

UTAH VALLEY UNIVERSITY

# Evaluation of Institutional Effectiveness (EIE) Northwest Commission on Colleges and Universities

YEAR 7 | AUGUST 2024

UVU

## APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



### Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

**Utah Valley University**

(Name of Institution)

**Dr. Astrid S. Tuminez**

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

**August 19, 2024**

(Date)

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## For the Reviewer

Utah Valley University (UVU) respectfully submits the 2024 Northwest Commission on Colleges and Universities (NWCCU) Year 7: Evaluation of Institutional Effectiveness (EIE) report as a mission-centered reflection of how the university complies with Standard 1 - Student Success, and Institutional Mission and Effectiveness. UVU prepared the 2024 NWCCU Year 7: EIE report following information provided in the accreditation [resources](#) retrieved from the NWCCU website. For each sub-standard, evidence has been provided to demonstrate institutional compliance. All evidence is captured as Adobe portable document format (PDF) files, thereby enabling the 2024 NWCCU Year 7: EIE report and all associated evidence to become part of the official records for UVU's pursuit of reaffirmation of accreditation.

UVU designed the format of the 2024 NWCCU Year 7: EIE report to facilitate a helpful review among the evaluators and commissioners. The report addresses each of the 18 sub-standards for Standard 1 in separate chapters. Each chapter features the respective sub-standard, a narrative detailing institutional adherence, and a table presenting evidence alphabetically. In each chapter, evidence is hyperlinked within the table and at the first mention in the accompanying narrative. All hyperlinked evidence opens in a new browser window, with many items utilizing green arrows, borders, and highlighting to emphasize pertinent information. Beyond this document, UVU created a public-facing [webpage](#) that has the 2024 NWCCU Year 7: EIE report and all evidence categorized by report chapters. To further facilitate a helpful review, the report includes a table of contents, an alphabetized list of acronyms, and a compiled list of evidence categorized by report chapter.

The 2024 NWCCU Year 7: EIE report follows all NWCCU guidelines, including report length, citation of standards, structure and contents, and report layout. The narrative spans 43 pages excluding formatting elements and tools aimed at enhancing readability for reviewers. This report does not contain an addendum or appendix, as all evidence is accessible via hyperlinks included in this document and on the accompanying public-facing webpage. While preparing the report, UVU made every effort to ensure that the information and evidence were accurate, complete, true, and up to date prior to its submission to NWCCU.

### *For the Reviewer Sources*

- [2024 NWCCU Year 7: EIE](#)
- [NWCCU Institution Forms and Guidelines](#)



**Access all evidence for the 2024 NWCCU Year 7:  
EIE report here:**

**<https://www.uvu.edu/accreditation-academic-assessment/accreditation/year-seven.html>**

## Disclaimer

In January 2024, the Utah Legislature passed HB 261 Equal Opportunity Initiatives, impacting higher education.

At UVU, we are dedicated to fostering a culture that supports our mission of student success. Every day, our efforts are centered on advancing UVU's mission within an environment that fosters personal and professional growth for all individuals. We remain committed to upholding our university's core values of exceptional care, accountability, and results.

In response to this legislation, the university has undergone reorganization efforts. Key changes include the restructuring of organizational units, staff reassignments, and revisions to our strategic plans and committees. Specifically:

- The Office of Inclusion and Diversity was restructured in March 2024 and is now known as the Office of Institutional Engagement and Effectiveness. This change ensures UVU's commitment to supporting all students and employees.
- The Culture and Talent team within the People and Culture Division was also reorganized. The Culture team now reports to the Office of Engagement and Effectiveness, while the Talent team reports to Compensation and Benefits.
- In March 2024, UVU's Chief Diversity Officer assumed the role of Chief Engagement and Effectiveness Officer.
- The former Equity, Inclusion, and Diversity Committee was restructured into the Campus Engagement Committee.
- UVU's Inclusion Plan has been updated and renamed as the Engagement Plan 2024-2028 and was released in July 2024.

These adjustments reflect UVU's ongoing commitment to compliance with legislative requirements while ensuring that the university continues to thrive in supporting our entire community.

## List of Acronyms Used in the NWCCU Year 7: EIE Report

- Accreditation Commission for Education in Nursing (ACEN)
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- Association for Advancing Quality in Educator Preparation (AAQEP)
- Association to Advance Collegiate Schools of Business (AACSB)
- Council for Higher Education Accreditation (CHEA)
- Council on Social Work Education (CSWE)
- Evaluation of Institutional Effectiveness (EIE)
- High-Impact Practices (HIPs)
- Integrated Postsecondary Education Data System (IPEDS)
- National Association of Schools of Music Accreditation (NASM)
- National Architectural Accrediting Board (NAAB)
- National Center for Education Statistics (NCES)
- Northwest Commission on Colleges and Universities (NWCCU)
- Office of the Commissioner of Higher Education (OCHE)
- Planning, Budgeting, and Assessment (PBA)
- Policies, Regulations, and Finances Review (PRFR)
- Portable document format (PDF)
- Strengths, weaknesses, opportunities, and threats (SWOT)
- U.S. Department of Education (USDE)
- Utah Board of Higher Education (UBHE)
- Utah System of Higher Education (USHE)
- Utah Valley University (UVU)
- Utah Valley University Student Association (UVUSA)

## List of Organizational Units Named in the NWCCU Year 7: EIE Report

- Academic Affairs Division
- Academic Standards
- Academic Tutoring and Math Lab
- Adult Learner Support Services
- Business Intelligence and Research Services Department
- College of Health and Public Service
- College of Humanities and Social Sciences
- College of Science
- Earth Science Department
- English and Literature Department
- Mathematics Department
- Office of Accreditation and Academic Assessment
- Office of Admissions
- Office of New Student Orientation
- Office of Teaching and Learning
- Office of the President
- People and Culture Division
- Registrar's Office
- School of Education
- School of the Arts
- Smith College of Engineering and Technology
- Student Affairs Division
- Testing Services Department
- Transfer Credit Department
- Woodbury School of Business
- Writing Center

## Institutional Overview

UVU traces [its roots](#) back to its founding in 1941 as Central Utah Vocational School. Since then, it evolved into Utah Technical College - Provo in 1967, Utah Valley Community College in 1987, Utah Valley State College in 1993, and officially became known as Utah Valley University in 2008. UVU is one of eight degree-granting colleges and universities in the state of Utah and has a designated service region that includes Utah, Wasatch, and Summit counties. UVU’s main campus is in Orem, Utah, and the university operates [additional buildings and services](#) for its service region and beyond. UVU also offers coursework that falls below the 50% threshold for any specific academic program across several [instructional sites](#). These sites encompass facilities from other organizations, such as high schools.

UVU [is classified](#) by the Integrated Postsecondary Education Data System (IPEDS) as a public degree-granting institution at the four-year or higher level. UVU’s IPEDS institution category is “Degree-granting, not primarily baccalaureate or above,” and its [Carnegie classification](#) is “Master’s Colleges and Universities: Larger Programs.” In 2015, the university received the Carnegie Elective Classification for Community Engagement [designation](#) for the second time.

