is linked to a Learning Outcome. Grammar and Spelling (10 pts):</p> <p>Writing is professional Sentences are direct, clear, and concise Writer uses active voice Writer uses appropriate grammar and spelling The memo flows for the reader (concepts are clearly connected and make sense)</p> <p>This criterion is linked to a Learning Outcome Reference Page (5</p>
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	<p>pts)</p> <p>Reference page on a separate, third page</p> <p>References are identifiable</p> <p>Provide at least 3 references outside of Model Diplomacy and the Textbook</p> <p>80% of students will score 70% or higher on the Position Memorandum.</p>
Estimate number of students included in the evaluation:	20-25
Indicate the courses that map to this Program Learning Outcome:	<p>NSS-2010 Introduction to National; Security; NSS-3050 US Intelligence Community; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4300 Intelligence Cycle and Collections; NSS-4400 Statecraft and Strategy; NSS-4600 National Security Law; NSS-4800 Intelligence Analysis and Tradecraft; NSS-475R Current Topics in National Security; NSS-4990 National Security Capstone Seminar.</p> <p>For this assessment year we will focus on NSS 2010.</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

National Security Studies, B.S.

Contact Name: Jonathan L. Rudd

Email: jonathan.rudd@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Acquire general knowledge about the U.S. national security system and process, including familiarity with the National Security Council, executive departments and agencies, presidential powers, congressional roles and powers, applicable international and domestic law, and current geographical and functional issues in the national security field.
Assessment Methods/Measures and Targets:	<p>NSS-2010 Introduction to National Security</p> <p>National Security Council Simulation</p> <p>After submitting your Position Memoranda and reviewing MODEL DIPLOMACY Section 3.4—Guide to the Simulated NSC Meeting, each NSC-TEAM will conduct a simulated National Security Council (NSC) meeting where you represent different NSC principal officials in a remote (video conference) White House Situation Room context. During the NSC meeting, you will be expected to explain, defend, and debate your Department/Agencies position on this issue.</p> <p>Most importantly, you are expected to advise the President to make a decision on how best to move forward. Dates and times for the VTC are listed below. You are expected to dress appropriately (business attire) for your role as a member of the NSC. This helps to make the simulation more realistic and professional.</p> <p>NSC Meeting 2021 (100 pts) Criteria (Grading Rubric)</p> <p>This criterion is linked to a Learning Outcome Professionalism & Participation (20 pts)</p> <p>Dress appropriately (business attire) as a member of the NSC. Be on time and actively participate in the NSC Meeting. Maintain your role, be respectful, and conduct yourself in a professional manner. Understand and represent the interests of your agency in advising the President.</p> <p>This criterion is linked to a Learning Outcome Round 1 - Opening</p>

	<p>Statements (20pts)</p> <p>Accurately articulate the objectives of the department you represent (objectives are grounded in knowledge of the role of the department). Identify viable options for the President to consider and provide a clear summary of your position and department's recommended course of action. Stay within the timeframe allotted for opening statements. (Further discussion, analysis, and debate will occur during Round 2.)</p> <p>This criterion is linked to a Learning Outcome Round 2 - Options and Analysis (20 pts)</p> <p>Discuss, clarify, and evaluate the various options available to address the threat. Articulate the advantages, disadvantages, and trade-offs. Consider opportunities, risks, and consequences.</p> <p>This criterion is linked to a Learning Outcome Round 3 - Final Decision (20 pts)</p> <p>Clearly identify a preferred option or options. Explain why other options are less preferable and support your recommendation with concise analysis and reasoning. Assist the President to make a final decision. This criterion is linked to a Learning Outcome After Action Discussion (20 pts). Discuss the NSC experience. Evaluate Model Diplomacy. Consider ways to improve the course and online experience.</p> <p>70% of students will score 75% or higher on the National Security Simulation.</p>
<p>Estimate number of students included in the evaluation:</p>	<p>20-25</p>
<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>NSS-2010 Introduction to National; Security; NSS-3050 US Intelligence Community; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4300 Intelligence Cycle and Collections; NSS-4400 Statecraft and Strategy; NSS-4600 National Security Law; NSS-4800 Intelligence Analysis and Tradecraft; NSS-475R Current Topics in National Security; NSS-4990 National Security Capstone Seminar.</p> <p>For this assessment year we will focus on NSS 2010.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Gain skills through class simulations and instruction in analytical thinking and reasoning, professional writing, and public speaking and presenting.
Assessment Methods/Measures and Targets:	<p>NSS-3050 The US Intelligence Community (USIC)</p> <p>US Intelligence Community—Agency Overview (Presentation)</p> <p>Through this assignment, you will assist your classmates in gaining a better understanding of your selected agency and how it fits into the larger USIC.</p> <p>For this assignment, your two-person team will provide an oral presentation regarding your selected USIC agency to the class. Your presentation should detail the agency's history, mission, structure, and explain the role it plays within the USIC. In addition to this, you will brief the class on a case or intelligence product produced by your selected agency. Be sure to follow the rubric.</p> <p>75% of students will score a 70% or higher on this presentation.</p>
Estimate number of students included in the evaluation:	20-25
Indicate the courses that map to this Program Learning Outcome:	NSS-2010 Introduction to National; Security; NSS-3050 US Intelligence Community; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4300 Intelligence Cycle and Collections; NSS-4400 Statecraft and Strategy; NSS-4600 National Security Law; NSS-4800 Intelligence Analysis and Tradecraft; NSS-475R Current Topics in National Security; NSS-4990 National Security Capstone Seminar. For this assessment year we will focus on NSS 3050.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>NSS-2010 Introduction to National Security</p> <p>Position Memorandum</p> <p>Total length: Approximately one thousand words (two full pages, not including your reference page)</p> <p>Format: Times New Roman, 12 point font, you can double space between paragraphs but material within paragraphs should be single spaced, page number at the bottom center, and I highly recommend the use of subheadings to assist the reader.</p> <p>Criteria (Grading Rubric)</p> <p>This criterion is linked to a Learning Outcome Format (10 pts) Follows the formatting guidelines, to include:</p> <p>Approximately one thousand words (two full pages, not including your reference page)</p> <p>Times New Roman 12 point font, double space between paragraphs</p> <p>Single space within paragraphs</p> <p>Page number at the bottom center</p> <p>Contains "NSC Position Memo" and "True Name" at the top above the line</p> <p>This criterion is linked to a Learning Outcome. Header (5 pts).</p> <p>Properly formatted header, to include appropriate information according to your role and position in the NSC:</p> <p>Date</p> <p>From</p> <p>Memorandum for</p> <p>Subject</p> <p>This criterion is linked to a Learning Outcome. Introductory Paragraph (10 pts):</p>

	<p>One paragraph that briefly explains the significance of the issue in the context of U.S. foreign policy and national security. Clearly identifies the central question.</p> <p>This criterion is linked to a Learning Outcome. Background Paragraph (10pts)</p> <p>One paragraph that provides a brief overview and history regarding the issue and the U.S. position Does not summarize the whole case This criterion is linked to a Learning Outcome Objectives (10 pts) Follows template format for objectives Lists three (3) objectives for your department Succinctly states department objectives in the current crisis The objectives guide and are directly related to the policy analysis and recommendation</p> <p>This criterion is linked to a Learning Outcome. Options and Analysis Paragraphs (20 pts)</p> <p>Identifies three (3) viable options for a U.S. response to the current crisis. One paragraph for each option (three total paragraphs). Discusses costs, benefits, and resource needs for the various options. Considers advantages, disadvantages, and trade-offs.</p> <p>This criterion is linked to a Learning Outcome. Recommendation and Justification Paragraphs (20 pts)</p> <p>One paragraph that clearly identifies a preferred option or options. Provides specific actions to be taken to achieve the option or options. Supports the choice with appropriate analysis. Addresses potential weaknesses or disadvantages associated with the recommended option or options. Written with the president as the intended audience.</p> <p>This criterion is linked to a Learning Outcome. Grammar and Spelling (10 pts):</p> <p>Writing is professional Sentences are direct, clear, and concise Writer uses active voice Writer uses appropriate grammar and spelling The memo flows for the reader (concepts are clearly connected and</p>
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	<p>make sense)</p> <p>This criterion is linked to a Learning Outcome Reference Page (5 pts)</p> <p>Reference page on a separate, third page</p> <p>References are identifiable</p> <p>Provide at least 3 references outside of Model Diplomacy and the Textbook</p> <p>80% of students will score 70% or higher on the Position Memorandum.</p>
Estimate number of students included in the evaluation:	20-25
Indicate the courses that map to this Program Learning Outcome:	<p>NSS-2010 Introduction to National; Security; NSS-3050 US Intelligence Community; NSS 301R National Security Area Studies; NSS-4210 Law of War; NSS-4300 Intelligence Cycle and Collections; NSS-4400 Statecraft and Strategy; NSS-4600 National Security Law; NSS-4800 Intelligence Analysis and Tradecraft; NSS-475R Current Topics in National Security; NSS-4990 National Security Capstone Seminar.</p> <p>For this assessment year we will focus on NSS 2010.</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

Emergency Services Department

Emergency Services, A.A.S.

Specialized Accreditation: IFSAC accredited

Contact Name: Kevin McCarthy

Email: kmccarthy@uvu.edu

USHE Program Review: N/A

Emergency Services Administration, A.S.

Specialized Accreditation: IFSAC accredited

Annual Report to Accreditor: Yes

Contact Name: Kevin McCarthy

Email: kmccarthy@uvu.edu

USHE Program Review: N/A

Emergency Services Administration, B.S.

Specialized Accreditation: IFSAC accredited

Contact Name: Kevin McCarthy

Email: kmccarthy@uvu.edu

USHE Program Review: N/A

Firefighter Recruit Candidate, Certificate of Completion

Specialized Accreditation: IFSAC accredited

Contact Name: Kevin McCarthy

Email: kmccarthy@uvu.edu

USHE Program Review: N/A

Paramedic, Certificate of Completion

Specialized Accreditation: CoAEMSP accredited

Contact Name: Kevin McCarthy

Email: kmccarthy@uvu.edu

USHE Program Review: N/A

Wildland Fire Management, A.A.S.

Specialized Accreditation: IFSAC accredited

Contact Name: Kevin McCarthy

Email: kmccarthy@uvu.edu

USHE Program Review: N/A

Nursing Department

Master of Science in Nursing, M.S.N.

Specialized Accreditation: ACEN accredited

Contact Name: Katie Bagley

Email: katie.bagley@uvu.edu

USHE Program Review: N/A

Nursing, A.S.N.

Specialized Accreditation: ACEN accredited

Contact Name: Katie Bagley

Email: katie.bagley@uvu.edu

USHE Program Review: N/A

Nursing, B.S.

Specialized Accreditation: ACEN accredited

Contact Name: Katie Bagley

Email: katie.bagley@uvu.edu

USHE Program Review: 3-Year (2023-2024) ONLINE

Physician Assistant Graduate Program

Master of Physician Assistant Studies

Specialized Accreditation: ARC-PA accredited

Contact Name: Karen Mulitalo

Email: karen.mulitalo@uvu.edu

USHE Program Review: N/A

Public Administration Graduate Program

Master of Public Administration, M.P.A.

Contact Name: Steven Sylvester

Email: ssylvester@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Generate evidence-based strategies for public service- related problems in a dynamic and constantly changing environment.
Assessment Methods/Measures and Targets:	<p>PADM 6010 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6020 To test this PLO, a final project (policy brief will be used). 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6030 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6040 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6050 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6060 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6070 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6900 To test this PLO, students' capstone projects will be used. 100% of students must receive at least a B or better on the assignment.</p>
Estimate number of students included in the evaluation:	35

<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>PADM 6010 PADM 6020 PADM 6030 PADM 6040 PADM 6050 PADM 6060 PADM 6070 PADM 6900</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Prepare public service budgets using public finance principles and procedures.
Assessment Methods/Measures and Targets:	<p>PADM 6010 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6900 To test this PLO, students' capstone projects will be used. 100% of students must receive at least a B or better on the assignment.</p>
Estimate number of students included in the evaluation:	35
Indicate the courses that map to this Program Learning Outcome:	PADM 6010 PADM 6900
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>PADM 6010 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6030 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6040 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6070 To test this PLO, the class's final project will be used. 80% of students must receive at least a B or better on the assignment.</p> <p>PADM 6900 To test this PLO, students' capstone projects will be used. 100% of students must receive at least a B or better on the assignment.</p>
Estimate number of students included in the evaluation:	35
Indicate the courses that map to this Program Learning Outcome:	PADM 6010 PADM 6030 PADM 6040 PADM 6070 PADM 6900
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

Public Health Department

Health, Certificate of Proficiency

Contact Name: Merilee Larsen

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Describe key terms and concepts currently used in the areas of math, biology, human development and nutrition through writing and other assignments.
Assessment Methods/Measures and Targets:	Students will pass their quantitative literacy, BIO 1610, NUTR 1020, PSY 1100 or PSY 1010 with a grade of C or higher.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	Quantitative literacy, BIO 1610, NUTR 1020, PSY 1100 or PSY 1010
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Discuss the relevance of biology human development and nutrition to concerns of society through writing and other assignments.
Assessment Methods/Measures and Targets:	Students will pass BIO 1610, PSY 1100 or PSY 1010 and NUTR 1020 with a grade of C or higher.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	BIO 1610, PSY 1100 or PSY 1010 and NUTR 1020
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	Students will pass BIO 1610 with a grade of C or higher.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	BIO 1610
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Scientific Literacy

Health and Wellness Coaching, Certificate of Proficiency

Contact Name: Merilee Larsen

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Develop client wellness plans while considering personal preference and goals.
Assessment Methods/Measures and Targets:	The student will produce client wellness plans in HLTH 2450. Students will earn a B or higher in order to be successful.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	HLTH 2450
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Identify risk factors for chronic disease and recommend lifestyle changes to optimize health and wellness.
Assessment Methods/Measures and Targets:	Students will take quizzes based on risk factors for chronic diseases. They will pass these quizzes with 80% proficiency. Students will participate in weekly discussions about recommended lifestyle changes and will meet rubric points with 80% proficiency.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	HWC 2000, HLTH 2450, HLTH 2550
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	Students will have one on one coaching sessions with the instructor where this will be measured through a rubric. Students will meet 80% proficiency.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	HLTH 2750
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion

Healthcare Administration, B.S.

Contact Name: Heather Thiesset

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	PLO #2: Administer healthcare operations, finances, resource allocations, policies, and legal requirements.
Assessment Methods/Measures and Targets:	HLTH 4780: This PLO will be assessed through the final case study. Grading criteria: This will allow students to show their understanding of complex healthcare operations and the legal and policies surrounding operational decisions. Criteria: 90% of the students will earn at least 80% on the project as outlined in the established grading rubric.
Estimate number of students included in the evaluation:	30-60
Indicate the courses that map to this Program Learning Outcome:	HLTH 4780
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>PLO #3: HLTH 4250 The U.S. and International Healthcare System discussion/debate will be used to assess this PLO. Grading criteria for this assignment includes the need for references, current statistics, and an analysis of pros and cons of patient accessibility and provider reimbursement. Criteria: At least 90% of students will earn 80% or higher on the U.S. and international healthcare system discussion/debate as outlined in the established rubric</p> <p>HLTH 4560: The student DIY Health System assignment will be used to assess this PLO. Grading criteria for this assignment includes detailing the building blocks and control knobs including payment structures into a country analysis. Criteria: At least 90% of students will earn 80% or higher on the U.S. and international healthcare system discussion/debate as outlined in the established rubric.</p>
Estimate number of students included in the evaluation:	30-60
Indicate the courses that map to this Program Learning Outcome:	HLTH 4250; HLTH 4560
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

Public and Community Health, Certificate of Proficiency

Contact Name: Merilee Larsen

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Describe key terms and concepts currently used in the areas of mathematics, first aid, interpersonal communication & nutrition through writing and other assignments.
Assessment Methods/Measures and Targets:	Students will pass ENG 1010, HLTH 1200, NUTR 1020, BIO 1010 & Quantitative Literacy course with a grade of C or higher.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	ENG 1010, HLTH 1200, NUTR 1020, BIO 1010 & Quantitative Literacy
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Discuss the relevance of first aid, interpersonal communication, and nutrition to concerns of society through writing and other assignments.
Assessment Methods/Measures and Targets:	Students will pass HLTH 1200 and NUTR 1020 with a grade of C or higher.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	HLTH 1200 and NUTR 1020
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	Students will pass BIO 1010 with a grade of C or higher.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	BIO 1010
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Quantitative Literacy, Scientific Literacy

Public Health, A.S.

Contact Name: Brian Barthel

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will be able to describe the role and function of basic nutrients in the human body.
Assessment Methods/Measures and Targets:	<p>NUTR 1020: Assignment: Four Day Diet Analysis identifying the nutrient sources from their diet and the roles and functions they have. Identifies nutrient weaknesses and the role they can play in disease manifestation. Methods to improve diet to address identified deficiencies.</p> <p>Criteria: 80% of the students will complete this assignment successfully (80% or B- grade on the assignment).</p> <p>NUTR 1020: Exam One: Exam One covers the types, role and function of nutrients. Deficiency diseases also covered. Criteria: 80% of the students will complete this exam successfully (80% or B- grade on the exam)</p>
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	<p>NUTR 1020 assignment: Four Day Diet. analyze the nutritional content of food consumed over a four day period (two weekday and two weekend days). Attach the All Daily Reports document which has a copy of your diet, as well as the nutritional breakdown of the diet. Report about which vitamins are lacking, and their impact on possible health concerns, Include recommendations for how you might improve your diet (through food improvements, not taking supplements).</p> <p>NUTR 1020 Discussion Assignment: Vitamin or Mineral - Pick one of the vitamins or minerals discussed in Chapters 10-11 and report about it. Try to choose a different vitamin/mineral than has already been chosen. Make sure to read through previous submissions before starting your work.</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	College of Health & Public Service
Assessment Methods/Measures and Targets:	<p>HLTH 2600: Criteria: 90% of the students will earn at least 80% on drug addictions assignment.</p> <p>HLTH 2600: Criteria: 90% of the students will earn at least 80% on brain and drugs assignment.</p> <p>HLTH 2600: Criteria: 90% of the students will demonstrate at least an 80% on the Drug Laws & Physical & Psychological Dependence quiz.</p> <p>HLTH 2600: Criteria: 90% of the students will earn at least 80% Attend Support Group Meeting assignment</p>
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	<p>HLTH 2600 Assignment: Find a current (2015-present) report on a current event OR a peer reviewed, professional article on drug addictions and write a 1 page, double spaced summary paper. Please cite the event/article at the end of your summary paper.</p> <p>HLTH 2600 Assignment: Find a current (2015-present) report on a current event OR a peer reviewed, professional article on your brain and drugs and write a 1 page, double spaced summary paper. Please cite the event/article at the end of your summary paper.</p> <p>HLTH 2600 Assignment: Attend one OPEN support group meeting (such as AA) for someone with an alcohol or drug problem. Write a short (2 page, double spaced) reaction paper discussing your feelings about the meeting. Oral report to class.</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2025-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Public Health, B.S.