Since September 17, 2018, [Dr. Astrid S. Tuminez](#) has served as president and chief executive officer at UVU. President Tuminez collaborates closely with an 11-member [senior leadership team](#), collectively forming the President’s Cabinet. This senior leadership team is instrumental in managing day-to-day operational issues, shaping long-term strategies within the president’s scope, and ensuring decision-making structures align with UVU’s established governance structure. Additionally, UVU’s leadership includes 25 [executive leaders](#) across eight divisions who advance the university’s mission and goals by providing leadership, direction, and support in various academic and administrative functions.

UVU’s [decision-making structures](#) incorporate input from senior leaders, executive leaders, faculty, staff, and students on matters concerning their relevant interests. This shared governance model is documented and accessible in official sources, including policies outlining standards, requirements, rights, and responsibilities. Other sources that document UVU’s model of shared governance include bylaws, charters, guidelines, practices, and standard operating procedures across various levels within the university.

In fall 2023, [third-week enrollment data](#) reported by the Utah System of Higher Education (USHE) revealed that UVU had the highest total headcount among all degree-granting institutions. As Utah’s largest public university, UVU embraces a dual-mission approach. This innovative model blends the academic excellence of a top-tier teaching university with the practicality and vocational offerings of a community college. UVU prioritizes student access, affordability, engaged learning, robust academic offerings, faculty-led research, and comprehensive support for student success.

As of April 22, 2024, UVU employed 808 full-time faculty members, comprised of 394 tenured, 238 tenure-track, and 176 non-tenure track positions. Among these positions, 39% were held by females and 61% by males. Additionally, UVU employed 1,531 full-time staff members, with 52% females and 48% males in this personnel group.



UVU invites readers to explore the [stories](#) of students, alumni, faculty, and staff as they contribute to making the university the quintessential hub for innovation, growth, and success in Utah and beyond.

### UVU STORIES



[Student  
Stories](#)



[Alumni  
Stories](#)



[Staff  
Stories](#)



[Student Success  
Stories](#)



[Faculty  
Stories](#)



[Digital  
Transformation  
Stories](#)

### *Institutional Overview Sources*

- [History of UVU](#)
- [Meet President Astrid S. Tuminez](#)
- [USHE Enrollment Grows at Degree-Granting Colleges and Universities \(Published 10/17/2023\)](#)
- [UVU Carnegie Classification of Institutions of Higher Education Profile](#)
- [UVU Carnegie Elective Community Engagement Designation](#)
- [UVU Executive Leadership Team](#)
- [UVU Instructional Sites](#)
- [UVU Integrated Institutional Effectiveness Plan](#)
- [UVU IPEDS Profile](#)
- [UVU Maps](#)
- [UVU Senior Leadership Team](#)
- [UVU Wolverine Stories](#)

## Preface

During the 2019-2025 accreditation cycle, UVU submitted the 2020 NWCCU Year 3: Mid-Cycle Review and the 2023 NWCCU Year 6: Policies, Regulations, and Financial Review (PRFR) reports. Since then, significant changes in state governance and system structures have occurred. In [2020](#), the Utah Legislature renamed the governing board for the s higher education institutions from the State Board of Regents to the Utah Board of Higher Education (UBHE). In 2023, the [board size](#) and [membership](#) were reduced by the governor. Concurrently, state [policy](#) and [statute](#) revised UBHE responsibilities for institutional goal-setting and performance funding.

As evidenced in the Year 7: EIE report, UVU has consistently prioritized enhancing enrollment, retention, and completion rates, as well as refining the preparation and delivery of academic programs. The Year 6: PRFR report highlighted efforts to ensure financial stability, protecting the university from the academic and personnel cuts facing many institutions nationwide. This success stands reflects President Tuminez's strong leadership and the mission-driven dedication of all university stakeholders.

Utah County's population is projected to grow by 60% by 2060, adding an estimated 217,000 residents (refer to the Utah County Demographic Insights Report, [page 12](#)). In response, UVU launched its inaugural comprehensive campaign, [EverGREEN](#), in October 2022. The EverGREEN campaign prioritizes student scholarships, administrative unit initiatives, infrastructure enhancements, planned gifts, and endowment growth to ensure sustained support for future generations. Recently, the University Executive Council [evaluated](#) progress on the EverGREEN campaign and noted promising strides.

UVU has no outstanding recommendations from NWCCU. To conclude the Preface chapter, a summary of changes at UVU since fall 2020 after submitting the 2020 NWCCU Year 3: Mid-Cycle Review report that are not already evidenced in this report is provided [here](#).

### *Preface Sources*

- [EverGREEN Campaign](#)
- Governor Cox Names New Members to UBHE (Published [05/25/2023](#))
- [Summary of Changes at UVU Since the 2020 NWCCU Year 3: Mid-Cycle Review](#)
- University Executive Council Meeting Minutes From [04/04/2024](#)
- USHE Policy:
  - [R522, Annual Performance Goal Setting and Funding Determination](#)
- Utah Code:
  - 53B-1-402, Establishment of Board (Effective [07/01/2020](#))
  - 53B-1-404, Membership of the Board (Effective [07/01/2023](#))
  - 53B-7-706, Performance Metrics for Institutions (Effective [07/01/2023](#))
- [Utah County Demographic Insights Report](#)

## 2020 Eligibility Requirements

*UVU attests that it remains compliant with NWCCU's Eligibility Requirements. Throughout this Year 7: EIE report, narratives and evidence in the report chapters support each of the Eligibility Requirements.*

1. **OPERATIONAL STATUS:** The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.
2. **OPERATIONAL FOCUS AND INDEPENDENCE:** The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.
3. **AUTHORITY:** The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.
4. **INSTITUTIONAL EFFECTIVENESS:** The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.
5. **STUDENT LEARNING:** The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.
6. **STUDENT ACHIEVEMENT:** The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).
7. **NON-DISCRIMINATION:** The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.
8. **INSTITUTIONAL INTEGRITY:** The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.
9. **GOVERNING BOARD:** The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment

relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

10. **CHIEF EXECUTIVE OFFICER:** The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.
11. **ADMINISTRATION:** In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.
12. **FACULTY:** Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.
13. **EDUCATIONAL PROGRAMS:** Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.
14. **LIBRARY AND INFORMATION RESOURCES:** Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.
15. **PHYSICAL AND TECHNOLOGY INFRASTRUCTURE:** The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.
16. **ACADEMIC FREEDOM:** Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

17. **ADMISSIONS:** The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.
18. **PUBLIC INFORMATION:** The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.
19. **FINANCIAL RESOURCES AND PLANNING:** The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.
20. **FINANCIAL ACCOUNTABILITY:** For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than fifteen months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.
21. **DISCLOSURE:** The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.
22. **RELATIONSHIP WITH NWCCU:** The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.
23. **INSTITUTIONAL CAPACITY:** The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.



# Student Success and Institutional Mission and Effectiveness

## 1.A: Student Success and Institutional Mission and Effectiveness

### Standard 1.A: Mission

*The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.*

#### UVU'S MISSION STATEMENT

The general mission of UVU is defined by Utah Code [53B-16-101](#) and USHE Policy [R312](#), which establishes UVU as a regional university within a designated instructional service region defined by USHE Policy [R315](#).

The institutional mission of UVU was approved by the UVU Board of Trustees on [April 16, 2019](#), and UBHE on [May 17, 2019](#), in accordance with USHE Policy R312. President Tuminez led the year-long, university-wide process to update UVU's mission statement, which was last updated in 2007. UVU's mission statement is clear and concise, conveys a sense of purpose and action, and works in tandem with its values and action commitments to define its broad educational purposes and commitment to student learning and achievement. UVU's mission and values are:

- **Mission:** Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.
- **Values:** UVU's culture supports our mission of student success. Student success encompasses both terminal degrees and the holistic education of students, and we believe that we can fulfill this mission best in an environment that allows all individuals to thrive personally and professionally. To this end, UVU operates in accordance with three core values: exceptional care, exceptional accountability, and exceptional results.

In [2022](#), the UVU Board of Trustees approved adjustments made to the university's action commitments, which identify thematic areas of activity that lead towards mission fulfillment. These now stand as:

- **Include:** Provide accessible, flexible, and affordable education in an environment that is inclusive for all.
- **Engage:** Strengthen student learning and societal impact through collaboration with community and industry.
- **Achieve:** Enhance student success through improved recruitment, retention, and completion.

UVU's strategic plan, Vision 2030, captures strategic initiatives to advance the mission and action commitments, from which measurable performance indicators published in the [UVU Balanced Scorecard](#) gauge the university's success. Prior to the development of the Balanced Scorecard, [action commitment indicators](#) were evaluated by the University Planning Advisory Committee (refer to the 2020 NWCCU Year 3: Mid-Cycle Review [report](#)). Progress towards these metrics, which

measured achievement, were shared on a publicly accessible webpage maintained by the Business Intelligence and Research Services Department.

UVU's mission statement, values, and action commitments are published on the Mission and Values [webpage](#) linked in the navigation menu on the Office of the President website. The mission statement is also published extensively on university webpages and websites to communicate UVU's purpose and inform strategy development widely among all university stakeholders. These include:

- the About UVU [webpage](#), accessed as a top-level link on the university's homepage.
- the General Information [section](#) of the University Catalog.
- the Vision 2030 [website](#), which houses UVU's strategic plan.
- a wide range of institutional resources, such as the New 2 UVU employee [website](#).

### *Evidence for 1.A*

- [2020 NWCCU Year 3: Mid-Cycle Review Report](#)
- [Action Commitment Indicators Webpage](#)
- UBHE Meeting Agenda and Minutes From [05/17/2019](#)
- USHE Policy:
  - [R312, Institutional Roles and Missions](#)
  - [R315, Designation of Service Regions](#)
- Utah Code:
  - 53B-16-101, Establishment of Institutional Roles and General Courses of Study (Effective [07/01/2023](#))
- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))
- UVU Board of Trustees Meeting Agenda and Minutes:
  - [04/16/2019](#)
  - [10/20/2022](#)
- UVU Catalog:
  - [General Information](#)
- [UVU Strategic Plan: Vision 2030](#)
- UVU Website:
  - [About UVU](#)
  - [Mission and Values](#)
  - [New 2 UVU](#)





# Improving Institutional Effectiveness

## 1.B: Improving Institutional Effectiveness

### 1.B.1

*The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.*

#### CONTINUOUS PROCESS TO ASSESS INSTITUTIONAL EFFECTIVENESS

UVU assesses institutional effectiveness through an integrated system of planning, assessment, and resource allocation processes aligned directly with the university’s mission, action commitments, and priority initiatives articulated in its strategic plan, [Vision 2030](#) (see the [UVU Integrated Institutional Effectiveness Plan](#)). These processes, occurring at multiple levels of the university, drive evidence-based decision-making and improvement initiatives. UVU’s model of shared governance brings together the president, senior and executive leaders, and other internal stakeholders to collaborate throughout these processes to foster accountability, inclusivity, and ownership. Through this integrated system, UVU aims to fulfill its mission, achieve its goals, and continuously elevate educational outcomes and the overall student experience.

In the 2023 NWCCU Year 6: PRFR report, the university described how updates made to Vision 2030 resulted in the development of the [UVU Balanced Scorecard](#) (see [pages 8-9 and 101](#)). The UVU Balanced Scorecard defines high-level performance measures for the university that use baseline comparisons to monitor and evaluate progress toward established targets. The provost and senior vice president of the Academic Affairs division is responsible for the leadership of the UVU Balanced Scorecard and collaborates closely with designated senior and executive leaders who are assigned responsibility for performance measures. The [University Executive Council](#) monitors progress with performance measures of the UVU Balanced Scorecard using internally developed [data dashboards](#) accessible via the university intranet, myUVU. During regularly scheduled monthly meetings, the University Executive Council discusses issues needing to be addressed, progress made, and recommendations for continuous improvement (see meeting minutes from [December 7, 2023](#)). The president and the [University Planning Advisory Committee](#) receive actionable messages from these meetings, which they may then share with the broader university community.

In addition to the UVU Balanced Scorecard, senior leaders, executive leaders, and faculty and staff leaders use a range of data and analytics to continually gauge institutional effectiveness:

- Annual administrative unit assessments monitor expected outcomes for designated administrative units, such as efficiency, monetary targets, and quality of services (see [pages 11-12](#) in the Handbook for Planning and Assessment at UVU).
- Completion, Quality, and Efficiency [metrics](#) evaluate key performance indicators focused on supporting the university’s goal of reaching a 50% completion rate by 2030.
- Cyclical program [reviews](#) evaluate academic programs three years after a program is offered to the first cohort of students and once every seven years to gauge its effectiveness and efficiency (see [pages 7-9](#) in the Handbook for Planning and Assessment at UVU).

- [Employee performance processes](#) align individual goals with the university’s mission, foster talent development, and ensure service quality through continuous improvement.
- [Teaching practice assessments](#) analyze pedagogical effectiveness and areas for refinement to enhance teaching practices, not assess individual faculty performance.

### CONTINUOUS PROCESS TO ASSESS STUDENT LEARNING AND ACHIEVEMENT AND SUPPORT SERVICES

Continuous assessment of student learning is a central pillar of institutional effectiveness at the university. Faculty members are primarily responsible for the planning and conduct of program learning outcome assessments for all programs that lead to academic awards (see [pages 6-7](#) in the Handbook for Planning and Assessment at UVU), including programs with [specialized accreditation](#). Faculty lead student learning assessment efforts for curricular programming associated with General Education, Global/Intercultural and Writing Enriched graduation requirements at the baccalaureate degree level, high-impact practices, the Honors Program, and service-learning. Faculty-led committees, along with staff members affiliated with offices in the Academic Affairs division, provide faculty with expert guidance and practical resources to enhance their efforts in student learning assessment. Further elaboration of these assessments is presented in the 1.C Student Learning chapter.