Specialized Accreditation: CEPH accredited

Contact Name: Brian Barthel

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USHE Program Review: 3-Year (2024-2025)

School Health Education, B.S.

Specialized Accreditation: AAQEP accredited

Contact Name: Melinda Barber

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USHE Program Review: N/A

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Academic Assessment Plans

2023-2024

2024-2025

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Behavioral Science Department

Advanced Substance Use Disorder Counseling, Certificate of Proficiency

Contact Name: Angelea Panos

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2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Professional Knowledge of Substance Abuse Students will be able to identify behaviors and problems related to substance use.
Assessment Methods/Measures and Targets:	Successful completion of a community-based 350 hour internship under the supervision of a licensed mental health counselor with a C- or better.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	SUDC 3430: Psychopharmacology for SUDC SUDC 4400: Advanced Substance Use Disorder Counseling SUDC 4720 Advanced Professional Development SUDC 481R: Internship
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Anthropology, B.A.

Contact Name: John Dulin
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2023-2024	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Anthropological Knowledge Students learn anthropology by acquiring the skills of reading professional writings, historical and contemporary, for their location in the scholarly literature and for how the works develop arguments using concepts and data, and provide knowledge of a range of social situations and locations.
Assessment Methods/Measures and Targets:	Students in the courses Anth 4120, a history of anthropological thought class, and Anth 4130, an advanced theory course, will complete final assignments with the focus on demonstrating an understanding of an anthropological theory. The proposed rubric for these assignments will include explicit criteria for measuring “understanding.” A student achieving a score of 70% or higher will be counted as having demonstrated mastery of this PLO. 80% of students will be successful in this task
Estimate number of students included in the evaluation:	15-20 per year
Indicate the courses that map to this Program Learning Outcome:	ANTH 2880, Introduction to Theory and Ethnography provides a formative assessment of these skills, serving as scaffolding that leads to the knowledge gained in higher- level courses. Anth 4120, History of Anthropological Thought builds to ANTH 4130, Contemporary Theory and Debates. Each of these classes assigns readings and major writing assignments that test mastery of anthropological knowledge.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Information Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Anthropology, B.S.

School/College: College of Humanities & Social Sciences

Contact Name: John Dulin

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2023-2024	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Anthropological Knowledge Students learn anthropology by acquiring the skills of reading professional writings, historical and contemporary, for their location in the scholarly literature and for how the works develop arguments using concepts and data, and provide knowledge of a range of social situations and locations.
Assessment Methods/Measures and Targets:	Students in the courses Anth 4120, a history of anthropological thought class, and Anth 4130, an advanced theory course, will complete final assignments with the focus on demonstrating an understanding of an anthropological theory. The proposed rubric for these assignments will include explicit criteria for measuring “understanding.” A student achieving a score of 70% or higher will be counted as having demonstrated mastery of this PLO. 80% of students will be successful in this task
Estimate number of students included in the evaluation:	15-20 per year
Indicate the courses that map to this Program Learning Outcome:	ANTH 2880, Introduction to Theory and Ethnography provides a formative assessment of these skills, serving as scaffolding that leads to the knowledge gained in higher- level courses. Anth 4120, History of Anthropological Thought builds to ANTH 4130, Contemporary Theory and Debates. Each of these classes assigns readings and major writing assignments that test mastery of anthropological knowledge.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Information Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Clinical Mental Health Counseling, M.S.

Contact Name: Paige Lowe

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will be able to demonstrate knowledge of: (a) the historical and philosophical underpinnings of the counseling profession; (b) ethical and legal guidelines of the profession; (c) professional counseling licensure; and (d) diversity and inclusion in the counseling profession.
Assessment Methods/Measures and Targets:	<p>Demonstrates knowledge of professional counseling licensure, including the accreditation practices and standards, ethical standards, and continuing education practices.</p> <p>How to apply ethical and legal issues in the professional field.</p> <p>Identify diversity and inclusion areas (e.g., race/ethnicity, social class, sexual/affectional orientation, range of gender identities, religion/spirituality, oppression/privilege, dis/ability, and identity development) and how these are influenced in the professional counseling sphere.</p>
Estimate number of students included in the evaluation:	21
Indicate the courses that map to this Program Learning Outcome:	ACA Ethics CMHC 6000 DSM Diagnostics CMHC 6030 Professional Orientation CMHC 6040 Psychological Assessment CMHC 6060 Human Development CMHC 6160 Practicum CMHC 671R Internship CMHC 689R
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Family Science, B.A.

Contact Name: Rachel Arocho

Email: rachel.arocho@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Create educational interventions for individuals and families.
Assessment Methods/Measures and Targets:	Students create educational program materials in two core FAMS courses: FAMS 2800, Teaching Human Sexuality, and FAMS 4500: Family Life Education Methods. Students' final products of those classes will be assessed in class by their instructors and included in the FAMS Program Portfolio expected of all majors. We will assess the count of students who successfully complete a final project.
Estimate number of students included in the evaluation:	350. 2800, 200 : 3 sections (~25/section) fall & spring, 2 sections summer 4500, 150: 4 sections (~15/section) fall & spring, 2 sections summer
Indicate the courses that map to this Program Learning Outcome:	FAMS 2800: Teaching Human Sexuality FAMS 4500: Family Life Education Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Apply best practices for communication and conflict management in interpersonal relationships and family systems
Assessment Methods/Measures and Targets:	<p>To demonstrate learning in the area of communication and conflict resolution, we will evaluate the passing rate of students in three key courses in the major: FAMS 1150 (Marriage and Relationship Skills), FAMS 3250 (Applied Parenting), and FAMS 4670 (Family Dynamics and Systems).</p> <p>Although most family science classes cover some aspect of these key speaking and writing skills, these three classes maintain a focus on effective communication and conflict resolution strategies.</p>
Estimate number of students included in the evaluation:	1, 475. 1150, ~780: 11 sections (~30/section) fall & spring, 5 sections summer 3250, ~455: 5 sections (~35/section) fall & spring, 3 sections summer 4670, ~240: 3 sections (~30/section) fall & spring, 2 section summer
Indicate the courses that map to this Program Learning Outcome:	FAMS 1150 FAMS 3250 FAMS 4670
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Family Science, B.S.

Contact Name: Rachel Arocho

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2023-2024	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Create educational interventions for individuals and families.
Assessment Methods/Measures and Targets:	<p>Students create educational program materials in two core FAMS courses: FAMS 2800, Teaching Human Sexuality, and FAMS 4500: Family Life Education Methods. Students' final products of those classes will be assessed in class by their instructors and included in the FAMS Program Portfolio expected of all majors.</p> <p>We will assess the count of students who successfully complete a final project.</p>
Estimate number of students included in the evaluation:	350. 2800, 200 : 3 sections (~25/section) fall & spring, 2 sections summer 4500, 150: 4 sections (~15/section) fall & spring, 2 sections summer
Indicate the courses that map to this Program Learning Outcome:	FAMS 2800: Teaching Human Sexuality FAMS 4500: Family Life Education Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Interdisciplinary Gerontology, Certificate of Proficiency

Contact Name: Rachel Arocho

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	<p>Program Learning Outcomes are as follows and will be assessed in future cycles, following an establishment of program size and growth.</p> <p>Identify simple and complex issues that the gerontology population face.</p> <p>Develop plans, protocols, and strategies to address issues within the gerontology population.</p> <p>Implement plans and strategies while working with the gerontology population.</p>
Assessment Methods/Measures and Targets:	Due to the lack of information on the current status of this certificate, the first assessment goal, with approval of the department chair, will be to generate information on the current status of enrollment or graduation with the certificate.
Estimate number of students included in the evaluation:	975
Indicate the courses that map to this Program Learning Outcome:	PSY 1100 Human Development Life Span Or FAMS 1500 Human Development Life Span; SOC 375G Sociology of Aging; SW 355G Thanatology--Death and Dying
What Essential Learning Outcomes map to this Program Learning Outcome:	None

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Identify simple and complex issues that the gerontology population face.
Assessment Methods/Measures and Targets:	Success in core classes having to do with lifespan development (pass rates).
Estimate number of students included in the evaluation:	900
Indicate the courses that map to this Program Learning Outcome:	PSY 1100 Human Development Life Span FAMS 1500 Human Development Life Span
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Marriage and Family Therapy, M.A.

Specialized Accreditation: COAMFTE accreditation underway

Annual Report to Accreditor: Yes

Contact Name: Elizabeth Fawcett

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USHE Program Review: 7-Year (2025-2026)

Master of Social Work, M.S.W.

Specialized Accreditation: CSWE accredited

Annual Report to Accreditor: Yes

Contact Name: Kristin Lambert

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USHE Program Review: 7-Year (2025-2026)

Master of Social Work Advanced Standing, M.S.W.

Specialized Accreditation: CSWE accredited

Annual Report to Accreditor: Yes

Contact Name: Kristin Lambert

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USHE Program Review: 7-Year (2025-2026)

Psychology, B.A.

Contact Name: Jennifer Shubert
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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will write in a professional manner, defined as a mastery of the mechanics of basic writing, the conventions of professional writing (e.g., conforming to a publication style), and the ability to produce a coherent argument.
Assessment Methods/Measures and Targets:	<p>Recruitment We will collect data from all sections of PSY 2020 Psychology as a Science and Profession WE – which is the only required WE course in the program. In addition, we will attempt to collect data from all upper division courses designated as WE in the program. In the 2022-2023 academic year, this included ~35 sections of PSY2020 and ~65 sections of upper division writing courses. Approximately 2, 000 students were enrolled in these courses across the 2022-2023 academic year (although individual students may be enrolled in multiple WE courses, so this number is not indicative of unique students).</p> <p>Methodology From each course, we will collect final writing assignments to be used for assessment purposes. Those assignments will be coded based on mechanics of writing and conformity to conventions of APA style.</p> <p>To assess students on the mechanics of basic writing, we will compute two scores. The first score will be the number of errors the student had with correctness (i.e., spelling, punctuation, and basic grammar), clarity, engagement, and delivery. The second score will utilize natural language processing and machine learning to compute an overall score - ranging from 0 to 99 - based on word count and number/types of writing issues for formal, academic papers based on a knowledgeable audience.</p> <p>To assess how well students conformed to the conventions of professional writing standards, all papers will be coded based on whether the document met APA style requirement, if in-text citations were in APA format, and whether the references section of the paper met conformed to APA standards. All three criteria will be coded as (0=unmet, 1=met).</p>

Estimate number of students included in the evaluation:	Approximately 2,000 students were enrolled in these courses across the 2022-2023 academic year (although individual students may be enrolled in multiple WE courses, so this number is not indicative of unique students).
Indicate the courses that map to this Program Learning Outcome:	PSY2020 Psych Science and Profess WE; PSY3200 Infant/Child Development WE; PSY3210 Adolescent Development WE; PSY3220 Adult Development and Aging WE; PSY 3420 Cognitive Psychology WE; PSY3430 Psychopharmacology WE; PSY3490 Sensation and Perception WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Information Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will critically analyze quantitative data in order to draw empirically supported conclusions about human behaviors.
Assessment Methods/Measures and Targets:	<p>Recruitment We will collect data from all sections of PSY 3110 Statistics for the Behavioral Sciences, which is a required course in the program. In the 2022-2023 academic year, approximately 980 students were enrolled in these courses.</p> <p>Methodology To assess students on the statistics PLO, we will follow prior assessment methodology by using the department mandated final exam for PSY 3110. The final exam is 97 questions, entirely multiple choice, and completed online by students. Following the department standard, a score of 48.5% or above will be considered a passing grade and achievement of this PLO.</p>
Estimate number of students included in the evaluation:	~900
Indicate the courses that map to this Program Learning Outcome:	PSY3110
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year (2025-2026) ONLINE & 7-Year (2025-2026)
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Psychology, B.S.

Contact Name: Jennifer Shubert

Email: jennifer.shubert@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will write in a professional manner, defined as a mastery of the mechanics of basic writing, the conventions of professional writing (e.g., conforming to a publication style), and the ability to produce a coherent argument.
Assessment Methods/Measures and Targets:	<p>Recruitment We will collect data from all sections of PSY 2020 Psychology as a Science and Profession WE – which is the only required WE course in the program. In addition, we will attempt to collect data from all upper division courses designated as WE in the program. In the 2022-2023 academic year, this included ~35 sections of PSY2020 and ~65 sections of upper division writing courses. Approximately 2, 000 students were enrolled in these courses across the 2022-2023 academic year (although individual students may be enrolled in multiple WE courses, so this number is not indicative of unique students).</p> <p>Methodology From each course, we will collect final writing assignments to be used for assessment purposes. Those assignments will be coded based on mechanics of writing and conformity to conventions of APA style.</p> <p>To assess students on the mechanics of basic writing, we will compute two scores. The first score will be the number of errors the student had with correctness (i.e., spelling, punctuation, and basic grammar), clarity, engagement, and delivery. The second score will utilize natural language processing and machine learning to compute an overall score - ranging from 0 to 99 - based on word count and number/types of writing issues for formal, academic papers based on a knowledgeable audience.</p> <p>To assess how well students conformed to the conventions of professional writing standards, all papers will be coded based on whether the document met APA style requirement, if in-text citations were in APA format, and whether the references section of the paper met conformed to APA standards. All three criteria will be coded as (0=unmet, 1=met).</p>

Estimate number of students included in the evaluation:	Approximately 2,000 students were enrolled in these courses across the 2022-2023 academic year (although individual students may be enrolled in multiple WE courses, so this number is not indicative of unique students).
Indicate the courses that map to this Program Learning Outcome:	PSY2020 Psych Science and Profess WE; PSY3200 Infant/Child Development WE; PSY3210 Adolescent Development WE; PSY3220 Adult Development and Aging WE; PSY 3420 Cognitive Psychology WE; PSY3430 Psychopharmacology WE; PSY3490 Sensation and Perception WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Information Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will critically analyze quantitative data in order to draw empirically supported conclusions about human behaviors.
Assessment Methods/Measures and Targets:	<p>Recruitment We will collect data from all sections of PSY 3110 Statistics for the Behavioral Sciences, which is a required course in the program. In the 2022-2023 academic year, approximately 980 students were enrolled in these courses.</p> <p>Methodology To assess students on the statistics PLO, we will follow prior assessment methodology by using the department mandated final exam for PSY 3110. The final exam is 97 questions, entirely multiple choice, and completed online by students. Following the department standard, a score of 48.5% or above will be considered a passing grade and achievement of this PLO.</p>
Estimate number of students included in the evaluation:	~900
Indicate the courses that map to this Program Learning Outcome:	PSY3110
What Essential Learning Outcomes map to this Program Learning Outcome:	Quantitative Literacy

2025-2026	
USHE Program Review this year:	Yes, 3-Year (2025-2026) ONLINE, 7-Year (2025-2026)
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Social Work, B.S.W.

Specialized Accreditation: CSWE accredited

Annual Report to Accreditor: Yes

Contact Name: Ken Matheson

Email: ken.matheson@uvu.edu

USHE Program Review: 7-Year (2025-2026)

Sociology, B.A.

Contact Name: Grace Chou

Email: chougr@uvu.edu

2023-2024	
USHE Program Review this year:	Yes, 3-Year (2023-2024)
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	2. Critical thinking: Students will identify assumptions underlying each theory; evaluate ideas and problems from different perspectives; reflect on the source and limitation of observation; examine impacts of social structure; construct logical arguments; and communicate the argument in an organized and coherent format.
Assessment Methods/Measures and Targets:	Students will be assessed by (1) One exam consisting of multiple choice questions and an essay question) to evaluate their comprehension of classical theories and ability to analyze social structures from a systematic and cross-cultural perspective; (2) In-class activities to strengthen students' understanding of course materials and enhance their communication and collaboration skills with peers; (3) One Participation Observation Report to facilitate students' critical skills in examining the social world where they live; (4) Essay Assignments improve students' capacities to apply sociological concepts and classical theories to social phenomena and societal issues; (5) One research project includes proposal map, professional presentation, and research report. This project designed to demonstrate students' excellence in identifying social problems, framing arguments with scientific reasoning and convincing evidence, clear and effective communication, and critical thinking with logical manner and open-minded approach. An instructor of Soc 4000 will report the percentage of students who pass the class at the end of the semester.
Estimate number of students included in the evaluation:	25
Indicate the courses that map to this Program Learning Outcome:	Soc 4000
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year (2025-2026)
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Sociology, B.S.

Contact Name: Grace Chou

Email: chougr@uvu.edu

2023-2024	
USHE Program Review this year:	Yes, 3-Year (2023-2024)
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	1. Sociological perspective and theories: Students will be able to understand the sociological perspective; apply sociological concepts and theories to real- life situations, problems, and prospects; appreciate the diversity of individuals, social groups, and societies; evaluate ethical values in various social contexts; and apply principles of inclusion and equity to people of diverse backgrounds.
Assessment Methods/Measures and Targets:	Students will be assessed by (1). Quizzes/tests to see whether they understand sociological concepts and perspectives; (2). Discussion boards and class activities to see whether they can appreciate the diversity of individuals, social groups, and societies, (3). A paper to see whether they can analyze social phenomenon from sociological theories. An instructor of Soc 1010 will report the percentage of students who pass the class at the end of the semester.
Estimate number of students included in the evaluation:	80
Indicate the courses that map to this Program Learning Outcome:	Soc 1010. Introduction to Sociology
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Substance Use Disorder Counseling, Certificate of Proficiency

Contact Name: Angelea J Panos

Email: apanos@uvu.edu

2023-2024	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Professional Knowledge of Substance Abuse: Students will be able to identify behaviors and problems related to substance use.
Assessment Methods/Measures and Targets:	Students will successfully complete a 200 hour internship in a community substance use disorders treatment facility under the supervision of a licensed mental health professional, with a passing grade of a C- or better.
Estimate number of students included in the evaluation:	35
Indicate the courses that map to this Program Learning Outcome:	SUDC 481R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Communication Department

Applied Communication, B.A.