Continuous assessment of student achievement and support services is a second pillar of institutional effectiveness at UVU. The Business Intelligence and Research Services Department hosts multiple data dashboards on its website to serve as visualization tools for university stakeholders to gain valuable insights about student achievement. Specific [data dashboards](#) that provide key performance indicators for academic programs show aggregated and disaggregated data for students, enrollment, courses, graduates, faculty, and finances. Additionally, UVU provides access to a student success analytics platform through a fruitful partnership with [Civitas Learning](#). Senior leaders, executive leaders, academic leaders, and designated staff leaders use analytics from three key applications to pinpoint predictive factors linked to student achievement, which enable early interventions and tailored support (refer to the 1.D Student Achievement chapter for further elaboration). These applications are:

- The Course Insights application offers actionable insights to optimize course performance and drive positive student achievement outcomes.
- The Persistence Insights application analyzes how participation in specific initiatives, programs, and services affects student persistence.
- The Completion Insights application identifies student groups who are most at risk of leaving prior to completion.

### ONGOING AND SYSTEMATIC EVALUATION AND PLANNING PROCESS

In addition to continuous assessment processes, the university employs ongoing and systematic evaluation and planning processes to further refine institutional effectiveness. UVU’s [master plans](#) bridge ambitious aspirations with operational realities and include goals, strategies, and outcomes for broad areas of the institution that are [aligned](#) with the priority initiatives of Vision 2030. Guided by executive stewards, master plans thrive through a collaborative, shared governance model. Executive stewards facilitate development, implementation, and regular performance evaluations, ensuring findings are shared with appropriate internal stakeholders. When findings show a need

for adjustments or updates, executive stewards work with the University Planning Advisory Committee to refine the master plan and ensure its enduring relevance and effectiveness. UVU's [Planning, Budget, and Assessment \(PBA\) process](#) links resource allocations with evaluation and planning processes, as well as continuous assessments of institutional effectiveness. Further elaboration of these evaluations, planning, and resource allocation processes are presented in Sub-standard 1.B.3.

### *Evidence for 1.B.1*

- [2022-2023 Strategy Maps for Planning](#)
- 2023 NWCCU Year 6: PRFR:
  - [Balanced Scorecard: Pages 8-9 and 101](#)
- [Civitas Learning Student Success Analytics Platform](#)
- [Completion, Quality, and Efficiency Metrics](#)
- [Cyclical Program Review Policies](#)
- [Data Dashboards for UVU Balanced Scorecard](#)
- [Data Dashboards With Key Performance Indicators for Academic Programs](#)
- Handbook for Planning and Assessment at UVU:
  - [Annual Administrative Unit Assessments: Pages 11-12](#)
  - [Cyclical Program Reviews: Pages 7-9](#)
  - [Program Learning Outcome Assessments: Pages 6-7](#)
- [Overview of Programs with Specialized Accreditation](#)
- [PBA Process](#)
- [University Executive Council](#)
- University Executive Council Meeting Minutes From [12/07/2023](#)
- [University Planning Advisory Committee](#)
- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))
- [UVU Employee Performance Processes](#)
- [UVU Integrated Institutional Effectiveness Plan](#)
- [UVU Master Plans](#)
- [UVU Strategic Plan Vision 2030](#)
- [UVU Teaching Practice Assessments](#)

## 1.B.2

*The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.*

### **MEANINGFUL GOALS AND OBJECTIVES**

Student success is the essence of UVU's mission and the focus of the mission statement. The Vision 2030 strategic plan, which was adopted in 2019 and refreshed in 2022 (see 1.A Mission chapter),

articulates a collective vision for the university that was crafted with input from a diverse range of internal stakeholders through an open and inclusive process. As shown in the refreshed Vision 2030 [framework](#), three action commitments identify thematic areas of activity intended to lead toward the fulfillment of UVU’s mission:

- **Include:** Provide accessible, flexible, and affordable education in an environment that is inclusive for all.
- **Engage:** Strengthen student learning and societal impact through collaboration with community and industry.
- **Achieve:** Enhance student success through improved student recruitment, retention, and completion.

Cascading from these action commitments are nine priority initiatives that pave the way for 35 clearly defined objectives. The goals and objectives set forth in Vision 2030 are [aligned](#) with the broader objectives outlined in the 2021 UBHE Strategic Plan for USHE and harmonized with UVU’s master plans to enhance the university’s adaptability, efficiency, and effectiveness.

### MEANINGFUL INDICATORS OF GOALS

During the 2022-2023 academic year, UVU leaders developed the [UVU Balanced Scorecard](#) to identify specific performance measures that track progress toward established targets for each priority initiative. Committed to continuous improvement, the university established a comprehensive tracking system with baselines for every performance measure that utilized existing data when available. Data collection plans were put in place for measures lacking baseline data throughout the 2023-2024 academic year.

As noted in Sub-standard 1.B.1, UVU developed interactive [data dashboards](#) on myUVU, the university intranet, for convenient access by senior and executive leaders to visually track and analyze the institution’s progress toward its high-level aspirations. Prior to developing the UVU Balanced Scorecard, Action Commitment Indicators with goals were maintained and published on UVU’s website and regularly reviewed by the University Planning Advisory Committee and senior leaders (refer to the 2020 NWCCU Year 3: Mid-Cycle Review [report](#)).

Throughout the year, the University Executive Council assesses progress on priority initiatives through updated data. It readily addresses key issues, celebrates milestones, and recommends improvements, including reevaluating performance measures whenever necessary to ensure continued relevance for optimal success. For instance, on [December 7, 2023](#), the University Executive Council reviewed the initial UVU Balanced Scorecard data dashboards and identified areas for refinement in both metrics and visualizations. These insights were promptly conveyed to the Business Intelligence and Research Services Department on [January 4, 2024](#), and the revised version was subsequently reevaluated by the University Executive Council on [April 4, 2024](#). This iterative process ensures that the UVU Balanced Scorecard always provides meaningful goal indicators for both accountability and informed decision-making.

## PEER INSTITUTION COMPARISONS

UVU conducts mission fulfillment analysis through peer institution comparisons. Guided by USHE Policy [R508](#), a cross-divisional team at UVU selected 10 peer institutions in 2019. This mix, which includes six regional universities (including two within USHE that are integrated dual-mission institutions) and four emerging dual-mission colleges, was adopted by the UVU Board of Trustees on [October 24, 2019](#). Annual comparisons with these peers inform senior leaders about university performance in enrollment, retention, and outcome and performance measures (refer to the Annual Cabinet Presentations for Regional and National Peer Comparisons [document](#)). Peer institution comparisons are also used during [Truth and Fees hearings](#). Academic leaders utilize peer comparisons with specific institutions for decision-making, as demonstrated in the College of Health and Public Service's [presentation](#) on proposed nursing program changes to senior leaders. Refer to Sub-section 1.D.2 for details on how the university widely shares disaggregated student achievement indicators for comparison with peer institutions.

UVU recognizes that nationally-based peer institutions can be limiting for some comparisons. Consequently, comparisons with in-state peer institutions play an important role in mission fulfillment analysis. The university often compares itself to USHE institutions, particularly the regional universities in Utah that have the same institutional role designated by USHE Policy [R312](#): Southern Utah University, Utah Tech University, and Weber State University. USHE supports these regional university comparisons by providing public access to [data dashboards](#) and [annual data books](#) on their website and shares data for in-state institutional comparisons in meetings held with the legislature, UBHE, and institutional presidents (see Academic Year 2022-23 Institution Performance Goal Evaluation [handout](#) from the UBHE meeting held on November 30, 2023, as an example). The UVU Balanced Scorecard harnesses the power of USHE peer institution comparisons to extract valuable performance insights that inform strategic planning, goal setting, and university stakeholder communication.

While Utah has long been a model of integrated dual-mission institutions, understanding within higher education is limited and official classification and recognition of this distinctive model within higher education does not currently exist. The Dual Mission Summit community [highlighted](#) that an estimated 400 colleges and universities nationwide fall under this category, yet a comprehensive and publicly accessible list does not yet exist. UVU will continue its efforts to identify more relevant national peer institutions that better match its unique mission, size, structure, and student demographics. Continually assessing and identifying institutions that mirror UVU's commitment to accessibility, student success, and workforce needs will enable meaningful comparisons and foster continuous improvement in institutional effectiveness.

### *Evidence for 1.B.2*

- [2020 NWCCU Year 3: Mid-Cycle Review Report](#)
- [2022-2023 Strategy Maps for Planning](#)
- 2023-2024 Truth in Tuition Hearing on [02/16/2023](#) (See Page 19)
- [Annual Cabinet Presentations for Regional and National Peer Comparisons](#):
  - Cabinet Presentation on 02/22/2021 (Pages 10-11)
  - Cabinet Presentation on 02/22/2022 (Pages 37-39)

### *Evidence for 1.B.2*

- Cabinet Presentation on 02/06/2023 (Pages 66-68)
- Cabinet Presentation on 01/22/2024 (Pages 94-97)
- [Data Dashboards for UVU Balanced Scorecard](#)
- [Dual Mission Summit](#)
- [Nursing Program Presentation to Senior Leaders](#)
- UBHE Meeting:
  - Academic Year 2022-23 Institution Performance Goal Evaluation Handout From [11/30/2023](#)
- University Executive Council Meeting Minutes:
  - [12/07/2023](#)
  - [04/04/2024](#)
- [USHE Data Books](#)
- [USHE Data Dashboards](#)
- USHE Policy:
  - [R312, Institutional Roles and Missions](#)
  - [R508, Guidelines for Approving Lists of Comparable Institutions](#)
- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))
- UVU Balanced Scorecard Refinement Meeting Notes From [01/04/2024](#)
- UVU Board of Trustees Meeting Agenda and Minutes From [10/24/2019](#)
- [Vision 2030 Framework](#)

### 1.B.3

*The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

#### **UVU'S PLANNING PROCESSES**

UVU's [Integrated Institutional Effectiveness Plan](#) incorporates iterative planning processes to establish a self-reinforcing cycle of continuous assessment and improvement. The university's planning efforts revolve around UVU's strategic plan, [Vision 2030](#). Vision 2030 captures key initiatives aligned with the university's mission to fulfill the educational and workforce requirements of its service region. The [University Planning Advisory Committee](#) assists with strategic planning for the university, supports university-wide assessment and accreditation activities, and identifies factors that may impact and influence the university's ability to successfully fulfill its mission.

UVU's planning processes also encompass [master plans](#) that provide overarching guidance for broad areas of the institution. [Academic programs](#) and [administrative units](#) contribute to planning processes by developing annual assessment plans to gauge the quality of programs and services

offered by the university. These planning processes play a crucial role in UVU’s continuous efforts to assess student learning, achievement, and support services, as detailed in Sub-standard 1.B.1.

### INCLUSIVITY IN PLANNING PROCESSES

UVU champions inclusive participation through its planning processes. This dedication to shared governance ensures that university stakeholders play a significant role in shaping the university’s future and advancing institutional excellence. Workgroups, composed of diverse members from across divisions, spearhead key planning processes. UVU prioritizes inclusivity in these work groups and ensures representation across various demographics and roles (see 2022-2023 Equity, Inclusion, and Diversity Committee Members and Charter [document](#) for an example of a work group charged with university-level planning processes).

To facilitate open communication in university planning, work groups use various channels, such as email, Microsoft Teams, and dedicated webpages on UVU’s website. Workgroup meetings are organized and documented with agendas, minutes, and notes to capture key decisions, questions, and next steps to ensure accountability and progress tracking (refer to the 2022-2023 Equity, Inclusion, and Diversity Committee for UVU’s Inclusion Plan [document](#) for a comprehensive illustration of the communication channels used in their efforts to revise the university’s Inclusion Plan).

Drafts of university plans are shaped by thorough review and insightful feedback from internal stakeholder groups. For example, members of the Faculty Senate, Professional Association of Campus Employees, and University Executive Council offer internal perspectives, while business, community, and industry partners contribute external expertise (see the 2023 Inclusion Plan Presentations [document](#) for examples of feedback opportunities provided to internal stakeholder groups before the release of UVU’s 2024-2028 Inclusion Plan). This comprehensive feedback loop ensures refined, community-supported plans for UVU’s future.

### ALLOCATION OF NECESSARY RESOURCES IN PLANNING PROCESSES

In the 2023 NWCCU Year 6: PRFR report, UVU described the university’s PBA process as a critical element of its decision-making processes with meaningful opportunities for participation by internal stakeholders (see [pages 22 and 51](#)). UVU’s PBA process serves as a bridge connecting vision to action by transparently presenting budget requests, priorities, and decisions through PBA conversations, State of the University addresses (refer to examples from [2023](#) and [2024](#)), Talk With Tuminez sessions (refer to examples from [2023](#) and [2024](#)), and the [public website](#). Beyond budgeting, the PBA process ensures that every level of the university harmonizes planning, resource allocation, and assessment with the university’s mission, action commitments, and objectives.

In the PBA cycle, senior and executive leaders collaborate with their teams to develop and prioritize budget requests for their respective areas. This first step, occurring in September, ensures that the specific needs at the ground level are identified and aligned with strategic objectives. Moving into October, senior leaders prioritize these resource requests at the division level to gain a broader perspective and align them with division-wide goals. From October through November, senior and executive leaders engage in PBA conversations, open to the entire university community. Following these conversations, senior leaders, with input from executive leaders, prioritize all budget requests



and make critical and time-sensitive resource allocation decisions from November through March (see University Executive Council Agenda and Minutes from [March 4, 2021](#), for an example). The finalization of resource allocations occurs in April, and outcomes are communicated to the university community. As shown in the 2022-2023 PBA Allocation Detail [report](#), funded budget requests are aligned with the Vision 2030 strategic plan and operational effectiveness.

PBA conversation formats may vary depending on budget realities. For example, the [2023-2024 PBA conversations](#) focused on accountability and stewardship rather than specific budget requests due to limited funding. Senior and executive leaders summarized the state of their school/college/unit/division, explained enrollments and completions, and highlighted ongoing strategic planning efforts. This adaptation allowed for transparency and open communication even during budgetary constraints.