Contact Name: David Morin

Email: david.morin@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students develop in-depth and critical thinking/professional skills.
Assessment Methods/Measures and Targets:	To assess PLO 1, we measure students critical thinking and professional skills in two parts. First, we measure critical thinking a validated instrument in a pre/post-test design. Second, we use quantitative literacy rubrics and critical thinking rubrics to assess students written work. Assessment for this PLO takes place in COMM 3020 (Communication Research Methods) and COMM 4930 (Communication Capstone).
Estimate number of students included in the evaluation:	260
Indicate the courses that map to this Program Learning Outcome:	COMM 1020: Public Speaking COMM 1050: Introduction to Communication COMM 3020: Communication Research Methods COMM 3050: Communication Theory COMM 4930: Communication Capstone
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	Yes, 3-Year ONLINE & 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Applied Communication, B.S.

Contact Name: David Morin

Email: david.morin@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students develop in-depth and critical thinking/professional skills.
Assessment Methods/Measures and Targets:	To assess PLO 1, we measure students critical thinking and professional skills in two parts. First, we measure critical thinking a validated instrument in a pre/post-test design. Second, we use quantitative literacy rubrics and critical thinking rubrics to assess students written work. Assessment for this PLO takes place in COMM 3020 (Communication Research Methods) and COMM 4930 (Communication Capstone).
Estimate number of students included in the evaluation:	260
Indicate the courses that map to this Program Learning Outcome:	COMM 1020: Public Speaking COMM 1050: Introduction to Communication COMM 3020: Communication Research Methods COMM 3050: Communication Theory COMM 4930: Communication Capstone
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	Yes, 3-Year ONLINE & 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Humanities and Social Sciences, A.A.

Contact Name: Janet Colvin

Email: colvinja@uvu.edu

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Develop critical thinking
Assessment Methods/Measures and Targets:	Distribute a survey to students receiving the AA/AS degree asking about whether or not their CHSS courses have helped them develop critical thinking.
Estimate number of students included in the evaluation:	350
Indicate the courses that map to this Program Learning Outcome:	any course in CHSS qualifies for this degree
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Humanities and Social Sciences, A.S.

Contact Name: Janet Colvin

Email: colvinja@uvu.edu

2023-2024	
USHE Program Review this year:	Yes, 3-Year ONLINE
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Develop critical thinking
Assessment Methods/Measures and Targets:	Distribute a survey to students receiving the AA/AS degree asking about whether or not their CHSS courses have helped them develop critical thinking.
Estimate number of students included in the evaluation:	350
Indicate the courses that map to this Program Learning Outcome:	any course in CHSS qualifies for this degree
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Public Relations and Strategic Communication, B.A.

Contact Name: David Morin
Email: david.morin@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Public Relations and Strategic Communication Foundational Knowledge
Assessment Methods/Measures and Targets:	<p>Students respond to a series of questions pertaining to PLO #1 and their overall comfort level with communication, at three consecutive points throughout their time in the PRSC major: COMM 2300, COMM 3520, and COMM 4850. Using pre-reqs, students follow the curriculum sequence. Analyses are conducted using a one-way ANOVA to show variations in responses at different points in the curriculum sequence.</p> <p>PLO #1 is also assessed through a pre-test/post-test design taking place at the beginning and end of the COMM 3020 course. Data are analyzed by comparing mean averages using a series of t-tests.</p>
Estimate number of students included in the evaluation:	260
Indicate the courses that map to this Program Learning Outcome:	COMM 2300: Introduction to Public Relations and Strategic Communication; COMM 3020: Communication Research Methods; COMM 3520: Public Relations and Strategic Communication Case Studies; COMM 4850: Public Relations and Strategic Communication Campaigns
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	Yes, 3-Year ONLINE & 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Public Relations and Strategic Communication, B.S.

Contact Name: David Morin
Email: david.morin@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Public Relations and Strategic Communication Foundational Knowledge
Assessment Methods/Measures and Targets:	<p>Students respond to a series of questions pertaining to PLO #1 and their overall comfort level with communication, at three consecutive points throughout their time in the PRSC major: COMM 2300, COMM 3520, and COMM 4850. Using pre-reqs, students follow the curriculum sequence. Analyses are conducted using a one-way ANOVA to show variations in responses at different points in the curriculum sequence.</p> <p>PLO #1 is also assessed through a pre-test/post-test design taking place at the beginning and end of the COMM 3020 course. Data are analyzed by comparing mean averages using a series of t-tests.</p>
Estimate number of students included in the evaluation:	260
Indicate the courses that map to this Program Learning Outcome:	COMM 2300: Introduction to Public Relations and Strategic Communication; COMM 3020: Communication Research Methods; COMM 3520: Public Relations and Strategic Communication Case Studies; COMM 4850: Public Relations and Strategic Communication Campaigns
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	Yes, 3-Year ONLINE & 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

English and Literature Department

Editing and Document Design, Certificate of Proficiency

Contact Name: Kyle Kamaiopili

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Edit and Design Documents
Assessment Methods/Measures and Targets:	<p>Assessment of PLO 1 for the Editing and Document Design Certificate is tied to assessment of PLO 2 for the English BA/BS degree: “Create multimodal documents which meet readers’ needs and expectations and are critical, focused, well developed and supported, logical, and mechanically correct.”</p> <p>Replacement of assessment of ENGL 3090 finals in BA/BS with ENGL 2050 and 2100, on a rotating basis, and evaluation of upper-division course final documents at either the intermediate or mastery level appropriate for graduation, using a five-point rubric.</p> <p>Assessment will target 80% scoring at 4 or above, and as a secondary goal will map improvement from introductory to master-level evaluations longitudinally.</p>
Estimate number of students included in the evaluation:	100
Indicate the courses that map to this Program Learning Outcome:	ENGL 2050 Editing ENGL 2100 Technical Communication ENGL 3050 Advanced Editing and Design for Print Media ENGL 3340 Digital Document Design ENLG 3300 Collaborative Communication for Technology Professions ENGL 3320 Grant and Proposal Writing ENGL 4340 Advanced Technical Communication ENGL 436R Topics in Technical Communication
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Demonstrate effective project management skills related to document design.
Assessment Methods/Measures and Targets:	<p>Assessment will begin with faculty surveys quantifying the frequency and depth of project management-oriented skill development in class assessments.</p> <p>Based on that survey, assessment will entail a) a revision of the list below to indicate which classes will accurately fulfill the project management skill assessment, b) an assessment of 2100 courses where applicable based on faculty-devised assessment rubric, at the introductory level, and c) assessment at either the intermediate or mastery level appropriate for graduation of 3xxx-4xxx level course project management skills, using a value-added rubric connected to the 2100 rubric.</p> <p>Assessment will target 80% scoring at 4 or above, and as a secondary goal will map improvement from introductory to master-level evaluations longitudinally.</p>
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	ENGL 2100 Technical Communication ENGL 3050 Advanced Editing and Design for Print Media ENGL 3340 Digital Document Design ENGL 3320 Grant and Proposal Writing ENGL 4340 Advanced Technical Communication ENGL 436R Topics in Technical Communication
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

English, B.A.

Contact Name: Kyle Kamaiopili

Email: kyle.kamaiopili@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate familiarity with key literary periods, texts, authors, terminology, trends in literary criticism, and conversations and issues in English Studies.
Assessment Methods/Measures and Targets:	Final essay assessments in three courses on rotation—ENGL 2600 Critical Introduction to Literature, ENGL 2850 Literary History I, and ENGL 2870 Literary History II—evaluated at an introductory level, using a five-point rubric. Then, final essay assessments in ENGL 3890 Contemporary Critical Approaches to Literature and course offerings from 3xxx literature courses, on a rotating basis, evaluated at mastery level appropriate for graduation, using a five-point rubric. Assessment will target 80% scoring at a 4 or above in the mastery- level courses, and as a secondary goal will map improvement from introductory to mastery-level evaluations longitudinally.
Estimate number of students included in the evaluation:	120
Indicate the courses that map to this Program Learning Outcome:	ENGL 2600 Critical Introduction to Literature; ENGL 2850 Literary History I; ENGL 2870 Literary History II; ENGL 3890 Contemporary Critical Approaches to Literature; ENGL 3510 Early American Literature; ENGL 3520 Nineteenth Century American Literature; ENGL 3530 Modern American Literature; ENGL 3540 Contemporary American Literature; ENGL 3610 Medieval Literature; ENGL 3620 Tudor and Stuart Literature; ENGL 3640 British Literature of the Long Eighteenth Century; ENGL 3650 Victorian Literature; ENGL 3660 British Literature since 1900
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Create multimodal documents which meet readers' needs and expectations and are critical, focused, well developed and supported, logical, and mechanically correct
Assessment Methods/Measures and Targets:	Final assessments in core course ENGL 3090 Academic Writing for English Majors evaluated at an introductory level, using a five-point rubric. Then, final assessments in "Professional Writing Practices" under the Writing Studies emphasis, on a rotating basis, evaluated at either the intermediate or mastery level appropriate for graduation, using a five-point rubric. Assessment will target 80% scoring at a 4 or above in the mastery-level courses, and as a secondary goal will map improvement from introductory to mastery-level evaluations longitudinally.
Estimate number of students included in the evaluation:	100
Indicate the courses that map to this Program Learning Outcome:	ENGL 3090 Academic Writing for English Majors; ENGL 2050 Editing; ENGL 3020 Modern English Grammars; ENGL 3050 Advanced Editing and Design for Print Media; ENGL 3320 Grant and Proposal Writing; ENGL 3340 Digital Document Design; ENGL 4340 Advanced Technical Communication; ENGL 436R Topics in Technical Communication
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

English, B.S.

Contact Name: Kyle Kamaiopili

Email: kyle.kamaiopili@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate familiarity with key literary periods, texts, authors, terminology, trends in literary criticism, and conversations and issues in English Studies.
Assessment Methods/Measures and Targets:	Final essay assessments in three courses on rotation—ENGL 2600 Critical Introduction to Literature, ENGL 2850 Literary History I, and ENGL 2870 Literary History II—evaluated at an introductory level, using a five-point rubric. Then, final essay assessments in ENGL 3890 Contemporary Critical Approaches to Literature and course offerings from 3xxx literature courses, on a rotating basis, evaluated at mastery level appropriate for graduation, using a five-point rubric. Assessment will target 80% scoring at a 4 or above in the mastery-level courses, and as a secondary goal will map improvement from introductory to mastery-level evaluations longitudinally.
Estimate number of students included in the evaluation:	120
Indicate the courses that map to this Program Learning Outcome:	ENGL 2600 Critical Introduction to Literature; ENGL 2850 Literary History I; ENGL 2870 Literary History II; ENGL 3890 Contemporary Critical Approaches to Literature; ENGL 3510 Early American Literature; ENGL 3520 Nineteenth Century American Literature; ENGL 3530 Modern American Literature; ENGL 3540 Contemporary American Literature; ENGL 3610 Medieval Literature; ENGL 3620 Tudor and Stuart Literature; ENGL 3640 British Literature of the Long Eighteenth Century; ENGL 3650 Victorian Literature; ENGL 3660 British Literature since 1900
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Create multimodal documents which meet readers' needs and expectations and are critical, focused, well developed and supported, logical, and mechanically correct
Assessment Methods/Measures and Targets:	Final assessments in core course ENGL 3090 Academic Writing for English Majors evaluated at an introductory level, using a five-point rubric. Then, final assessments in "Professional Writing Practices" under the Writing Studies emphasis, on a rotating basis, evaluated at either the intermediate or mastery level appropriate for graduation, using a five-point rubric. Assessment will target 80% scoring at a 4 or above in the mastery-level courses, and as a secondary goal will map improvement from introductory to mastery-level evaluations longitudinally.
Estimate number of students included in the evaluation:	100
Indicate the courses that map to this Program Learning Outcome:	ENGL 3090 Academic Writing for English Majors; ENGL 2050 Editing; ENGL 3020 Modern English Grammars; ENGL 3050 Advanced Editing and Design for Print Media; ENGL 3320 Grant and Proposal Writing; ENGL 3340 Digital Document Design; ENGL 4340 Advanced Technical Communication; ENGL 436R Topics in Technical Communication
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

English Education, B.A.

Specialized Accreditation: AAQEP accredited

Annual Report to Accreditor: Yes

Contact Name:

Email:

USHE Program Review: 7-Year (2025-2026)

English Education, B.S.

Specialized Accreditation: AAQEP accredited

Annual Report to Accreditor: Yes

Contact Name:

Email:

USHE Program Review: 7-Year (2025-2026)

History and Political Science Department

History, B.A.

Contact Name: Brendan McCarthy

Email: bmccarthy@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Communicate a historical argument effectively in various modes and media (individually or in a group, in writing, orally, and visually)
Assessment Methods/Measures and Targets:	Learning outcome will be assessed by external senior thesis review. Reviewer will assess students' communication of historical argument using senior thesis review rubric. Target will be improvement in these areas from the previous senior thesis review, completed based on senior thesis projects from 2020-2021, and improvement in the next assessment round for this PLO. These are evaluated using an in-house rubric.
Estimate number of students included in the evaluation:	30
Indicate the courses that map to this Program Learning Outcome:	History 4980: Thesis Research History 4990: Thesis Writing
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Synthesize ideas from a variety of relevant and credible scholarly and primary sources in historical projects
Assessment Methods/Measures and Targets:	We will assess the amount of library and information skills engagement activities in our classes at the lower-division. We will gather a selection of student work from all full-time faculty and evaluate how effectively students find sources by categorizing them according to type (primary, peer-reviewed, website, etc). A selection of materials will be further evaluated according to AACU's Value Rubric for Information Literacy.
Estimate number of students included in the evaluation:	100
Indicate the courses that map to this Program Learning Outcome:	History 1500: World History to 1500; History 151G: World History from 1500 to the Present; History 1700: American Civilization; History 1740: US Economic History; History 2700: US History to 1877; History 2710: US History since 1877
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

History and Social Studies Education, B.S.

Contact Name: Brendan McCarthy

Email: bmccarthy@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Discuss the ways in which different events and social concepts change over time and influence world civilizations and the United States.
Assessment Methods/Measures and Targets:	We will collect assignments from HISS majors and assess their content knowledge in these areas. We will assess the breadth of their understanding of events and concepts in U.S. and world history, including their understanding of different perspectives. We will evaluate according to AACU's Value Rubric for Intercultural Knowledge.
Estimate number of students included in the evaluation:	60
Indicate the courses that map to this Program Learning Outcome:	History 3010: The Historian's Craft; History 3260: History of Utah; History 4250: Teaching History in the Secondary Curriculum
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Implement the central concepts and tools of inquiry of history and the social sciences to engage learners.
Assessment Methods/Measures and Targets:	Collect HIST 3010 assignments from HISS majors and assess their understanding of historical concepts and methods. This is a new assessment project and history faculty will develop a rubric to use. HISS majors' work in HIST 3010 is an indicator of their engagement with the tools of inquiry of history.
Estimate number of students included in the evaluation:	60
Indicate the courses that map to this Program Learning Outcome:	History 3010: Historian's Craft
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Political Science, B.A.

Contact Name: Hong Pang
Email: hong.pang@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills. (This PLO will be revised as “Deliver analytical and critical thinking with effective writing and oral presentation skills.”)
Assessment Methods/Measures and Targets:	A rubric will be used to assess overall analysis in a capstone project (either essay questions or paper). A rubric will be used to assess overall writing and/or oral presentation in a capstone project (either essay questions or paper). Students will achieve a score of 70% or better using the writing rubric.
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	POLS4990 Senior Seminar WE PJST4900 Peace and Justice Studies Capstone WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature. (This PLO will be revised as “Apply the major concepts, theories, and methods of political analysis.”)
Assessment Methods/Measures and Targets:	As for methods of political analysis, a rubric will be used to assess methodology in a paper project. Students will achieve a score of 70% or better using the rubric.
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	POLS 3000 Political Analysis
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Political Science, B.S.

Contact Name: Hong Pang
Email: hong.pang@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate critical reading, analytical thinking, advanced writing, and oral presentation skills. (This PLO will be revised as “Deliver analytical and critical thinking with effective writing and oral presentation skills.”)
Assessment Methods/Measures and Targets:	A rubric will be used to assess overall analysis in a capstone project (either essay questions or paper). A rubric will be used to assess overall writing and/or oral presentation in a capstone project (either essay questions or paper). Students will achieve a score of 70% or better using the writing rubric.
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	POLS4990 Senior Seminar WE PJST4900 Peace and Justice Studies Capstone WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate competency in identifying and comparing various types of political models, political theories, and academic literature. (This PLO will be revised as “Apply the major concepts, theories, and methods of political analysis.”)
Assessment Methods/Measures and Targets:	As for methods of political analysis, a rubric will be used to assess methodology in a paper project. Students will achieve a score of 70% or better using the rubric.
Estimate number of students included in the evaluation:	50
Indicate the courses that map to this Program Learning Outcome:	POLS 3000 Political Analysis
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Quantitative Literacy, Scientific Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Languages and Cultures Department

American Sign Language Secondary Education, B.A.

Specialized Accreditation: AAQEP

Annual Report to Accreditor: Yes

Contact Name: Michael Ballard

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USHE Program Review: 7-Year (2025-2026)

Deaf Studies, B.A.