### IMPROVEMENT OF INSTITUTIONAL EFFECTIVENESS IN PLANNING PROCESSES

As described in Sub-standard 1.B.1, UVU's planning processes serve as the engine to inform and refine institutional effectiveness. Planning processes are dynamic and responsive to the university's needs and guide adjustments to short- and long-term strategies in response to emerging challenges and needs. A notable illustration of this is seen in UVU's updates to the Vision 2030 strategic plan. Initially approved in 2019, the University Planning Advisory Committee conducted an external environmental scan; industry analysis; and strengths, weaknesses, opportunities, and threats (SWOT) analysis. This comprehensive, year-long effort aimed to identify successful aspects and areas for improvement within the Vision 2030 strategic plan. The outcomes were shared with senior and executive leaders, as well as a diverse range of university stakeholders, to solicit feedback that played a crucial role in shaping changes made to the Vision 2030 strategic plan (see the 2021-2022 UPAC Analysis of Vision 2030 [document](#) for committee membership, charge, minutes, and reports).

#### *Evidence for 1.B.3*

- [2021-2022 UPAC Analysis of Vision 2030](#)
- [2022-2023 Equity, Inclusion, and Diversity Committee for UVU's Inclusion Plan](#)
- [2022-2023 Equity, Inclusion, and Diversity Committee Members and Charter](#)
- [2022-2023 PBA Allocation Detail](#)
- [2023 Inclusion Plan Presentations](#)
- 2023 NWCCU Year 6: PRFR:
  - [PBA Process: Pages 22 and 51](#)
- [2023-2024 Administrative Unit Assessment Plans](#)
- [2023-2024 PBA Conversations](#)
- [2023-2026 Academic Program Assessment Plans](#)
- Example of University Executive Council Agenda and Minutes for PBA Process and Allocations ([03/04/2021](#))
- PBA Process:
  - [PBA Website](#)
  - State of the University Address ([01/26/2023](#) and [01/31/2024](#))
  - Talk with Tuminez ([04/11/2023](#) and [04/10/2024](#))

### Evidence for 1.B.3

- [University Planning Advisory Committee](#)
- [UVU Integrated Institutional Effectiveness Plan](#)
- [UVU Master Plans](#)
- [UVU Strategic Plan Vision 2030](#)

### 1.B.4

*The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.*

#### MONITORING OF INTERNAL AND EXTERNAL ENVIRONMENTS

The University Planning Advisory Committee is an advisory and support committee formed at the request of the President working in conjunction with the University Executive Council. As captured in its [charter](#), the ongoing responsibilities of UPAC include:

- Conduct internal and external analyses to identify gaps, growth areas, new challenges, and opportunities for the University, as needed.
- Monitor, identify, and investigate external and internal environments and factors that impact and influence the University's ability to successfully fulfill its mission.
- Ensure alignment between campus master plans, the overall university strategy, and initiatives of the Utah System of Higher Education and Utah Board of Higher Education.

UVU's most recent comprehensive [SWOT analysis](#) was conducted by the University Planning Advisory Committee in the 2021-2022 academic year. This effort included an external environmental scan (PESTLE), an industry analysis (Porter's Five Forces), and an internal capabilities assessment. The resulting SWOT analysis was reviewed by key internal constituencies as well as UVU's International Advisory Board prior to adoption by UVU's Board of Trustees.

The university also employs other mechanisms for internal environmental scanning, which include:

- **Academic Affairs Town Halls:** Since the fall 2022 semester, Dr. Wayne Vaught, UVU's provost and senior vice president of Academic Affairs, has organized and conducted a series of [faculty and staff town hall meetings](#) every fall and spring semester. Held at the division level, these meetings serve as crucial platforms for employees to learn about emerging issues and share perspectives on specific matters. Refer to an illustrative [example](#) of faculty and staff town hall meetings held on November 9, 2023, which centered on the facilities master plan updates.
- **Needs Assessments:** UVU employs various [needs assessments](#) to pinpoint specific needs, measure the pulse of the university community, and craft tailored solutions. Multiple tools,

including focus groups, student advisory boards, and surveys, are routinely employed to collect comprehensive information and internal stakeholder perspectives. In the realm of employee satisfaction and engagement, the university actively takes part in the Great Colleges to Work For survey administered by ModernThink, LLC. This survey aims to provide insights into the workplace experience for full-time employees. The results from the latest administration in 2023 were disseminated to executive leaders at the University Executive Council's annual retreat on June 1, 2023. Executive leaders were tasked with sharing outcomes with employees in their respective areas and formulating action plans based on reported findings (see [2023 Great Colleges to Work For Survey Documents](#)).

UVU proactively monitors its external environment to identify emerging trends and opportunities, anticipate potential threats and challenges, cultivate stronger relationships and partnerships, enhance its reputation and public image, and ensure long-term sustainability and relevance. Examples of external environment scanning mechanisms include:

- **Advisory Boards:** Advisory boards at UVU enrich the student experience and strengthen the institution through external expertise, support, insights, and private resources. Examples of advisory boards that engage external stakeholders and serve as mechanisms for external environment scanning include the [UVU International Advisory Board](#), which offers insights and feedback to the president and senior leaders regarding the university's strategic directions and initiatives, and the [UVU Global Community Advisory Board](#), which provides guidance on the development and execution of all global academic initiatives and programs.
- **Senior and Executive Leadership Engagement:** UVU's senior and executive leaders take an [active role](#) in a variety of business, civic, and community events and contribute through service. Service involvement positions senior and executive leaders to advocate for UVU and gain insights into how external entities connect with the university.
- **Mountainland K-16 Alliance:** The [Mountainland K-16 Alliance](#) encompasses representatives from seven of Utah's K-12 school districts, Mountainland Technical College, and UVU, who work together to provide students with seamless educational journeys. K-12 representatives ensure students have solid educational foundations, particularly for quantitative literacy and reading. At the same time, high school students gain access to affordable college credits via concurrent enrollment offered by the university and technical preparation offered by Mountainland Technical College.
- **University Relations Department:** Led by an associate vice president of University Relations, the [University Relations Department](#) manages external relationships for the university, including government and civic affairs, strategic relations, community outreach and corporate partnerships.
- **Varied Information Channels:** A constant pulse of information keeps UVU informed of the external environment and its impact on university operations. Internal stakeholders cast a wide net, engaging in professional networks at conferences, events, meetings, and workshops; delving into reputable sources of literature, news, professional reports, and research; and deciphering official guidelines, reports, and regulations. These diverse information channels often fuel topics for in-depth discussions in senior- and executive-level meetings, university governance committees such as the University Executive Council, and team brainstorming sessions, often sparking informed and strategic actions that keep UVU agile. As a concrete illustration, the university weaves [artificial intelligence](#) into daily life through events, governance, tools, and a cross-divisional task force to benefit its community.

## CONSIDERATION OF FINDINGS THROUGH GOVERNANCE SYSTEM

As strategic knowledge surfaces through internal and external environment scanning, UVU incorporates it into departmental, strategic, or specialized plans through the established decision-making structure (see [pages 20-22](#) in the 2023 NWCCU Year 6: PRFR). Through UVU's governance system, topics are assigned according to expertise and delegated governance authority, with senior and executive leaders managing operational and strategic needs and the Faculty Senate guiding curriculum and instruction matters. All findings flow through these channels up to the president, where decisions are made, and, if necessary, continue to flow to the [UVU Board of Trustees](#) and UBHE (as illustrated in the examples of the architectural programming request and non-state-funded soccer facility project outlined in the [January 13, 2023](#), UBHE meeting agenda and materials).