Contact Name: Michael Ballard

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will be able to analyze critically ways sociocultural history influences a Deaf individual's sense of self and relationship with others.
Assessment Methods/Measures and Targets:	Qualtrics (or other survey software) exit exam for graduating seniors. Target success rate for students passing the exit exam is 100%. Passing score is 85% or higher on the exit exam.
Estimate number of students included in the evaluation:	~30
Indicate the courses that map to this Program Learning Outcome:	ASL 3050, Advanced American Sign Language; ASL 3330, Cross Cultural Communication and Interpreting; ASL 3510, History of Deaf People to 1817; ASL 3520, History of Deaf People after 1817; ASL 3530 Modern Deaf Culture WE; ASL 3610 ASL Literature I; ASL 3710 Deaf Visual Arts; ASL 385G Audism/Linguicism/Oppression GI; ASL 4450 Deaf World Discourse; ASL 4520 Deaf People and Disability Studies; ASL 4530 Deaf Peoples of the World; ASL 4550 Multicultural Deaf Lives; ASL 4610 ASL Literature II; ASL 4800 Recent Trends in Deaf Studies Theory WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will be able to use digital media technologies to produce language and messages in video format that can be understood by members and users of the target language.
Assessment Methods/Measures and Targets:	Students will produce a project including: filming, video editing, and captioning/subtitles. Faculty will assess completed projects by rating the film quality, lighting, sartorial choices, editing choices, captioning/subtitle accuracy, and ASL linguistic fluency according to generally accepted academic ASL standards.
Estimate number of students included in the evaluation:	~40
Indicate the courses that map to this Program Learning Outcome:	ASL 3000, Technology for Deaf Studies ASL 3330, Cross Cultural Communication and Interpreting ASL 4530, Deaf Peoples of the World ASL 4800, Recent Trends in Deaf Studies Theory WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

French Education, B.A.

Contact Name: Tammy Christensen

Email: christta@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	<p>(This program is coupled with the Education requirements and outcomes. For this purpose, I will focus on the language side of the Core Discipline Requirements.)</p> <p>The student will have a solid level of proficiency in the language and culture to be able to teach it to high school students. The candidate's use of the language in pronunciation, accent, and grammatical structure in speaking, writing, and oral comprehension will be professionally competent.</p>
Assessment Methods/Measures and Targets:	OPI testing with a proficiency level of Advanced-Mid.
Estimate number of students included in the evaluation:	2
Indicate the courses that map to this Program Learning Outcome:	FREN 3050, Advanced French LE WE FREN 3610, French Literature to 1700 FREN 3620, French Literature to 1700 WE FREN 351G, Culture and Civilization to 1700 GI OR FREN 352G, Culture and Civilization from 1700 GI FREN 4050, Special Topics in Grammar Usage and Style FREN 4100, Teaching French Grammar; FREN 4900, French Capstone Seminar; LANG 4200, Methods of Teaching a Foreign Language
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Inclusion

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Japanese Language, Certificate of Proficiency

Contact Name: Yasuko Saito

Email: saitoya@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Communicate in Japanese at an intermediate level.
Assessment Methods/Measures and Targets:	We are going to focus on the speaking part of this PLO by looking at two things. First, we will administer a survey of students' self-reported satisfaction with how well the program has given them opportunities to increase their interpersonal communicative proficiency in Japanese. Second, we will look at oral-proficiency interview data we already have, since all program students must take JPNS 3050, where they take an oral proficiency interview.
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	JPNS 3050 JPNS 351G
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate Japanese cultural norms in workforce settings.
Assessment Methods/Measures and Targets:	We will evaluate student's grades on their final oral and written research project that compares their own culture and the Japanese. This evaluation will be conducted in the program capstone course, JPNS351G, which is required for all students who pursue the certificate program.
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	JPNS 202G JPNS 351G
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Spanish, B.A.

Contact Name: Jorge Nisguritzer

Email: nisgurjo@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Student will be able to negotiate meaning with individuals via speaking, writing, reading or signing at the Advanced Mid rating of the ACTFL proficiency levels.
Assessment Methods/Measures and Targets:	We are going to focus on the speaking part of this PLO by looking at two things. First, we will administer a survey of students' self-reported satisfaction with how well the program has given them opportunities to increase their interpersonal communicative proficiency in Spanish. Second, we will look at oral-proficiency interview data we already have, since all program students must take SPAN 3060, where they take an oral proficiency interview.
Estimate number of students included in the evaluation:	60 for OPI 150 for survey
Indicate the courses that map to this Program Learning Outcome:	SPAN 4900; SPAN 3060; SPAN 4100; SPAN 4050; SPAN 315R
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Students will be able to create messages that can be interpreted by members of the target language with no recourse to active negotiation of meaning with the writer, speaker, or producer at the Advanced Mid rating of the ACTFL proficiency levels.
Assessment Methods/Measures and Targets:	We will evaluate students' grades on their final written research project in the program capstone course, SPAN 4900, which all Spanish major students must take.
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	SPAN 3050 SPAN 3610 SPAN 3630 SPAN 4050 SPAN 4120 SPAN 4900
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Spanish Education, B.A.

Specialized Accreditation: AAQEP

Annual Report to Accreditor: Yes

Contact Name: Jorge Nisguritzer

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USHE Program Review: 7-Year (2025-2026)

Philosophy and Humanities Department

Ethics, Certificate of Proficiency

Contact Name: Karen Mizell

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2023-2024	
USHE Program Review	No
Program Learning Outcome 2023-2024:	Critical thinking: To think critically, creatively, and competently about a broad range of ethical issues
Assessment Methods/Measures and Targets:	<p>"Moral Philosophy" (PHIL 355G) will be taught in Fall, 2023 and is a required class for students who seek the Certificate in Ethics. The course requires a theoretical or a practical ethical analysis at the end of the course, which will be evaluated by at least two additional faculty members (and the instructor of record) who are proficient in Ethics.</p> <p>The rubric for this evaluation is under development, but will include a numerical score. Current target will be 80% proficiency. The developed rubric, and numerical/percentage target score will be evaluated and refined this evaluation year, for annual in-program evaluation.</p> <p>We will assess the PLO in order to determine the competence of students as they complete a required course for the Certificate. All students who successfully take the class will be required to complete such an assignment. Only some of those will pursue the Certificate in Ethics and of those, we will individually evaluate their final assignment.</p> <p>Evaluations will assess student aptitudes for critical and imaginative essay analysis.</p>
Estimate number of students included in the evaluation:	5-10
Indicate the courses that map to this Program Learning Outcome:	The course that maps to this PLO is: PHIL 355G (Moral Philosophy)
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Gain a comprehensive understanding of philosophical ethical theories and the interdisciplinary of ethics.
Assessment Methods/Measures and Targets:	Assessment of the above learning outcome will consider students' ability to identify suitable application of practical and theoretical ethical theories to ethical imperatives that accord with their majors, various areas of study, and practical interests. That means that they understand, for example, the ethical implications of research praxes in the sciences, or ethical inferences and praxes in law, religion, or art. Evaluations of these ethical applications will depend upon the students' areas of study. Evaluations of student essays will be conducted by two faculty members who will use Likert Scaling of 1-5, 5 being excellent and 1 being unsatisfactory. Initial target score to be re-evaluated beginning 2023-24 will be 3.5.
Estimate number of students included in the evaluation:	5-10
Indicate the courses that map to this Program Learning Outcome:	<p>Follows is a partial list of elective courses that map to this learning outcome, with others available when meeting acceptable criteria and upon approval of faculty director.</p> <p>PHIL 355G Moral Philosophy; PHIL 130R Ethics Form; PHIL 3100 Media Ethics; PHIL 3450 Philosophy of Childhood; PHIL 3460 Ethics of Human/Animal Relationships; PHIL 3510 Bioethics; PHIL 3520 Business and Professional Ethics; PHIL 3530 Environmental Ethics; PHIL 3540 Christian Ethics; PHIL 357R Moral Reasoning through Case Studies; PHIL 3700 Social and Political Philosophy; PHIL 3710 Philosophy of Law; PHIL 450R Interdisciplinary Senior Ethics Seminar; PHIL 451R Ethical Theory Seminar; PHIL 490 R Independent Study (where the topic is relevant); ASL 4370 Ethics for Interpreters; COMM 3000 Media Ethics; LEGL 2190 Legal Ethics; CS 305G Global Social and Ethical Issues in Computing; NURS 3410 Professional Standards of Nursing; BIOL 4260 Ethical Issues in Biology</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Humanities, A.A.

Contact Name: Pierre lamarche

Email: pierre.lamarche@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	1-Develop strong oral and written communication skills.
Assessment Methods/Measures and Targets:	Collect and evaluate papers in all core program classes. Outside evaluation will use AAUP's Written Communication Value Rubric.
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	HUM 1010/G/H Humanities Through the Arts HUM 2010/G/H World History Through the Arts I HUM2020/G/H World History Through the Arts II HUM 2100/H Adventures of Ideas Through 1500 HUM 2200/H Adventures of Ideas After 1500
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	2 - Develop discipline-specific knowledge and be able to apply that knowledge critically to solve problems using sophisticated methods of inquiry and logic.
Assessment Methods/Measures and Targets:	We will administer our Entrance Exit Exam for the second time. We will compare scores with those collected in AY 2021-22. We will field our Humanities Symposium Survey a second time and compare data.
Estimate number of students included in the evaluation:	10-15
Indicate the courses that map to this Program Learning Outcome:	HUM 1010 Humanities Through the Arts HUM 2010/G/H World History Through the Arts I HUM 2020/G/H World History Through the Arts II HUM 2100/H Adventures of Ideas Through 1500 HUM 2200/H Adventures of Ideas After 1500
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Humanities, A.S.

Contact Name: Pierre Lamarche

Email: pierre.lamarche@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	1-Develop strong oral and written communication skills
Assessment Methods/Measures and Targets:	Collect and evaluate papers from all core program classes. Outside evaluation will use AAUP's Written Communication Value Rubric.
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	HUM 1010/G/H Humanities Through the Arts HUM 2010/G/H World History Through the Arts I HUM 2020/G/H World History Through the Arts II HUM 2100/H Adventures of Ideas Through 1500 HUM 2200/H Adventures of Ideas After 1500
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	2-Develop discipline-specific knowledge and be able to apply that knowledge critically to solve problems using sophisticated methods of inquiry and logic.
Assessment Methods/Measures and Targets:	We will administer our Entrance Exit Exam for the second time. We will compare scores with those collected in AY 2021-22. We will field our Humanities Symposium Survey a second time and compare data.
Estimate number of students included in the evaluation:	10-15
Indicate the courses that map to this Program Learning Outcome:	HUM 1010/G/H Humanities Through the Arts HUM 2010/G/H World History Through the Arts I HUM 2020/G/H World History Through the Arts II HUM 2100/H Adventures of Ideas Through 1500 HUM 2200/H Adventures of Ideas After 1500
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Humanities, B.A.

Contact Name: Kim Abunuwara

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Develop strong oral and written communication skills.
Assessment Methods/Measures and Targets:	Collect and evaluate lower and upper division papers. Outside evaluation will use AAUP's Written Communication Value Rubric.
Estimate number of students included in the evaluation:	30
Indicate the courses that map to this Program Learning Outcome:	HUM 1010; HUM 2010/2020; HUM 2100/2200; HUM 3500; HUM 320; HUM 325; HUM 330R; HUM 414R; HUM 402R.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Develop discipline-specific knowledge and be able to apply that knowledge critically to solve problems using sophisticated methods of inquiry and logic.
Assessment Methods/Measures and Targets:	We will administer our Entrance Exit Exam for the second time. We will compare scores with those collected in AY 2021-22. We will field our Humanities Symposium Survey a second time and compare data.
Estimate number of students included in the evaluation:	1. 20, 2. 35
Indicate the courses that map to this Program Learning Outcome:	HUM 1010; HUM 2010/2020; HUM 2100/2200; HUM 3500; HUM 320; HUM 325; HUM 330R; HUM 414R; HUM 402R.
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Inclusion, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Interreligious Studies, Certificate of Proficiency

Contact Name: Brian Birch

Email: brian.birch@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Critically reflect upon religious, spiritual, secular identities and other ethical worldviews.
Assessment Methods/Measures and Targets:	<p>All students are required to complete PHIL/RLST 367R (Engaging Religious Diversity). This course will include multiple assignments designed to assess our students' ability critically engage worldview diversity. This will include one key assignment that we will use for both G/I and program assessment. Multiple Religious Studies Program faculty will review the assignment to provide the best possible evaluation.</p> <p>The key assignment will consist of essay questions designed to show a student's ability to critically compare, assess, and absorb multiple identities. These questions will be scored 1-5 on multiple criteria.</p>
Estimate number of students included in the evaluation:	We estimate 4-6 students will complete the assignment in the 2023-24 academic year.
Indicate the courses that map to this Program Learning Outcome:	PHIL/RLST 367R – Engaging Religious Diversity
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Navigate the conceptual and ethical complexities of diverse religious and worldview communities.
Assessment Methods/Measures and Targets:	<p>This outcome compliments PLO #1 (above) and is designed to focus on the ethical dimensions of religious, spiritual, and worldview diversity.</p> <p>Students taking Engaging Religious Diversity will complete assignments designed to assess students' awareness and application of relevant ethical principles and practices. These principles include cultural relativism, social construction theory, implicit bias, systemic racism, etc. Multiple Religious Studies Program faculty will evaluate and score these essay-oriented assignments (1-5) using multiple and common criteria.</p>
Estimate number of students included in the evaluation:	We estimate 4-6 students will complete the assignment in the 2023-24 academic year.
Indicate the courses that map to this Program Learning Outcome:	PHIL/RLST 367R – Engaging Religious Diversity
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Philosophy, B.A.

Contact Name: Pierre Lamarche

Email: pierre.lamarche@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Critical Thinking: The ability to analyze, evaluate, and construct reasons and arguments.
Assessment Methods/Measures and Targets:	<p>Program Learning Outcome #1: Assessment Methods/Measures and Targets</p> <p>PHIL 4910 “Philosophy Research Capstone” includes an exit exam, taken by all students in this BA/BSC core (required) class. One half of the questions administered are taken from sample LSAT (Law School Admissions Test) question lists – these are universally recognized to be excellent indicators of critical thinking skills. This exit exam is administered ‘cold’ – there is no specific preparation for either the program content, or LSAT/Critical Thinking Skills, provided during this, or any other PHIL program class. The only preparation is through the development of critical thinking skills and techniques introduced in program course work, in every course throughout the program – we exclude students who have either taken, or prepared to take, the LSAT from this portion of our exit exam. LSAT exam scores are quantifiable, and indicate what percentile our students taking the exam would score, compared to all LSAT takers. Our reasonable assumption is that LSAT takers intend to apply to law school and have engaged in some form of preparation for the exam – in many cases, extensive preparation including private and college level courses devoted to LSAT preparation. Our current target LSAT percentile is 51%, which would place our average student in the top half of all LSAT takers.</p> <p>We are assessing this PLO first, as 1) we consider it to be our most important PLO, and the one most widely applicable to the varying career paths of all of our graduates, and 2) we will begin to implement benchmark testing of this PLO during this academic year. Students in BA/BSC core classes PHIL 2110 “Ancient Greek Philosophy” and PHIL 2150 “Early Modern Philosophy” who are declared majors will be identified and administered the same LSAT type exam as administered in PHIL 4910, as a supplementary course assignment. Students generally complete this class at least two years prior to graduation from the program.</p>

	<p>Student scores will be compared to their scores upon completion of their PHIL 4910 exit exam. We are also seeking to refine other tools to assess this PLO – in particular “constructing reasons and arguments” during this assessment year, and establish benchmarks and clarify our targets. We will have those incorporated in time for exit exams Fall 23 and Spring 24.</p>
<p>Estimate number of students included in the evaluation:</p>	<p>20-25</p>
<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>All courses in the PHIL program map to this PLO – it is a core and essential value/outcome of all philosophical instruction.</p> <p>The courses used to assess this PLO are, again:</p> <p>PHIL 2110 “Ancient Greek Philosophy” (beginning Fall 23) PHIL 2150 “Early Modern Philosophy” (beginning Spring 24) PHIL 4910 “Philosophy Research Capstone”</p> <p>In addition, core BA/BSC (required) course PHIL 2000 “Formal Logic I” maps particularly strongly to the formal reasoning dimensions of critical thinking.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Quantitative Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Communication: The ability to formulate and clearly explain ideas and arguments in writing and speech.
Assessment Methods/Measures and Targets:	<p>Program Learning Outcome #2: Assessment Methods/Measures and Targets</p> <p>Over a decade ago, the PHIL program instituted a “Philosophy Research Capstone” PHIL 4910 core course, required of all BA/BSC degree seekers. Students are required to complete a capstone thesis involving formulating and researching an approved topic (now approved via PHIL 480R “Philosophy Capstone Prep”, a prerequisite for PHIL 4910), and writing a substantive paper of at least 20 pages. At completion of the course, students are also required to conduct an oral defense of their thesis project, involving a presentation of approximately 15-20 minutes, followed by a question-and-answer period of approximately 10-15 minutes. Thesis defenses are attended by at least two, usually three, full time faculty, and evaluated by all faculty. After an initial period of soliciting external evaluations – from a full time faculty at colleges and universities offering at least baccalaureate level degrees in philosophy – we moved to a 3-year cycle with our last external evaluation 2021-22. Next external evaluation is scheduled for academic year 2024-25, coinciding with the assessment schedule for this PLO.</p> <p>The writing component of this PLO will continue to be assessed via external evaluation; we will schedule future assessment for this PLO according to this cycle. Evaluators are asked to grade theses on a 20-point scale, with a rubric correlated to our PLOs, including and emphasizing “ability to formulate and clearly explain ideas and arguments in writing.” Our target score is an average of 16/20. Depending on the size of our graduating class during 2024-25, we may include theses from the previous academic year to include in the portfolio sent for evaluation. We will also discuss ways of refining and evaluating this assessment tool, and developing benchmarks prior to capstone, during the course of this assessment.</p> <p>The “speech” component of this PLO is evaluated internally, via faculty evaluation of capstone thesis oral presentations. Presentations are evaluated on six criteria out of five points each, with equal weighting assigned to each. Final scores are the</p>

	<p>averaged scores on all questions of all students, out of five points. Our current target is 3/5, although we may revisit and increase that before this scheduled assessment.</p>
<p>Estimate number of students included in the evaluation:</p>	<p>At least 30</p>
<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>PHIL courses map to the writing component of this PLO with the exception of philosophical logic classes: PHIL 2000 “Formal Logic I,” and PHIL 3000 “Formal Logic II.”</p> <p>The following classes have incorporated shorter, low stake, required oral presentations into their curriculum, to familiarize students with the process of orally presenting prepared, critical analyses of arguments and views:</p> <p>PHIL 3150 “Philosophical Issues in Feminism” PHIL 3200 “Metaphysics” PHIL 3300 “Epistemology” PHIL 355G “Moral Philosophy” PHIL 4140 “History of Analytic Philosophy” PHIL 4150 “History of Continental Philosophy” PHIL 416G “History of Chinese Philosophy”</p> <p>One of the latter three is required for all BA/BSC students. Of particular note to both writing, and in particular oral, aspects of this PLO is PHIL 357R “Moral Reasoning Through Case Studies Ethics Bowl.” This class is an upper division elective for BA/BSC degrees, though may be repeated for up to 9hrs of credit. As indicated in the course description, the course involves students working in teams on ethical case studies, formulating pro/con arguments, and engaging in oral presentation and debate on the case study topics. Students take part in regional (fall semester) and national (spring semester) collegiate Ethics Bowl competitions, which UVU student teams have consistently placed exceptionally well in, besting teams from numerous R1 programs, including, recently, the University of Colorado- Boulder, and Harvard University. Given the extraordinary success of our Ethics Bowl teams, we are seeking ways of expanding this course offering, and encouraging more of our students to take advantage of this opportunity to develop the “ability to formulate and clearly explain ideas and arguments in writing and speech.”</p> <p>Assessment of this outcome remains, at this point, through PHIL 4910 “Philosophy Research Capstone.”</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy
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2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

Philosophy, B.S.

Contact Name: Pierre Lamarche

Email: pierre.lamarche@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Critical Thinking: The ability to analyze, evaluate, and construct reasons and arguments.
Assessment Methods/Measures and Targets:	<p>PHIL 4910 “Philosophy Research Capstone” includes an exit exam, taken by all students in this BA/BSC core (required) class. One half of the questions administered are taken from sample LSAT (Law School Admissions Test) question lists – these are universally recognized to be excellent indicators of critical thinking skills. This exit exam is administered ‘cold’ – there is no specific preparation for either the program content, or LSAT/Critical Thinking Skills, provided during this, or any other PHIL program class.</p> <p>The only preparation is through the development of critical thinking skills and techniques introduced in program course work, in every course throughout the program – we exclude students who have either taken, or prepared to take, the LSAT from this portion of our exit exam. LSAT exam scores are quantifiable, and indicate what percentile our students taking the exam would score, compared to all LSAT takers. Our reasonable assumption is that LSAT takers intend to apply to law school and have engaged in some form of preparation for the exam – in many cases, extensive preparation including private and college level courses devoted to LSAT preparation. Our current target LSAT percentile is 51%, which would place our average student in the top half of all LSAT takers.</p> <p>We are assessing this PLO first, as 1) we consider it to be our most important PLO, and the one most widely applicable to the varying career paths of all of our graduates, and 2) we will begin to implement benchmark testing of this PLO during this academic year. Students in BA/BSC core classes PHIL 2110 “Ancient Greek Philosophy” and PHIL 2150 “Early Modern Philosophy” who are declared majors will be identified and administered the same LSAT type exam as administered in PHIL 4910, as a supplementary course assignment. Students generally complete this class at least two years prior to graduation from the program. Student scores will be compared to their scores upon completion</p>

	of their PHIL 4910 exit exam. We are also seeking to refine other tools to assess this PLO – in particular “constructing reasons and arguments” during this assessment year, and establish benchmarks and clarify our targets. We will have those incorporated in time for exit exams Fall 23 and Spring 24.
Estimate number of students included in the evaluation:	20-25
Indicate the courses that map to this Program Learning Outcome:	<p>All courses in the PHIL program map to this PLO – it is a core and essential value/outcome of all philosophical instruction.</p> <p>The courses used to assess this PLO are, again:</p> <p>PHIL 2110 “Ancient Greek Philosophy” (beginning Fall 23) PHIL 2150 “Early Modern Philosophy” (beginning Spring 24) PHIL 4910 “Philosophy Research Capstone”</p> <p>In addition, core BA/BSC (required) course PHIL 2000 “Formal Logic I” maps particularly strongly to the formal reasoning dimensions of critical thinking.</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Communication: The ability to formulate and clearly explain ideas and arguments in writing and speech.
Assessment Methods/Measures and Targets:	<p>Over a decade ago, the PHIL program instituted a “Philosophy Research Capstone” PHIL 4910 core course, required of all BA/BSC degree seekers.</p> <p>Students are required to complete a capstone thesis involving formulating and researching an approved topic (now approved via PHIL 480R “Philosophy Capstone Prep”, a prerequisite for PHIL 4910), and writing a substantive paper of at least 20 pages. At completion of the course, students conduct an oral defense of their thesis project, involving a presentation of approximately 15-20 minutes, followed by a question-and-answer period of approximately 10-15 minutes. Thesis defenses are attended by at least two, usually three, full time faculty, and evaluated by all faculty. After an initial period of soliciting external evaluations – from a full time faculty at colleges and universities offering at least baccalaureate level degrees in philosophy – we moved to a 3-year cycle with our last external evaluation 2021-22. Next external evaluation is scheduled for academic year 2024-25, coinciding with the assessment schedule for this PLO.</p> <p>The writing component of this PLO will continue to be assessed via external evaluation; we will schedule future assessment for this PLO according to this cycle. Evaluators are asked to grade theses on a 20-point scale, with a rubric correlated to our PLOs, including and emphasizing “ability to formulate and clearly explain ideas and arguments in writing.” Our target score is an average of 16/20. Depending on the size of our graduating class during 2024-25, we may include theses from the previous academic year to include in the portfolio sent for evaluation. We will also discuss ways of refining and evaluating this assessment tool, and developing benchmarks prior to capstone, during the course of this assessment. The “speech” component of this PLO is evaluated internally, via faculty evaluation of capstone thesis oral presentations.</p> <p>Presentations are evaluated on six criteria out of five points each, with equal weighting assigned to each. Final scores are the averaged scores on all questions of all students, out of five points. Our current target is 3/5, although we may revisit and increase that before this scheduled assessment.</p>

Estimate number of students included in the evaluation:	At least 30
Indicate the courses that map to this Program Learning Outcome:	<p>All PHIL courses map to the writing component of this PLO with the exception of philosophical logic classes: PHIL 2000 “Formal Logic I,” and PHIL 3000 “Formal Logic II.”</p> <p>The following classes have incorporated shorter, low stake, required oral presentations into their curriculum, to familiarize students with the process of orally presenting prepared, critical analyses of arguments and views:</p> <p>PHIL 3150 “Philosophical Issues in Feminism”; PHIL 3200 “Metaphysics”; PHIL 3300 “Epistemology”; PHIL 355G “Moral Philosophy”; PHIL 4140 “History of Analytic Philosophy”; PHIL 4150 “History of Continental Philosophy”; PHIL 416G “History of Chinese Philosophy”</p> <p>One of the latter three is required for all BA/BSC students. Of particular note to both writing, and in particular oral, aspects of this PLO is PHIL 357R “Moral Reasoning Through Case Studies Ethics Bowl.” This class is an upper division elective for BA/BSC degrees, though may be repeated for up to 9hrs of credit. As indicated in the course description, the course involves students working in teams on ethical case studies, formulating pro/con arguments, and engaging in oral presentation and debate on the case study topics.</p> <p>Students take part in regional (fall semester) and national (spring semester) collegiate Ethics Bowl competitions, which UVU student teams have consistently placed exceptionally well in, besting teams from numerous R1 programs, including, recently, the University of Colorado- Boulder, and Harvard University. Given the extraordinary success of our Ethics Bowl teams, we are seeking ways of expanding this course offering, and encouraging more of our students to take advantage of this opportunity to develop the “ability to formulate and clearly explain ideas and arguments in writing and speech.”</p> <p>Assessment of this outcome remains, at this point, through PHIL 4910 “Philosophy Research Capstone.”</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome 2023-2024:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

College of Humanities and Social Sciences

Innovation Academy

Academic Assessment Plans for
Integrated Studies, B.A./B.S.

2023-2024

2024-2025

2025-2026

Integrated Studies, B.A./B.S.

Contact Name: Mark Olson

Email: mark.olson@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	PLO1 (IS 2000): Graduates are able in written and verbal communication to express how two academic disciplines can function interdisciplinarily.
Assessment Methods/Measures and Targets:	Assessed via class project (a website with contributions from each class member).
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	IS 2000 Knowledge Integrated
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking and Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	PLO2 (CAP I): Graduates are able to research and analyze information to develop interdisciplinary projects.
Assessment Methods/Measures and Targets:	Each student completes a proposal which indicates what they will do for their senior thesis/project. These proposals may contain literature reviews, project outlines, etc.
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	IS 4980 Integrated Studies Capstone I WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, and Information Literacy

2025-2026	
USHE Program Review this year:	Yes, 7-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

COLLEGE OF SCIENCE

Academic Assessment Plans

2023-2024

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Biology Department

Biology, A.A./A.S.

Contact Name: Josh Premo

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	<p>We pre-assessed 1570 students during AY 22'-23'. BIOL1615 serves a variety of other programs, so our assessment numbers in the upper division labs will be focused specifically on our program enrollment numbers (smaller by comparison).</p> <p>In 2022 we awarded 140 bachelors degrees. If we take this as an approximate number per year, we want to assess a minimum of 50 students in upper division labs to capture at least a third of this amount during AY 23'-24'.</p>
Indicate the courses that map to this Program Learning Outcome:	<p>The biology major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included:</p>

	<p>BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	Following this we will pre-assess at least 500 students in AY 24'-25'.
Indicate the courses that map to this Program Learning Outcome:	<p>The biology major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	We will target another 50 students in upper division labs in AY 25'-26'.
Indicate the courses that map to this Program Learning Outcome:	<p>The biology major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy
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Bioinformatics, B.S.

Contact Name: Josh Premo / Carl Hjelman
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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Present a bioinformatics project either orally or as a written paper
Assessment Methods/Measures and Targets:	<p>To assess PLO #5 we are proposing a simple measurement of “not meeting expectations”, “meeting expectations”, and “exceeding expectations” using a program specific survey for assessment of oral and/or written presentations of bioinformatics projects.</p> <p>We do not have specific measurement from the first two years of the program but will work towards developing a quantifiable survey for bioinformatics program students who are completing the Bioinformatics Capstone course (BIOL 4600).</p> <p>Exceeding expectations will occur with presentations of projects outside of UVU classrooms at local, regional, or national discipline specific meetings and/or peer-reviewed publications.</p> <p>Our desired assessment target for PLO#5 will be for upper division students in our program to meet expectations in this PLO but have at least 50% of our students exceed expectations in this PLO.</p> <p>Additional investigations into Bioinformatics program discipline specific assessments of programs will proceed throughout AY 2023-2024 and AY 2024-2025. An example of such assessment would be the Mastery Rubric for Bioinformatics (Tractenberg et al. 2019, PLoS One) and CLASS Surveys (Madlung 2018, PLoS Comput. Biol.)</p>
Estimate number of students included in the evaluation:	<p>As the Bioinformatics Degree program is relatively young and growing, there is not a consistent measure of number of students that will matriculate through the program.</p> <p>Based on enrollments numbers as of Spring 2023, there were 24 declared bioinformatics majors. In 2023 we awarded four bachelors degrees.</p> <p>Based on this number and currently enrollments, we’d want to measure 4-6 students each year, representing all students that matriculate through our program during AY 24’-25’ and AY 25’-26’</p>

<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>The bioinformatics major program has three required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are BIOL 3100: Introduction to Data Analysis for Biologists, BIOL 4550: Molecular Evolution and Bioinformatics, and BIOL 4600: Bioinformatics Capstone courses.</p> <p>There is another course which target this PLO less explicitly in their CLOs (can be targeted towards Bioinformatics if the student chooses). These courses are BIOL 4940: Student Seminar.</p> <p>The remainder of courses are electives. Upper division elective courses for the major that had CLOs explicitly or less explicitly aligned with PLO#5 included:</p> <ul style="list-style-type: none"> ● BIOL 4500- Principles of Evolution ● BIOL 4400- Genomics ● BIOL 3150- Bioinformatics Data Skills
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy</p>

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Present a bioinformatics project either orally or as a written paper
Assessment Methods/Measures and Targets:	<p>To assess PLO #5 we are proposing a simple measurement of “not meeting expectations”, “meeting expectations”, and “exceeding expectations” using a program specific survey for assessment of oral and/or written presentations of bioinformatics projects.</p> <p>We do not have specific measurement from the first two years of the program but will work towards developing a quantifiable survey for bioinformatics program students who are completing the Bioinformatics Capstone course (BIOL 4600).</p> <p>Exceeding expectations will occur with presentations of projects outside of UVU classrooms at local, regional, or national discipline specific meetings and/or peer-reviewed publications.</p> <p>Our desired assessment target for PLO#5 will be for upper division students in our program to meet expectations in this PLO but have at least 50% of our students exceed expectations in this PLO.</p> <p>Additional investigations into Bioinformatics program discipline specific assessments of programs will proceed throughout AY 2023-2024 and AY 2024-2025. An example of such assessment would be the Mastery Rubric for Bioinformatics (Tractenberg et al. 2019, PLoS One) and CLASS Surveys (Madlung 2018, PLoS Comput. Biol.)</p>
Estimate number of students included in the evaluation:	<p>As the Bioinformatics Degree program is relatively young and growing, there is not a consistent measure of number of students that will matriculate through the program.</p> <p>Based on enrollments numbers as of Spring 2023, there were 24 declared bioinformatics majors. In 2023 we awarded four bachelors degrees.</p> <p>Based on this number and currently enrollments, we’d want to measure 4-6 students each year, representing all students that matriculate through our program during AY 24’-25’ and AY 25’-26’.</p>
Indicate the courses that map to this Program Learning Outcome:	The bioinformatics major program has three required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are BIOL 3100: Introduction to Data Analysis for Biologists, BIOL 4550: Molecular Evolution and Bioinformatics, and BIOL 4600: Bioinformatics Capstone courses.

	<p>There is another course which target this PLO less explicitly in their CLOs (can be targeted towards Bioinformatics if the student chooses). These courses are BIOL 4940: Student Seminar.</p> <p>The remainder of courses are electives. Upper division elective courses for the major that had CLOs explicitly or less explicitly aligned with PLO#5 included: BIOL 4500- Principles of Evolution BIOL 4400- Genomics BIOL 3150- Bioinformatics Data Skills</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy</p>

Biology, B.S.

Contact Name: Josh Premo

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	<p>We pre-assessed 1570 students during AY 22'-23'. BIOL1615 serves a variety of other programs, so our assessment numbers in the upper division labs will be focused specifically on our program enrollment numbers (smaller by comparison).</p> <p>In 2022 we awarded 140 bachelors degrees. If we take this as an approximate number per year, we want to assess a minimum of 50 students in upper division labs to capture at least a third of this amount during AY 23'-24'.</p>
Indicate the courses that map to this Program Learning Outcome:	<p>The biology major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included:</p>

	<p>BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	Following this we will pre-assess at least 500 students in AY 24'-25'.
Indicate the courses that map to this Program Learning Outcome:	<p>The biology major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	We will target another 50 students in upper division labs in AY 25'-26'.
Indicate the courses that map to this Program Learning Outcome:	<p>The biology major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy
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Biology Education, B.S.

Contact Name: Josh Premo

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	<p>We pre-assessed 1570 students during AY 22'-23'. BIOL1615 serves a variety of other programs, so our assessment numbers in the upper division labs will be focused specifically on our program enrollment numbers (smaller by comparison).</p> <p>In 2023 we have approximately 30 majors in the program. If we take this as an approximate number per year, we want to assess a minimum of 10 students in the program during AY 23'-24'.</p>
Indicate the courses that map to this Program Learning Outcome:	<p>The biology education major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology education majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included:</p>

	<p>BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	Following this we will pre-assess at least 10 students in AY 24'-25' (across our programs).
Indicate the courses that map to this Program Learning Outcome:	<p>The biology education major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology education majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy
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2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	We will target another 10 students in an advance course of the biology education major in AY 25'-26'.
Indicate the courses that map to this Program Learning Outcome:	<p>The biology education major program has two required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are no other laboratory courses that all biology education majors must take. The remainder of laboratory courses are electives.</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy
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Biotechnology, B.S.

Contact Name: Josh Premo

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments.
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we mentor independent projects during the second half of the semester in the 2000-level courses. Our classes are in the lab/lecture format. As they progress through the program, they learn how to apply the scientific method to hands-on experiments, culminating in the design, implementation, and communication of an independent project.</p> <p>For the intro class, BTEC 1010, the students theoretically design a biotech product or service but are not ready to implement or complete experiments for this assignment. Instead, they learn hypothesis testing and techniques by completing experiments designed by the instructor. Our desired assessment target for PLO#1 is to demonstrate increased complexity, understanding, independence, and progression in the lab by mentoring the independent projects.</p> <p>Assessment involves 1) outline and discuss proposed research with instructor, 2) following a detailed rubric and/or form for writing a research proposal, 3) conduct experiments, troubleshoot, follow-through, 4) present project to the class, 5) possibly apply for SAC funding to continue project. Project designs should become more complex and student independence and experiment completion/progression should improve as they progress through the program. Rubrics for proposals and presentations will be used to assess outcome, while skills assessment checklists will provide evidence of technique proficiency.</p>
Estimate number of students included in the evaluation:	We had ~60 biotech majors across multiple BTEC courses and 40-50 of the majors complete the lab based projects which will be part of this assessment. Each year we will assess at least a third of this group.
Indicate the courses that map to this Program Learning Outcome:	The biotechnology major program has five required courses that explicitly target this PLO. These are the BTEC 1010, 2010, 2020, 2030, and 2040 lab/lecture courses.