### *Evidence for 1.B.4*

- [2021-2022 UPAC Analysis of Vision 2030](#)
- [2022-2024 Academic Affairs Town Hall Meetings](#)
- [2023-2024 University Planning Advisory Committee Charter and Charge](#)
- [2023 Great Colleges to Work For Survey Documents](#)
- 2023 NWCCU Year 6: PRFR:
  - [Decision-Making Structures and Processes: Pages 20-22](#)
- Advisory Boards:
  - [UVU Global Community Advisory Board](#)
  - [UVU International Advisory Board](#)
- [Artificial Intelligence at UVU](#)
- [Business, Civic, and Community Engagement Among Senior and Executive Leadership](#)
- Example of Faculty and Staff Town Hall Meetings ([11/09/2023](#))
- [Mountainland K-16 Alliance](#)
- [Needs Assessments:](#)
  - Focus Groups (Request and Listing of Focus Groups Conducted in 2017-2024)
  - Example of Student Advisory Group (Smith College of Engineering and Technology Student Advisory Board)
  - Surveys (Listing of Survey Research)
- UBHE Meeting Agendas and Minutes ([01/13/2023](#))
- [University Relations Department](#)
- [UVU Board of Trustees Meeting Agendas and Minutes](#)



# | Student Learning

## 1.C: Student Learning

### 1.C.1

*The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.*

#### MISSION-ALIGNED PROGRAMS

UVU’s mission, outlined in the 1A Mission chapter, is governed by state statute and policy, which designates it as a regional university that serves a specific instructional service region. Operating as an integrated community college and university with a dual mission, UVU offers a mix of [programs](#) at the diploma, certificate, two-year, four-year, and master’s degree levels tailored to regional needs that foster community and economic growth. All [academic programs](#) at the university, regardless of delivery modality, align with the institutional mission to educate every student for success in work and life. Additionally, many programs offered via a range of modalities complement technical education certificates from partner technical colleges and facilitate seamless transfer to UVU through [articulation agreements](#).

#### PROGRAM CONTENT AND RIGOR

Faculty exercise a significant role in the design, approval, delivery, revision, periodic review, and deletion of curriculum (see [UVU Policy 605](#)). Proposed new programs and modifications to existing curriculum undergo rigorous review by faculty members from department and school/college curriculum committees, as well as members of the University Curriculum Committee. Additionally, staff-led units evaluate curriculum proposals for technical accuracy and compliance. All curriculum proposals must receive approval of the Faculty Senate’s [University Curriculum Committee](#). Proposed new programs and modifications to existing curriculum undergo further evaluation by the Academic Affairs Council and a USHE peer review in accordance with [USHE Policy R401](#). Final approval for these proposals rests with the UVU Board of Trustees, and for certain changes, notification to or approval from UBHE and NWCCU are sought. This comprehensive, multi-level review guarantees the development of strong programs that adhere to academic standards and effectively serve the community’s needs, irrespective of delivery modality.

#### STUDENT LEARNING OUTCOMES

Student learning outcomes also play a crucial role in maintaining appropriate content and rigor within UVU’s programs. For every diploma, certificate, and degree program, faculty meticulously define course and program learning outcomes in the university’s designated curriculum software. These student learning outcomes articulate what students will know and be able to do upon completion. Importantly, program learning outcomes are consistent, regardless of the mode of delivery. Program learning outcomes serve as a bridge, seamlessly connecting individual course learning outcomes to the university’s [essential learning outcomes](#) (refer to examples for the [Applied Communication, B.A./B.S.](#), [Elementary Education, B.S.](#), [Secondary Education, B.S.](#), and [Theatre Arts, A.A. and B.A.](#)).

This process starts with solidifying the essential knowledge and skills demanded by the discipline and incorporating relevant topics that address current and future industry needs. Faculty carefully determine course structure and sequencing, considering many factors, including alignment with similar programs at UVU and other USHE institutions, recommendations from advisory boards and disciplinary peers, and insights from faculty and staff colleagues at the university (refer to examples for [chemistry courses](#), the [Master of Science in Engineering and Technology Management, M.S.](#), and the [Technology Management, Graduate Certificate](#)).

Faculty create and maintain curriculum maps at the program level to guarantee progressive encounters with learning outcomes. Faculty analyze these maps alongside annual student learning assessments to pinpoint curriculum gaps, redundancies, and areas for optimizing curriculum coverage and relevance (refer to Sub-standard 1.C.5). The instructional design and assessment experts in the Office of Teaching and Learning support these efforts by [guiding](#) faculty in developing clear, measurable learning outcomes. This area is a growing focus at the university, with several targeted [strategies](#) in place. For instance, UVU launched a continuous improvement initiative in summer 2023 by sponsoring 13 faculty and staff to attend a five-day virtual workshop, "[Assessment 101](#)," hosted by the Center for Assessment and Research Studies at James Madison University.

### *Evidence for 1.C.1*

- [2022-2023 Academic Program Inventory](#)
- [Articulation Agreements With Technical Colleges](#)
- [Assessment 101 Workshop Materials](#)
- Course-Program-Essential Learning Outcome Alignment Examples:
  - [Applied Communication, B.A./B.S.](#)
  - [Elementary Education, B.S.](#)
  - [Secondary Education, B.S.](#)
  - [Theatre Arts, A.A. and B.A.](#)
- Course Structure and Sequencing Examples:
  - [Chemistry Courses](#)
  - [Master of Science in Engineering and Technology Management, M.S.](#)
  - [Technology Management, Graduate Certificate](#)
- [Essential Learning Outcomes](#)
- [Faculty Guidance for Writing Learning Outcomes](#)
- [Targeted Strategies to Aid Faculty in Curriculum Development and Academic Assessment](#)
- [University Curriculum Committee](#)
- University Curriculum Committee Procedures:
  - [Program Types \(Pages 28-34\)](#)
- USHE Policy:
  - [R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#)
- UVU Policy:
  - [UVU Policy 605, Curriculum Process](#)

## 1.C.2

*The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.*

### **CURRICULUM DESIGN REQUIREMENTS AND REVIEW PROCESS**

As presented in Sub-standard 1.C.1, faculty intentionally design courses and programs with well-defined learning outcomes during their initiation and subsequent modifications. Faculty members within individual disciplines play a primary role in determining curriculum breadth, depth, sequencing, and synthesis of learning. Their decisions are guided by input from advisory boards, business and industry professionals, faculty colleagues from transfer institutions, professional licensure boards, and specialized accrediting organizations. For example, faculty associated with UVU's associate and bachelor's degree programs in respiratory therapy recently incorporated [feedback](#) from a specialized accrediting organization, the Commission on Accreditation for Respiratory Care, into the learning outcomes of both programs.