	<p>The remainder of laboratory courses are core and electives from Biology, Microbiology, Bioinformatics, or Biochemistry.</p> <p>Possible courses for the major that align with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory BIOL 3515 - Advanced Genetics Laboratory BIOL 4550- Molecular Evolution and Bioinformatics WE BIOL 3605- Biological Chemistry Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy</p>

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments.
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we mentor independent projects during the second half of the semester in the 2000-level courses. Our classes are in the lab/lecture format. As they progress through the program, they learn how to apply the scientific method to hands-on experiments, culminating in the design, implementation, and communication of an independent project.</p> <p>For the intro class, BTEC 1010, the students theoretically design a biotech product or service but are not ready to implement or complete experiments for this assignment. Instead, they learn hypothesis testing and techniques by completing experiments designed by the instructor. Our desired assessment target for PLO#1 is to demonstrate increased complexity, understanding, independence, and progression in the lab by mentoring the independent projects.</p> <p>Assessment involves 1) outline and discuss proposed research with instructor, 2) following a detailed rubric and/or form for writing a research proposal, 3) conduct experiments, troubleshoot, follow-through, 4) present project to the class, 5) possibly apply for SAC funding to continue project. Project designs should become more complex and student independence and experiment completion/progression should improve as they progress through the program.</p> <p>Rubrics for proposals and presentations will be used to assess outcome, while skills assessment checklists will provide evidence of technique proficiency.</p>
Estimate number of students included in the evaluation:	We had ~60 biotech majors across multiple BTEC courses and 40-50 of the majors complete the lab based projects which will be part of this assessment. Each year we will assess at least a third of this group.
Indicate the courses that map to this Program Learning Outcome:	<p>The biotechnology major program has five required courses that explicitly target this PLO. These are the BTEC 1010, 2010, 2020, 2030, and 2040 lab/lecture courses.</p> <p>The remainder of laboratory courses are core and electives from Biology, Microbiology, Bioinformatics, or Biochemistry.</p> <p>Possible courses for the major that align with PLO#1 included:</p>

	BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory BIOL 3515 - Advanced Genetics Laboratory BIOL 4550- Molecular Evolution and Bioinformatics WE BIOL 3605- Biological Chemistry Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments.
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we mentor independent projects during the second half of the semester in the 2000-level courses. Our classes are in the lab/lecture format. As they progress through the program, they learn how to apply the scientific method to hands-on experiments, culminating in the design, implementation, and communication of an independent project.</p> <p>For the intro class, BTEC 1010, the students theoretically design a biotech product or service but are not ready to implement or complete experiments for this assignment. Instead, they learn hypothesis testing and techniques by completing experiments designed by the instructor. Our desired assessment target for PLO#1 is to demonstrate increased complexity, understanding, independence, and progression in the lab by mentoring the independent projects.</p> <p>Assessment involves 1) outline and discuss proposed research with instructor, 2) following a detailed rubric and/or form for writing a research proposal, 3) conduct experiments, troubleshoot, follow-through, 4) present project to the class, 5) possibly apply for SAC funding to continue project. Project designs should become more complex and student independence and experiment completion/progression should improve as they progress through the program.</p> <p>Rubrics for proposals and presentations will be used to assess outcome, while skills assessment checklists will provide evidence of technique proficiency.</p>
Estimate number of students included in the evaluation:	We had ~60 biotech majors across multiple BTEC courses and 40-50 of the majors complete the lab based projects which will be part of this assessment. Each year we will assess at least a third of this group.
Indicate the courses that map to this Program Learning Outcome:	<p>The biotechnology major program has five required courses that explicitly target this PLO. These are the BTEC 1010, 2010, 2020, 2030, and 2040 lab/lecture courses.</p> <p>The remainder of laboratory courses are core and electives from Biology, Microbiology, Bioinformatics, or Biochemistry.</p> <p>Possible courses for the major that align with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists</p>

	BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory BIOL 3515 - Advanced Genetics Laboratory BIOL 4550- Molecular Evolution and Bioinformatics WE BIOL 3605- Biological Chemistry Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4605- Plant Physiology Laboratory BOT4700- Plant Tissue Culture WE ZOOL- 4300- Histology
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

Botany, B.S.

Contact Name: Josh Premo

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program. Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	<p>We pre-assessed 1570 students during AY 22'-23'. BIOL1615 serves a variety of other programs, so our assessment numbers in the upper division labs will be focused specifically on our program enrollment numbers (smaller by comparison).</p> <p>In 2022, 51 students were enrolled in the botany major degree program. If we take 1/4 of this as an approximate number per year, we want to assess a minimum of 13 students in upper division labs to capture a significant portion of our majors in AY 23'-24'.</p>
Indicate the courses that map to this Program Learning Outcome:	<p>The botany major program has four required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are two additional upper division required courses in the program that also have CLOs aligned with PLO#1. These are: BOT4055- Plant Ecology Laboratory BOT4605- Plant Physiology Laboratory</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience</p>

	BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4700- Plant Tissue Culture WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program. Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	Following this we will pre-assess at least 13 students in AY 24'-25'.
Indicate the courses that map to this Program Learning Outcome:	<p>The botany major program has four required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are two additional upper division required courses in the program that also have CLOs aligned with PLO#1. These are: BOT4055- Plant Ecology Laboratory BOT4605- Plant Physiology Laboratory</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4700- Plant Tissue Culture WE</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program. Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	We will target another 13 students in upper division labs in AY 25'-26'.
Indicate the courses that map to this Program Learning Outcome:	<p>The botany major program has four required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College I Laboratory and BIOL1625- College II Laboratory courses.</p> <p>There are two additional upper division required courses in the program that also have CLOs aligned with PLO#1. These are: BOT4055- Plant Ecology Laboratory BOT4605- Plant Physiology Laboratory</p> <p>Upper division laboratory elective courses for the major with CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods BOT4430- Plant Pathology BOT4700- Plant Tissue Culture WE</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

Microbiology, B.S.

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	<p>We pre-assessed 1570 students within the biology department during AY 22'-23'.</p> <p>BIOL1615 serves a variety of other programs, so our assessment numbers in the upper division labs based on program enrollment numbers. In 2022 we awarded 140 bachelors degrees within the biology department.</p> <p>The microbiology major was not yet offered, so no data on that program are available. If we take this as an approximate number per year, we want to assess a minimum of 50 students in upper division labs to capture at least a third of this amount during AY 23'-24'.</p> <p>As the microbiology program grows, the number of students who can be assessed is expected to increase as well.</p>

<p>Indicate the courses that map to this Program Learning Outcome:</p>	<p>The microbiology major program has three required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College Biology I Laboratory, BIOL1625- College Biology II Laboratory, and MICR3455 – General Microbiology Lab courses.</p> <p>The remainder of laboratory courses are electives. Upper division laboratory elective courses for the major that had CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods</p> <p>We did not find any required non-laboratory courses that had CLOs in alignment with PLO #1.</p>
<p>What Essential Learning Outcomes map to this Program Learning Outcome:</p>	<p>Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy</p>

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the process of science through the use of hypothesis testing in the design and completion of scientific experiments
Assessment Methods/Measures and Targets:	<p>To assess PLO#1 we are using the Biological Experimental Design Concept Inventory (BEDCI). This is a published and validated measure directly in alignment with PLO#1. For documentation of this measure, please see the following link - https://www.lifescied.org/doi/10.1187/cbe.13-11-0218</p> <p>We began collecting pre-assessment data for the BEDCI over the last year. The purpose was to see how students were performing at the start of our program. Our initial data shows that our beginning program students are scoring an average of 43% on this measure when they enter our program.</p> <p>Our desired assessment target for PLO#1 will be for upper division students in our labs to score at least an average of 65% on this measure.</p>
Estimate number of students included in the evaluation:	Following this, we will pre-assess at least 500 students in AY 24'-25'.
Indicate the courses that map to this Program Learning Outcome:	<p>The microbiology major program has three required courses that have Course Learning Outcomes (CLOs) that explicitly target this PLO. These are the BIOL1615- College Biology I Laboratory, BIOL1625- College Biology II Laboratory, and MICR3455 – General Microbiology Lab courses.</p> <p>The remainder of laboratory courses are electives. Upper division laboratory elective courses for the major that had CLOs aligned with PLO#1 included: BIOL3100- Introduction to Data Analysis for Biologists BIOL3200- Guided Research Experience BIOL3405- Cell Biology Laboratory MICR4505- Applied Virological Methods</p>
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

Chemistry Department

Chemistry, B.S.

Contact Name: Merrill Halling

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Students will demonstrate knowledge of the unifying principles of chemistry.
Assessment Methods/Measures and Targets:	We use Gen Chem and OCHEM ACS scores to show that those courses adequately prepare students compared to national norms.
Estimate number of students included in the evaluation:	1,000
Indicate the courses that map to this Program Learning Outcome:	CHEM 1210/1220 General Chemistry I and II for scientists and engineers CHEM 2310/2320 Organic Chemistry I and II
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy, Quantitative Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Convey scientific ideas and knowledge clearly and professionally, in both written and oral forms.
Assessment Methods/Measures and Targets:	We have two Writing Enriched courses, in which all of our students are required to write and present on chemistry topics that clearly demonstrate their understanding of advanced scientific ideas and knowledge.
Estimate number of students included in the evaluation:	25 unique students per year between the two courses
Indicate the courses that map to this Program Learning Outcome:	CHEM 3060 Physical Chemistry I Thermodynamics CHEM 4000 Instrumental Analysis
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Demonstrate the ability to apply chemical principles and laboratory skills to solve scientific problems.
Assessment Methods/Measures and Targets:	We give practical final exams in many of our laboratory courses, where students are given a chemistry problem to solve in the lab and the students must demonstrate their understanding of chemistry principles related to the course by applying their laboratory skills to solve the problem.
Estimate number of students included in the evaluation:	1,200 unique students per year
Indicate the courses that map to this Program Learning Outcome:	CHEM 1215/1225 General Chemistry I and II Labs CHEM 2315/2325 Organic Chemistry I and II Labs CHEM 3005 Analytical Chemistry Lab CHEM 3065/3075 Physical Chemistry Labs CHEM 3115 Advanced Inorganic Chemistry Lab CHEM 3605 Biochemistry Lab CHEM 4005 Instrumental Analysis Lab
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Quantitative Literacy, and Scientific Literacy

Chemistry Education, B.S.

Specialized Accreditation: AAQEP accredited

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USHE Program Review: N/A

Earth Science Department

Physical Science, A.S.

Contact Name: Doug Czajka
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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Develop broad foundational knowledge in the physical sciences by correctly using evidence, experiment and observation, interpretation, and physical concepts.
Assessment Methods/Measures and Targets:	<p>Graduating students in the Physical Science A.S. program will complete an exit survey, part of which will ask them to self-assess how well the program helped them meet the program learning outcomes.</p> <p>In the Fall 2023 & Spring 2024 semesters, we will have students in GEO 1010 enrolled in the Physical Science A.S. self-asses their gains toward achievement of the PLO.</p> <p>Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class.</p> <p>This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	GEO 1010 Introduction to Geology
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Develop broad foundational knowledge in the physical sciences by correctly using evidence, experiment and observation, interpretation, and physical concepts.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcomes. As a new degree, we expect to grow the number of courses serving this program in future years. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	GEO 1010 Introduction to Geology
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Develop broad foundational knowledge in the physical sciences by correctly using evidence, experiment and observation, interpretation, and physical concepts.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcomes. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	GEO 1010 Introduction to Geology
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

Earth Science Education, B.S.

Contact Name: Doug Czajka
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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Communicate complex scientific concepts to secondary education students in a clear and engaging manner.
Assessment Methods/Measures and Targets:	<p>-Graduating students in the Geography program will complete an exit survey, part of which will ask them to self-assess how well the program helped them meet the program learning outcomes.</p> <p>-In the Fall 2023 & Spring 2024 semesters, we will have students in geography courses that align with the selected PLO self-asses their gains toward achievement of the PLO. The Fall courses will be SCIE 4210 and SCIE 4220. The Spring course will be SCIE 4220. Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class. This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	SCIE 4210 Science Teaching Methods I SCIE 4220 Science Teaching Methods II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Information Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome :	Communicate complex scientific concepts to secondary education students in a clear and engaging manner.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, target the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	SCIE 4210 Science Teaching Methods I SCIE 4220 Science Teaching Methods II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Information Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Communicate complex scientific concepts to secondary education students in a clear and engaging manner.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	SCIE 4210 Science Teaching Methods I SCIE 4220 Science Teaching Methods II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Information Literacy, and Scientific Literacy

Environmental Science and Management, B.S.

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Analyze the complex interrelationships among environmental, societal, and economic systems.
Assessment Methods/Measures and Targets:	<p>-Graduating students in the Geography program will complete an exit survey, part of which will ask them to self-assess how well the program helped them meet the program learning outcomes.</p> <p>-In the Fall 2023 & Spring 2024 semesters, we will have students in geography courses that align with the selected PLO self-asses their gains toward achievement of the PLO. The Fall courses will be ENVT 2560, ENVT 2730, ENVT 3010, ENVT 3770, ENVT 3800, and ENVT 3850. Spring courses will be ENVT 1270, ENVT 3210, ENVT 3280, ENVT 3330, ENVT 3530, and ENVT 3750.</p> <p>Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class. This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	170
Indicate the courses that map to this Program Learning Outcome:	ENVT 1270 Environmental Microbiology ENVT 2560 Environmental Health ENVT 2730 Introduction to soils ENVT 3010 Environmental Toxicology ENVT 3210 Water Quality and Reclamation ENVT 3280 Environmental Law ENVT 3330 Water Resources Management ENVT 3530 Environmental Management Systems ENVT 3750 Land Use Planning ENVT 3770 Natural Resources Management ENVT 3800 Energy Use on Earth ENVT 3850 Environmental Policy

What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Information Literacy, and Scientific Literacy
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2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Analyze the complex interrelationships among environmental, societal, and economic systems.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, target the courses that are being taught and that also align with this outcomes. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	170
Indicate the courses that map to this Program Learning Outcome:	ENVT 1270 Environmental Microbiology ENVT 2560 Environmental Health ENVT 2730 Introduction to soils ENVT 3010 Environmental Toxicology ENVT 3210 Water Quality and Reclamation ENVT 3280 Environmental Law ENVT 3330 Water Resources Management ENVT 3530 Environmental Management Systems ENVT 3750 Land Use Planning ENVT 3770 Natural Resources Management ENVT 3800 Energy Use on Earth ENVT 3850 Environmental Policy
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Information Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Analyze the complex interrelationships among environmental, societal, and economic systems.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcomes. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	170
Indicate the courses that map to this Program Learning Outcome:	ENVT 1270 Environmental Microbiology ENVT 2560 Environmental Health ENVT 2730 Introduction to soils ENVT 3010 Environmental Toxicology ENVT 3210 Water Quality and Reclamation ENVT 3280 Environmental Law ENVT 3330 Water Resources Management ENVT 3530 Environmental Management Systems ENVT 3750 Land Use Planning ENVT 3770 Natural Resources Management ENVT 3800 Energy Use on Earth ENVT 3850 Environmental Policy
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Information Literacy, and Scientific Literacy

Environmental Studies, B.S.

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Evaluate the links between social and natural systems to identify appropriate areas of intervention.
Assessment Methods/Measures and Targets:	<p>In the Fall 2023 & Spring 2024 semesters, we will have students in GEOG 3000, which aligns with the selected PLO, self-asses their gains toward achievement of the PLO.</p> <p>Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class.</p> <p>This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	9
Indicate the courses that map to this Program Learning Outcome:	GEOG 3000 Climate Change in Science and Society
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Information Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Evaluate the links between social and natural systems to identify appropriate areas of intervention.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcomes.</p> <p>As a new degree, we expect to grow the number of courses serving this program in future years. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	GEOG 3000 Climate Change in Science and Society
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Information Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Evaluate the links between social and natural systems to identify appropriate areas of intervention.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcomes. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	10
Indicate the courses that map to this Program Learning Outcome:	GEOG 3000 Climate Change in Science and Society
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Ethical Reasoning, Information Literacy, and Scientific Literacy

Geography, B.S.

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Communicate geographic data through technical and creative writing, figures, maps, and presentations.
Assessment Methods/Measures and Targets:	<p>-Graduating students in the Geography program will complete an exit survey, part of which will ask them to self-assess how well the program helped them meet the program learning outcomes.</p> <p>-In the Fall 2023 & Spring 2024 semesters, we will have students in geography courses that align with the selected PLO self-asses their gains toward achievement of the PLO. The Fall courses will be GEOG 3000, GEOG 3200, GEOG 3400, GEOG 3600, GEOG 3700, and GEOG 4100. Fall courses will be GEOG 3110, GEOG 3450 and GEOG 3650.</p> <p>Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class. This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	160
Indicate the courses that map to this Program Learning Outcome:	GEOG 3000 Climate Change in Science and Society GEOG 3110 Urban Geography GEOG 3200 Geography of Utah GEOG 3400 Environmental Remote Sensing GEOG 3450 Introduction to Data Science GEOG 3600 Introduction to GIS GEOG 3650 Advanced GIS GEOG 3700 Wetland Studies GEOG 4100 Geospatial Field Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Communicate geographic data through technical and creative writing, figures, maps, and presentations.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, target the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	160
Indicate the courses that map to this Program Learning Outcome:	GEOG 3000 Climate Change in Science and Society GEOG 3110 Urban Geography GEOG 3200 Geography of Utah GEOG 3400 Environmental Remote Sensing GEOG 3450 Introduction to Data Science GEOG 3600 Introduction to GIS GEOG 3650 Advanced GIS GEOG 3700 Wetland Studies GEOG 4100 Geospatial Field Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Communicate geographic data through technical and creative writing, figures, maps, and presentations.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	160
Indicate the courses that map to this Program Learning Outcome:	GEOG 3000 Climate Change in Science and Society GEOG 3110 Urban Geography GEOG 3200 Geography of Utah GEOG 3400 Environmental Remote Sensing GEOG 3450 Introduction to Data Science GEOG 3600 Introduction to GIS GEOG 3650 Advanced GIS GEOG 3700 Wetland Studies GEOG 4100 Geospatial Field Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

Geology, B.S.

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the processes encompassed within the rock cycle to geologic questions, including identifying and interpreting Earth materials.
Assessment Methods/Measures and Targets:	<p>-Graduating students in the Geography program will complete an exit survey, part of which will ask them to self-assess how well the program helped them meet the program learning outcomes.</p> <p>-In the Fall 2023 & Spring 2024 semesters, we will have students in geography courses that align with the selected PLO self-asses their gains toward achievement of the PLO. The Fall courses will be GEO 3080, GEO 3200, and GEO 4510. Spring courses will be GEO 2500, GEO 4080, and GEO 4500. GEO 4600, which runs in the summer, will also be included.</p> <p>Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class. This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	75
Indicate the courses that map to this Program Learning Outcome:	GEO 2500 Introduction to Field Geology GEO 3080 Earth Materials GEO 3200 Geologic Hazards GEO 4080 Petrology GEO 4500 Sedimentary Geology GEO 4510 Paleontology GEO 4600 Geology Field Experience
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the processes encompassed within the rock cycle to geologic questions, including identifying and interpreting Earth materials.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, target the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	75
Indicate the courses that map to this Program Learning Outcome:	GEO 2500 Introduction to Field Geology GEO 3080 Earth Materials GEO 3200 Geologic Hazards GEO 4080 Petrology GEO 4500 Sedimentary Geology GEO 4510 Paleontology GEO 4600 Geology Field Experience
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply the processes encompassed within the rock cycle to geologic questions, including identifying and interpreting Earth materials.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	75
Indicate the courses that map to this Program Learning Outcome:	GEO 2500 Introduction to Field Geology GEO 3080 Earth Materials GEO 3200 Geologic Hazards GEO 4080 Petrology GEO 4500 Sedimentary Geology GEO 4510 Paleontology GEO 4600 Geology Field Experience
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

Geographic Information Systems, Certificate of Proficiency

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Demonstrate proficiency in geospatial technologies, software, and approaches to collect, curate, analyze, interpret, visualize quantitative and qualitative geographic data, and provide solutions to environmental and society problems.
Assessment Methods/Measures and Targets:	<p>-Graduating students in the Geography program will complete an exit survey, part of which will ask them to self-assess how well the program helped them meet the program learning outcomes.</p> <p>-In the Fall 2023 & Spring 2024 semesters, we will have students in geography courses that align with the selected PLO self-asses their gains toward achievement of the PLO. The Fall courses will be GEO 3400, GEO 3600, and GEOG 4100. Spring courses will be GEOG 3450 and GEO 3650.</p> <p>Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class. This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	65
Indicate the courses that map to this Program Learning Outcome:	GEOG 3400 Environmental Remote Sensing GEOG 3450 Introduction to Data Science GEOG 3600 Introduction to GIS GEOG 3650 Advanced GIS GEOG 4100 Geospatial Field Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Ethical Reasoning, Information Literacy, Quantitative Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Demonstrate proficiency in geospatial technologies, software, and approaches to collect, curate, analyze, interpret, visualize quantitative and qualitative geographic data, and provide solutions to environmental and society problems.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, target the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	65
Indicate the courses that map to this Program Learning Outcome:	GEOG 3400 Environmental Remote Sensing GEOG 3450 Introduction to Data Science GEOG 3600 Introduction to GIS GEOG 3650 Advanced GIS GEOG 4100 Geospatial Field Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Ethical Reasoning, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Demonstrate proficiency in geospatial technologies, software, and approaches to collect, curate, analyze, interpret, visualize quantitative and qualitative geographic data, and provide solutions to environmental and society problems.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	65
Indicate the courses that map to this Program Learning Outcome:	GEOG 3400 Environmental Remote Sensing GEOG 3450 Introduction to Data Science GEOG 3600 Introduction to GIS GEOG 3650 Advanced GIS GEOG 4100 Geospatial Field Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Ethical Reasoning, Information Literacy, Quantitative Literacy, and Scientific Literacy

Water and Wastewater Operations, Certificate of Completion

Contact Name: Doug Czajka
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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Apply physical science principles to water and wastewater treatment processes and technologies.
Assessment Methods/Measures and Targets:	<p>-Graduating students in the Geography program will complete an exit survey, part of which will ask them to self-assess how well the program helped them meet the program learning outcomes.</p> <p>-In the Fall 2023 & Spring 2024 semesters, we will have students in geography courses that align with the selected PLO self-asses their gains toward achievement of the PLO. The Fall course will be ENVT 3790, although this course may not be offered until Fall 2024. Spring courses will be ENVT 3210 and ENVT 3330.</p> <p>Students will complete a 2-4 question survey at the end of the course that will ask them to assess their confidence in the PLO before the class and after the class. This will follow best practices of assessing pre-learning retrospectively to avoid overconfidence that comes prior to gaining a deeper understanding that illuminates blind spots.</p>
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	ENVT 3210 Water Quality and Reclamation ENVT 3320 Hydraulics of Water ENVT 3330 Water Resources Management ENVT 3790 Applied Hydrology
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply physical science principles to water and wastewater treatment processes and technologies.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods used in the 2023-2024 academic year, target the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Use survey results from 2023-2024 to identify courses where student confidence gains are high and those that are low. 2) Based on our finding in 1, we will work with the instructors of those courses to make changes to the course that may lead to improving student confidence in the PLO. 3) Finally, in courses that student confidence gains are high, we will identify course activities that can serve as direct measures of student achievement of the PLO.
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	ENVT 3210 Water Quality and Reclamation ENVT 3320 Hydraulics of Water ENVT 3330 Water Resources Management ENVT 3790 Applied Hydrology
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Apply physical science principles to water and wastewater treatment processes and technologies.
Assessment Methods/Measures and Targets:	<p>We will continue the survey methods that began in the 2023-2024 academic year, targeting the courses that are being taught and that also align with this outcome. The student survey methods would be considered an indirect measure.</p> <p>Additionally, we will use this academic year to:</p> <ol style="list-style-type: none"> 1) Continue improving courses that show low student confidence gains for the intended learning outcome. 2) Develop more direct measures of the PLO in courses that have no or weak student products that can be used to assess that outcome. 3) Compile data from direct measures of student achievement of the PLO from course activities to complement the indirect survey methods use over the last 3 years.
Estimate number of students included in the evaluation:	20
Indicate the courses that map to this Program Learning Outcome:	ENVT 3210 Water Quality and Reclamation ENVT 3320 Hydraulics of Water ENVT 3330 Water Resources Management ENVT 3790 Applied Hydrology
What Essential Learning Outcomes map to this Program Learning Outcome:	Information Literacy and Scientific Literacy

Exercise Science Department

Exercise Science and Outdoor Recreation, A.A./A.S.

Contact Name: Andrew Creer

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Graduates will be proficient in applied skills that support professional competencies
Assessment Methods/Measures and Targets:	<p>This PLO will be assessed during a survey provided to students graduating with an AA/AS in ESOR. The survey provides questions relating to the PLO, and responses are based off a Likert Scale: 1= Strongly Disagree, 3 = Neutral, 5 = Strongly Agree.</p> <p>1.) To what degree do I feel that I can now make a career resulting from my education in Exercise Science & Outdoor Recreation. 1 2 3 4 5</p> <p>2.) To what degree did I take advantage of my learning experiences in the Exercise Science & Outdoor Recreation department? 1 2 3 4 5</p> <p>3.) The Exercise Science & Outdoor Recreation program exposed me to multiple perspectives. 1 2 3 4 5</p> <p>4.) My ability to work/network with others improved because of the coursework of the Exercise Science & Outdoor Recreation major. 1 2 3 4 5</p> <p>5.) The Exercise Science & Outdoor Recreation courses helped me develop skills I can apply in my profession? 1 2 3 4 5</p> <p>The assessment target will be to achieve > 80% responses for each question at ≥ 4 (Agree or Strongly Agree).</p>
Estimate number of students included in the evaluation:	2
Indicate the courses that map to this Program Learning Outcome:	EXSC 270G Foundations of Exercise Science EXSC 2500 Sports Medicine
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, and Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Graduates will be proficient in applied skills that support professional competencies
Assessment Methods/Measures and Targets:	<p>This PLO will be assessed during a survey provided to students graduating with an AA/AS in ESOR. The survey provides questions relating to the PLO, and responses are based off a Likert Scale: 1= Strongly Disagree, 3 = Neutral, 5 = Strongly Agree.</p> <p>1.) To what degree do I feel that I can now make a career resulting from my education in Exercise Science & Outdoor Recreation. 1 2 3 4 5</p> <p>2.) To what degree did I take advantage of my learning experiences in the Exercise Science & Outdoor Recreation department? 1 2 3 4 5</p> <p>3.) The Exercise Science & Outdoor Recreation program exposed me to multiple perspectives. 1 2 3 4 5</p> <p>4.) My ability to work/network with others improved because of the coursework of the Exercise Science & Outdoor Recreation major. 1 2 3 4 5</p> <p>5.) The Exercise Science & Outdoor Recreation courses helped me develop skills I can apply in my profession? 1 2 3 4 5</p> <p>The assessment target will be to achieve > 80% responses for each question at ≥ 4 (Agree or Strongly Agree).</p>
Estimate number of students included in the evaluation:	2
Indicate the courses that map to this Program Learning Outcome:	EXSC 270G Foundations of Exercise Science EXSC 2500 Sports Medicine
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, and Information Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Graduates will be proficient in applied skills that support professional competencies
Assessment Methods/Measures and Targets:	<p>This PLO will be assessed during a survey provided to students graduating with an AA/AS in ESOR. The survey provides questions relating to the PLO, and responses are based off a Likert Scale: 1= Strongly Disagree, 3 = Neutral, 5 = Strongly Agree.</p> <p>1.) To what degree do I feel that I can now make a career resulting from my education in Exercise Science & Outdoor Recreation. 1 2 3 4 5</p> <p>2.) To what degree did I take advantage of my learning experiences in the Exercise Science & Outdoor Recreation department? 1 2 3 4 5</p> <p>3.) The Exercise Science & Outdoor Recreation program exposed me to multiple perspectives. 1 2 3 4 5</p> <p>4.) My ability to work/network with others improved because of the coursework of the Exercise Science & Outdoor Recreation major. 1 2 3 4 5</p> <p>5.) The Exercise Science & Outdoor Recreation courses helped me develop skills I can apply in my profession? 1 2 3 4 5</p> <p>The assessment target will be to achieve > 80% responses for each question at ≥ 4 (Agree or Strongly Agree).</p>
Estimate number of students included in the evaluation:	2
Indicate the courses that map to this Program Learning Outcome:	EXSC 270G Foundations of Exercise Science EXSC 2500 Sports Medicine
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, and Information Literacy

Exercise Science and Outdoor Recreation, B.A./B.S.

Contact Name: Andrew Creer

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	To interact and communicate effectively by presenting information in oral, written, and technology formats; collaborating with professionals and peers; expressing ideas clearly; and giving and receiving feedback.
Assessment Methods/Measures and Targets:	<p>This PLO will be assessed during a capstone survey provided to all graduating seniors in the EXSC emphasis. The survey provides questions relating to the PLO, and responses are based off a Likert Scale: 1= Strongly Disagree, 3 = Neutral, 5 = Strongly Agree.</p> <p>1.) To what degree do you feel the Exercise Science program gave you experience communicating through oral communication? 1 2 3 4 5</p> <p>2.) My ability to communicate orally improved because of the coursework of the Exercise Science major. 1 2 3 4 5</p> <p>3.) To what degree do you feel the Exercise Science program gave you experience communicating through written communication? 1 2 3 4 5</p> <p>4.) My ability with written communication improved because of the coursework of the Exercise Science major. 1 2 3 4 5</p> <p>5.) To what degree do you feel the Exercise Science program gave you experience with technologically mediated communication (PowerPoint, graphing, etc.)? 1 2 3 4 5</p> <p>6.) My ability to communicate using technology improved because of the coursework of the Exercise Science major. 1 2 3 4 5</p> <p>7.) To what degree do you feel the Exercise Science program gave you experience working/networking with peers? 1 2 3 4 5</p> <p>8.) My ability to work/network with others improved because of the coursework of the Exercise Science major. 1 2 3 4 5</p>

	The assessment target will be to achieve > 80% responses for each question at ≥ 4 (Agree or Strongly Agree).
Estimate number of students included in the evaluation:	200
Indicate the courses that map to this Program Learning Outcome:	EXSC 270G Foundations of Exercise Science EXSC 3270 Exercise Testing & Prescription EXSC 3550 Motor Learning and Behavior EXSC 4300 Research Methods EXSC 4950 Senior Seminar
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Ethical Reasoning, and Information Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	To utilize knowledge, skills, and abilities to evaluate health behavior risk factors; develop, implement, and evaluate exercise and wellness programs, and employ behavioral strategies to motivate individuals to adopt and maintain positive lifestyle behaviors.
Assessment Methods/Measures and Targets:	<p>This PLO will be assessed during a capstone survey provided to all graduating seniors in the EXSC emphasis. The survey provides questions relating to the PLO, and responses are based off a Likert Scale: 1= Strongly Disagree, 3 = Neutral, 5 = Strongly Agree.</p> <p>1.) How well did the Exercise Science program provide me the opportunity for applied learning through service-learning and/or internship opportunities? 1 2 3 4 5</p> <p>2.) To what degree am I satisfied with the opportunity for service-learning and/or internship opportunities afforded me by the Exercise Science program. 1 2 3 4 5</p> <p>3.) To what degree did I take advantage of the opportunity for service-learning and/or internship opportunities? 1 2 3 4 5</p> <p>4.) How well did the Exercise Science program do with providing me the opportunity for developing my applied and/or lab skills? 1 2 3 4 5</p> <p>5.) To what degree am I satisfied with the quality of my applied and/or lab skills? 1 2 3 4 5</p> <p>6.) To what degree did I take advantage of the opportunity to develop my applied and/or lab skills? 1 2 3 4 5</p> <p>7.) To what degree do I feel that I can now make a career resulting from my education in Exercise Science. 1 2 3 4 5</p> <p>8.) To what degree did I take advantage of my learning experiences in the Exercise Science department? 1 2 3 4 5</p> <p>9.) To what degree am I satisfied with the program/curriculum offered through the Exercise Science department? 1 2 3 4 5</p> <p>10.) To what degree did I find the program advising to be helpful? 1 2 3 4 5</p>

	The assessment target will be to achieve > 80% responses for each question at ≥ 4 (Agree or Strongly Agree).
Estimate number of students included in the evaluation:	200
Indicate the courses that map to this Program Learning Outcome:	EXSC 270G Foundations of Exercise Science EXSC 3270 Exercise Testing and Prescription EXSC 3550 Motor Learning and Behavior EXSC 3700/3705 Exercise Physiology and Lab EXSC 4000 Clinical Exercise Physiology EXSC 4300 Research Methods EXSC 4950 Senior Seminar
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Digital Literacy, Inclusion, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	To demonstrate critical thinking by making decisions based on multiple perspectives and evidence-based practice.
Assessment Methods/Measures and Targets:	<p>This PLO will be assessed during a capstone survey provided to all graduating seniors in the EXSC emphasis. The survey provides questions relating to the PLO, and responses are based off a Likert Scale: 1= Strongly Disagree, 3 = Neutral, 5 = Strongly Agree.</p> <p>1.) How well did this program with help me develop my critical thinking and problem- solving skills? 1 2 3 4 5</p> <p>2.) I feel that my own critical thinking and problem-solving skills are now strong. 1 2 3 4 5</p> <p>3.) The Exercise Science program exposed me to multiple perspectives. 1 2 3 4 5</p> <p>4.) The Exercise Science program exposed me to the need for and effective use of evidence-based practice? 1 2 3 4 5</p> <p>5.) You were trained in the ability to capture a concept and then make practical application of that concept. 1 2 3 4 5</p> <p>The assessment target will be to achieve > 80% responses for each question at ≥ 4 (Agree or Strongly Agree).</p>
Estimate number of students included in the evaluation:	200
Indicate the courses that map to this Program Learning Outcome:	EXSC 270G Foundations of Exercise Science EXSC 3270 Exercise Testing and Prescription EXSC 3550 Motor Learning and Behavior EXSC 3700/3705 Exercise Physiology and Lab EXSC 3750 Psychosocial Aspects of Human Performance EXSC 4300 Research Methods EXSC 4950 Senior Seminar
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Ethical Reasoning, Inclusion, Information Literacy, and Scientific Literacy

Mathematics Department

Mathematics, A.A./A.S.

Contact Name: Alan Parry

Email: alan.parry@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Knowledge of calculus, differential equations, and linear algebra.
Assessment Methods/Measures and Targets:	Pass/Fail Rates of MATH 1210, 1220, 2210, 2270, 2280. Target: 80% pass rate.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	MATH 1210 Calculus I MATH 1220 Calculus II MATH 2210 Calculus III MATH 2270 Linear Algebra MATH 2280 Ordinary Differential Equations
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy, and Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	The ability to communicate mathematics clearly, both verbally and in writing.
Assessment Methods/Measures and Targets:	Survey of Instructors and Students related to improved ability to communicate mathematically. Target: Indication that 75% of students improved communication ability.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	MATH 1210 Calculus I MATH 1220 Calculus II MATH 2210 Calculus III MATH 2270 Linear Algebra MATH 2280 Ordinary Differential Equations STAT 2050 Introduction to Statistical Methods
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, and Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome 2023-2024:	Only 2 PLOs for the program. No assessment is necessary in year 3. Will repeat in the next year.
Assessment Methods/Measures and Targets:	NA
Estimate number of students included in the evaluation:	NA
Indicate the courses that map to this Program Learning Outcome:	NA
What Essential Learning Outcomes map to this Program Learning Outcome:	None

Mathematics, B.S.

Contact Name: Alan Parry

Email: alan.parry@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Knowledge of calculus, real analysis, differential equations, linear algebra, probability and statistics, economics and accounting principles, financial mathematics, actuarial models, regression analysis and a broad knowledge base of other elective topics that could include topics such as optimization, numerical analysis, partial differential equations, and graph theory.
Assessment Methods/Measures and Targets:	Pass/Fail Rates of all required courses for actuarial science emphasis majors. (C is passing) Target: Average pass rate of at least 80%.
Estimate number of students:	Majors by emphasis
Indicate the courses that map to this Program Learning Outcome:	CS 1400 Fundamental of Programming STAT 2050 Introduction to Statistical Methods MATH 1210/1220/2210 Calculus I/II/III MATH 2270 Linear Algebra MATH 2280 Ordinary Differential Equations MATH 3250 Introduction to Advanced Calculus WE MATH 4210 Advanced Calculus I ECON 2010 Principles of Economics I SS ECON 2020 Principles of Economics II SS ACC 2110/2120 or ACC 3000 Principles of Accounting I/II or Financial Man. and Cost Acc. Concepts FIN 3100 Principles of Finance MATH 3750 Financial Mathematics MATH 3755 Financial Mathematics Laboratory MATH 4750 Fundamental of Actuarial Mathematics STAT 4000 Applied Regression and Time Series WE STAT 4400 Multivariate Analysis WE STAT 4500 Nonparametric Statistics STAT 4710 Mathematical Statistics-Probability and Statistics STAT 4715 Mathematical Statistics-Probability and Statistics Laboratory STAT 4720 Mathematical Statistics-Statistical Inference
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	The ability to apply risk modeling to solve pricing, reserving, and other actuarial problems, particularly in the insurance industry, the ability to formulate and understand each risk model, and the ability to pass the two introductory actuarial exams.
Assessment Methods/Measures and Targets:	Pass rates of Exam P and Exam FM by actuarial science emphasis majors. Target: 90% student attempt rate Target: 75% student success rate
Estimate number of students included in the evaluation:	Majors by emphasis
Indicate the courses that map to this Program Learning Outcome:	MATH 3750 Financial Mathematics MATH 3755 Financial Mathematics Laboratory MATH 4750 Fundamental of Actuarial Mathematics STAT 4710 Mathematical Statistics-Probability and Statistics STAT 4715 Mathematical Statistics-Probability and Statistics Laboratory
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	The ability to communicate mathematics effectively, both verbally and in writing, expressing clear logical explanations of assumptions and risk models used to come to conclusions about prices, reserves, and risk measures.
Assessment Methods/Measures and Targets:	Pass rates in WE classes for actuarial science emphasis majors. Target: 75% pass rate
Estimate number of students included in the evaluation:	Majors by emphasis
Indicate the courses that map to this Program Learning Outcome:	MATH 3250 Introduction to Advanced Calculus WE STAT 4000 Applied Regression and Time Series WE STAT 4400 Multivariate Analysis WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, and Scientific Literacy

Mathematics – Applied Mathematics Emphasis, B.S.

Contact Name: Alan Parry

Email: alan.parry@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Knowledge of calculus, real and complex analysis, differential equations, linear algebra, probability and statistics, basic computer programming, and a broad knowledge base of other elective topics that could include optimization, dynamical systems, numerical analysis, graph theory, and applications of advanced mathematics taught in other departments.
Assessment Methods/Measures and Targets:	Pass/Fail Rates of all required courses for applied mathematics emphasis majors. (C is passing) Target: Average pass rate of at least 80%.
Estimate number of students included in the evaluation:	Majors by emphasis is not available on UVU tableau site.
Indicate the courses that map to this Program Learning Outcome:	CS 1400 Fundamental of Programming STAT 2050 Introduction to Statistical Methods MATH 1210/1220/2210 Calculus I/II/III MATH 2270 Linear Algebra MATH 2280 Ordinary Differential Equations MATH 3250 Introduction to Advanced Calculus WE MATH 4210 Advanced Calculus I CS 1410 Object Oriented Programming STAT 3040 Probability and Statistics for Engineering and the Sciences MATH 3210 Complex Variables MATH 3300 Foundations of Abstract Algebra MATH 3400 Partial Differential Equations MATH 4610/4620 Introduction to Numerical Analysis I/II MATH 4999 Mathematics Capstone WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy, Quantitative Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	The ability to develop and apply analytical and numerical models for solving mathematical problems that arise in other fields, such as engineering, physics, biology, economics, and data science.
Assessment Methods/Measures and Targets:	Instructor and Student surveys concerning student capability in developing and applying models. Survey given in the most advanced course. Target: Indication that 75% of students are successful at this.
Estimate number of students included in the evaluation:	<100 # of majors by emphasis is not available on UVU tableau site.
Indicate the courses that map to this Program Learning Outcome:	STAT 3040 Probability and Statistics for Engineering and the Sciences MATH 3400 Partial Differential Equations MATH 4610/4620 Introduction to Numerical Analysis I/II
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcomes:	The ability to communicate effectively, both verbally and in writing, the definition, features, and challenges of a problem, the approach to modeling and solving the problem, analytical and numerical results, and appropriately drawn conclusions.
Assessment Methods/Measures and Targets:	Pass rates in WE classes for applied mathematics emphasis majors. Target: 75% pass rate
Estimate number of students included in the evaluation:	<100 # of majors by emphasis is not available on UVU tableau site
Indicate the courses that map to this Program Learning Outcome:	MATH 3250 Introduction to Advanced Calculus WE MATH 4999 Mathematics Capstone WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, and Scientific Literacy

Mathematics – Mathematics Emphasis, B.S.

Contact Name: Alan Parry

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Knowledge of calculus, real and complex analysis, differential equations, linear and abstract algebra, and a broad knowledge base of other elective topics that could include topology, geometry, number theory, numerical analysis, graph theory, and statistics.
Assessment Methods/Measures and Targets:	Pass/Fail Rates of all required courses for applied mathematics emphasis majors. (C is passing) Target: Average pass rate of at least 80%.
Estimate number of students included in the evaluation:	<100 # of majors by emphasis is not available on UVU tableau site.
Indicate the courses that map to this Program Learning Outcome:	CS 1400 Fundamental of Programming STAT 2050 Introduction to Statistical Methods MATH 1210/1220/2210 Calculus I/II/III MATH 2270 Linear Algebra MATH 2280 Ordinary Differential Equations MATH 3250 Introduction to Advanced Calculus WE MATH 4210/4220 Advanced Calculus I/II MATH 3210 Complex Variables MATH 3300 Foundations of Abstract Algebra MATH 4310 Introduction to Modern Algebra I MATH 4330 Theory of Linear Algebra MATH 4999 Mathematics Capstone WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy, and Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	The ability to use critical reasoning, assess the truth of a mathematical statement, use logical arguments to prove true statements or produce well-defined counterexamples of false statements, understand and evaluate the mathematical and logical arguments of others, and apply mathematical ideas to model and solve various problems in mathematics and other fields.
Assessment Methods/Measures and Targets:	Pass rates in required proof writing courses Target: Average pass rate of at least 80% Instructor and Student surveys concerning student capability in proof writing, proof evaluation, and developing and applying models. Survey given in the beginning proof writing course and the capstone. Target: Indication that 75% of students are successful at this.
Estimate number of students included in the evaluation:	Majors by emphasis.
Indicate the courses that map to this Program Learning Outcome:	MATH 3250 Introduction to Advanced Calculus WE MATH 4210/4220 Advanced Calculus I/II MATH 3300 Foundations of Abstract Algebra MATH 4310 Introduction to Modern Algebra 1 MATH 4330 Theory of Linear Algebra MATH 4999 Mathematics Capstone WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, and Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	The ability to effectively communicate, both verbally and in writing, using mathematical notation and language, well-structured logical arguments to mathematical statements and other explanations of mathematical ideas, problems, and solutions.
Assessment Methods/Measures and Targets:	Pass rates in WE classes for mathematics emphasis majors. Target: 75% pass rate
Estimate number of students included in the evaluation:	<100 # of majors by emphasis is not available on UVU tableau site
Indicate the courses that map to this Program Learning Outcome:	MATH 3250 Introduction to Advanced Calculus WE MATH 4999 Mathematics Capstone WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, and Quantitative Literacy

Mathematics Education, B.S.

Specialized Accreditation: AAQEP accredited

Contact Name: Alan Parry

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USHE Program Review: N/A

Statistics, B.S.

Contact Name: Alan Parry
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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Demonstrate depth and breadth of understanding of statistics in core and elective areas through careful analysis.
Assessment Methods/Measures and Targets:	Pass rates (C or better) of Statistics courses specific to the minor. Target: 75%
Estimate number of students included in the evaluation:	45
Indicate the courses that map to this Program Learning Outcome:	STAT 2050 Introduction to Statistical Methods STAT 4000 Applied Regression and Time Series WE STAT 4100 Design of Experiment STAT 4400 Multivariate Analysis WE STAT 4710 Mathematical Statistics – Probability and Statistics STAT 4720 Mathematical Statistics – Statistical Inference STAT 4200 Survey Sampling STAT 4300 Stochastic Processes STAT 4500 Nonparametric Statistics STAT 4600 Statistical Process Control
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Information Literacy, and Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Apply statistical reasoning and analysis in content specific (scientific) areas.
Assessment Methods/Measures and Targets:	Instructor and Student surveys concerning student capability in applying statistical reasoning to scientific areas. Survey given in upper division Statistics courses in the minor. Target: Indication that 75% of students are successful at this.
Estimate number of students included in the evaluation:	45
Indicate the courses that map to this Program Learning Outcome:	STAT 4000 Applied Regression and Time Series WE STAT 4400 Multivariate Analysis WE STAT 4100 Design of Experiment STAT 4200 Survey Sampling STAT 4300 Stochastic Processes STAT 4500 Nonparametric Statistics STAT 4600 Statistical Process Control STAT 4710 Mathematical Statistics – Probability and Statistics STAT 4720 Mathematical Statistics – Statistical Inference
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Communicate results of statistical analysis to a wide audience.
Assessment Methods/Measures and Targets:	Instructor and Student surveys concerning student capability in statistical writing. Survey given in the two WE courses. Target: Indication that 75% of students are successful at this.
Estimate number of students included in the evaluation:	45
Indicate the courses that map to this Program Learning Outcome:	STAT 4000 Applied Regression and Time Series WE STAT 4400 Multivariate Analysis WE
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Information Literacy, Quantitative Literacy, and Scientific Literacy

Mathematics, Graduate Certificate

Contact Name: Alan Parry

Email: alan.parry@uvu.edu

2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Offer improved math instruction based on a solid foundation of graduate mathematics content and best practices for teaching strategies and technologies.
Assessment Methods/Measures and Targets:	Survey students as they exit the program to determine how they have changed their instruction considering the new courses they have taken. Target: 75% made positive changes to their instruction.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	MATH 6100 Topics in Geometry and Topology MATH 6210 Real Analysis MATH 6310 Modern Algebra MATH 6330 Advance Linear Algebra MATH 6350 Introduction to Combinatorics MATH 6410 Topics in Ordinary Differential Equations MATH 6610 Numerical Methods and Modeling MATH 6620 Topics in Numerical Analysis MATH 6700 Applications of Mathematics STAT 6010/6020 Theory of Statistics I/II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, and Quantitative Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	Implement problem-based, technology-intensive and student focused instruction by achieving the necessary breadth of expertise, skills, and professional disposition.
Assessment Methods/Measures and Targets:	Pass Rates in all Math courses (B or better) Target: 80% pass rate
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	MATH 6100 Topics in Geometry and Topology MATH 6210 Real Analysis MATH 6310 Modern Algebra MATH 6330 Advance Linear Algebra MATH 6350 Introduction to Combinatorics MATH 6410 Topics in Ordinary Differential Equations MATH 6610 Numerical Methods and Modeling MATH 6620 Topics in Numerical Analysis MATH 6700 Applications of Mathematics STAT 6010/6020 Theory of Statistics I/II
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, and Quantitative Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Teach mathematical concepts more effectively to secondary students from varied backgrounds and with diverse goals, from the broader, deeper, and more advanced perspectives provided by their course and project work.
Assessment Methods/Measures and Targets:	Survey students as they exit the program to determine how they have changed their instruction considering the new courses they have taken. Target: 75% made positive changes to their instruction.
Estimate number of students included in the evaluation:	5
Indicate the courses that map to this Program Learning Outcome:	MATH 6100 Topics in Geometry and Topology MATH 6210 Real Analysis MATH 6310 Modern Algebra MATH 6330 Advance Linear Algebra MATH 6350 Introduction to Combinatorics MATH 6410 Topics in Ordinary Differential Equations MATH 6610 Numerical Methods and Modeling MATH 6620 Topics in Numerical Analysis MATH 6700 Applications of Mathematics STAT 6010/6020 Theory of Statistics I/II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, and Quantitative Literacy

Master of Science - Mathematics Education, M.S.

Contact Name: Alan Parry

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	Offer improved math instruction based on a solid foundation of graduate mathematics content and best practices for teaching strategies and technologies.
Assessment Methods/Measures and Targets:	Survey students as they exit the program to determine how they have changed their instruction considering the new courses they have taken. Target: 75% made positive changes to their instruction.
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	MATH 6100 Topics in Geometry and Topology MATH 6210 Real Analysis MATH 6310 Modern Algebra MATH 6330 Advance Linear Algebra MATH 6350 Introduction to Combinatorics MATH 6410 Topics in Ordinary Differential Equations MATH 6610 Numerical Methods and Modeling MATH 6620 Topics in Numerical Analysis MATH 6700 Applications of Mathematics STAT 6010/6020 Theory of Statistics I/II
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Inclusion, Information Literacy, and Quantitative Literacy

2024-2025	
USHE Program Review this year:	Yes, 3-Year
Program Learning Outcome:	
Assessment Methods/Measures and Targets:	
Estimate number of students included in the evaluation:	
Indicate the courses that map to this Program Learning Outcome:	
What Essential Learning Outcomes map to this Program Learning Outcome:	

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	Implement problem-based, technology-intensive and student focused instruction by achieving the necessary breadth of expertise, skills, and professional disposition.
Assessment Methods/Measures and Targets:	Pass Rates in all Math courses (B or better) Target: 80% pass rate
Estimate number of students included in the evaluation:	15
Indicate the courses that map to this Program Learning Outcome:	MATH 6100 Topics in Geometry and Topology MATH 6210 Real Analysis MATH 6310 Modern Algebra MATH 6330 Advance Linear Algebra MATH 6350 Introduction to Combinatorics MATH 6410 Topics in Ordinary Differential Equations MATH 6610 Numerical Methods and Modeling MATH 6620 Topics in Numerical Analysis MATH 6700 Applications of Mathematics STAT 6010/6020 Theory of Statistics I/II
What Essential Learning Outcomes map to this Program Learning Outcome:	Critical Thinking, Digital Literacy, Information Literacy, and Quantitative Literacy

Physics Department

Physics, B.S.

Contact Name: Joseph Jensen

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2023-2024	
USHE Program Review this year:	No
Program Learning Outcome:	PLO 6. Communicate effectively about physics in writing and in presentations, in both formal and informal settings.
Assessment Methods/Measures and Targets:	(1) Summative assessment. To assess this criterion, several assignments from two required lab courses are included. We will assess the assignment materials provided to students to confirm that the learning objective is addressed. Average student grades of C or higher will be counted as sufficient for meeting this criterion. (2) Formative assessment. We have added questions to the Exit Interview Questionnaire that is completed by each graduating student in this program and will confirm that each student completed the assignments and get their feedback on their confidence and skills related to the learning outcome.
Estimate number of students included in the evaluation:	25
Indicate the courses that map to this Program Learning Outcome:	PHYS 3115 Introduction to Experimental Physics I WE PHYS 4210 Advanced Experimental Techniques
What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2024-2025	
USHE Program Review this year:	No
Program Learning Outcome:	PLO 5. Demonstrate understanding of the role of computation in physics and appropriate computer skills.
Assessment Methods/Measures and Targets:	<p>(1) Summative assessment. To assess this learning outcome, we will get copies of assignments from the required mathematical and computational physics classes and demonstrate that they meet the learning objective. We will get copies of lab assignments that involve using computers to make measurements and analyze the data. Average student grades of C or higher will be counted as sufficient for meeting this criterion.</p> <p>(2) Formative assessment. We have added questions to the Exit Interview Questionnaire that is completed by each graduating student in this program and will confirm that each student completed the assignments and get their feedback on their confidence and skills related to the learning outcome.</p>
Estimate number of students included in the evaluation:	25
Indicate the courses that map to this Program Learning Outcome:	PHYS 3300 Mathematical Physics PHYS 3330 Computational Physics PHYS 2215 Physics for Scientists and Engineers I Lab PHYS 2225 Physics for Scientists and Engineers II Lab
What Essential Learning Outcomes map to this Program Learning Outcome:	Digital Literacy, Information Literacy, Quantitative Literacy, and Scientific Literacy

2025-2026	
USHE Program Review this year:	No
Program Learning Outcome:	PLO 7. Demonstrate physics research skills and use ethical research practices.
Assessment Methods/Measures and Targets:	<p>(1) Summative assessment. To assess this learning outcome, we will get copies of assignments from the lab classes where research projects are required. Average student grades of C or higher will be counted as sufficient for meeting this criterion. We will get supporting evidence from elective research courses and document participation rates in these courses.</p> <p>(2) Formative assessment. We have added questions to the Exit Interview Questionnaire that is completed by each graduating student in this program and will confirm that each student participated in guided research and get their feedback on their confidence and skills related to the learning outcome.</p> <p>(3) Participation assessment. At the present time, research skills are introduced in two required classes but are developed extensively in elective classes or individual mentoring outside of class. To document participation, we will collect the names and project titles for students who register for research methods classes, individual instruction research classes, senior project and senior thesis classes, participate in UVU's Showcase, present at UCUR, present at the APS Four Corners regional conference, present at the Utah NASA Space Grant Seminar, or present at other regional, national, or international conferences. Participation of at least 75% in one of these extracurricular research events will be considered acceptable with a goal of 100% participation by physics majors.</p>
Estimate number of students included in the evaluation:	25
Indicate the courses that map to this Program Learning Outcome:	<p>Required Courses: PHYS 490R Seminar (taken 4 times) PHYS 3115 Introduction to Experimental Physics I WE PHYS 3125 Introduction to Experimental Physics II WE PHYS 4210 Advanced Experimental Techniques Supporting</p> <p>Elective Courses: PHYS 489R Undergraduate Research in Physics PHYS 499A Senior Project PHYS 499B Senior Thesis PHYS 4350 Research Methods in Physics ASTR 4350 Research Methods in Astronomy</p>

What Essential Learning Outcomes map to this Program Learning Outcome:	Communication, Critical Thinking, Digital Literacy, Ethical Reasoning, Information Literacy, Quantitative Literacy, and Scientific Literacy
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Physics Education, B.S.

Specialized Accreditation: AAQEP accredited

Contact Name: Joseph Jensen

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USHE Program Review: N/A