Programs of all types, spanning from diplomas to master's degrees, adhere to [state](#) and [university](#) policies and [approved curriculum procedures](#) to incorporate credit-based courses that adeptly cover the required depth of knowledge and breadth of study specific to each program type. Associate and bachelor's degree programs are designed to fulfill state and university general education requirements through lower-division courses. Bachelor's degree programs are designed to encompass upper-division coursework requirements and institutional graduation criteria. Beyond a bachelor's degree, graduate programs fulfill coursework requirements for advanced study.

UVU's curriculum review process incorporates steps to ensure that the credits, diplomas, certificates, and degrees awarded align with achieved learning outcomes. Learning outcomes undergo thorough examination in the review process, particularly by school/college curriculum committees, to ensure their suitability for the course or program level and measurability. To illustrate, the Curriculum Review Checklists [document](#) includes two checklists: one by the Curriculum Office and the University Curriculum Committee Chair for all schools and colleges, and another by the School of Education for its specific curriculum committee.

### **ASSESSMENT OF STUDENT LEARNING**

Various assessments of student learning ensure that the university's credits, diplomas, certificates, and degrees truly represent a culmination of well-rounded knowledge and understanding. At the course level, students exhibit mastery of specified learning outcomes through thoughtfully designed assessments, such as assignments, exams, labs, papers, presentations, projects, quizzes, and other demonstrative experiences. Faculty evaluate each student's learning based on these assessments, and upon successful completion of a course, award credit based on student proficiency aligned with the course learning outcomes. For two examples, refer to the course syllabi for [EDEL 4550 Elementary Mathematics Instruction and Assessment II](#) and [NURS 2305 Nursing Health Assessment Laboratory](#).



Beyond individual courses, faculty assure that entire programs are designed to achieve their respective student learning outcomes. Programs with [specialized accreditation](#) adhere to a [schedule](#) of ongoing program assessment mandated by their respective accrediting body. This process typically includes annual progress reports and comprehensive self-study reports conducted at regular intervals. For one illustration of how faculty address feedback from accrediting bodies, see the Architecture Program Progress with Assessment of Student Learning [document](#). This document contains excerpts from the 2023 Architecture Program Candidacy Report submitted to the National Architectural Accrediting Board (NAAB) that detail the actions taken by faculty to enhance the assessment of student learning since the earlier visit.

Programs without specialized accreditation undergo two distinct assessment processes:

- [Annual Academic Program Assessments](#): Led by faculty and required by the university, this recently redesigned assessment process evaluates program learning outcomes for program effectiveness and areas for improvement. Faculty develop a [three-year assessment plan](#) for every active diploma, certificate, and degree program. Annual reports from planned assessments aim to inform ongoing program adjustments and improvement strategies. For two examples, see the [Integrated Studies, B.A./B.S.](#) and [Master of Education in School Counseling, M.Ed.](#) reports for the 2023-2024 academic year.
- [Cyclical Program Reviews](#): Required by USHE at regular intervals, these reviews provide internal and external perspectives on program quality and effectiveness. Faculty actively take part in composing self-study reports and holding subsequent discussions with external reviewers to ensure programs remain relevant and impactful. Refer to Sub-standard 1.C.7. for a comprehensive discussion and recent example of a fully approved cyclical program review.

### ENGAGEMENT IN USHE SYSTEM INITIATIVES

As documented in the 2023 NWCCU Year 6: PRFR report, UVU further ensures curriculum coherence through engagement in two USHE system initiatives (see [pages 30-31](#)). As a participating institution for the Utah Transfer Guide, UVU supports students in transfer planning by providing credit equivalencies, advisors, and information on courses and programs. UVU also actively takes part in faculty-driven Majors' Meetings organized by USHE annually. These meetings coordinate learning outcomes across institutions, streamline student transfers, and establish common course numbering for similar pre-major and lower-division courses.

#### *Evidence for 1.C.2*

- 2023 NWCCU Year 6: PRFR:
    - [Engagement in USHE Initiatives: Pages 30-31](#)
  - 2023-2024 Academic Program Assessment Reports:
    - [Integrated Studies, B.A./B.S.](#)
    - [Master of Education in School Counseling, M.Ed.](#)
  - [2023-2026 Academic Program Assessment Plans](#)
  - Alignment of Course-level Assessments to Course Learning Outcomes:
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### *Evidence for 1.C.2*

- [EDEL 4550 Elementary Mathematics Instruction and Assessment II \(Elementary Education B.S.\)](#)
- [NURS 2305 Nursing Health Assessment Laboratory \(Nursing A.S.N.\)](#)
- [Architecture Program Progress With Assessment of Student Learning](#)
- [Curriculum Review Checklists](#)
- [Example of Program Learning Outcome Change in Respiratory Therapy Programs](#)
- Handbook for Planning and Assessment at UVU:
  - [Program Learning Outcome Assessments: Pages 6-7](#)
- [Overview of Programs with Specialized Accreditation](#)
- [Specialized Accreditation Review Cycle](#)
- [University Curriculum Committee Procedures \(Approved March 2022\)](#)
- [USHE Policies for Curriculum Design:](#)
  - R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
  - R402, Certificate and Degree Award Structures
  - R470, General Education
  - R470 Appendix, Essential Learning Outcomes
  - R471, Lower Division Major Requirements and Transfer of Credits
  - R475, Common Course Numbering
- USHE Policy:
  - [R411, Cyclical Institutional Program Reviews](#)
- [UVU Policies for Curriculum Design:](#)
  - UVU Policy 522, Undergraduate Credit and Transcripts
  - UVU Policy 524, Graduate Program Credit and Graduation Requirements
  - UVU Policy 605, Curriculum Process

### 1.C.3

*The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

#### **ESSENTIAL LEARNING OUTCOMES**

At UVU, essential learning outcomes are a comprehensive set of learning goals that are fostered and developed across a student's educational experience at the university. Essential learning outcomes are introduced in General Education courses and then reinforced and expanded in program learning outcomes and course learning outcomes (further discussion is provided in Sub-section 1.C.6). The Office of Accreditation and Academic Assessment maintains a [webpage](#) listing the essential learning outcomes, which can also be accessed via a [link](#) in the left toolbar of the current edition of the University Catalog.

## PROGRAM AND STUDENT LEARNING OUTCOMES

UVU systematically identifies learning outcomes for all credit courses and programs at the diploma, certificate, two-year, four-year, and master’s degree levels. As described in Sub-section 1.C.2, faculty are responsible for defining, reviewing, and approving program and student learning outcomes both when starting a new program or course and when making modifications to existing curriculum. Approved program and student learning outcomes are stored in the university’s designated curriculum software, [CourseLeaf CIM](#), which serves as the central repository and reference point for the university’s curriculum. Full-time faculty and designated staff members have convenient access to CourseLeaf CIM using their university credentials or password-less sign-in enabled with Microsoft Authenticator.

Program learning outcomes are published annually in the [academic program inventory](#) and the University Catalog. In the current edition of the University Catalog, the Learning Outcomes tab on the webpage for each diploma, certificate, and degree includes the related program learning outcomes. Many academic departments publish program learning outcomes on webpages linked from their departmental sites (access this [document](#) to view examples for the Nursing, B.S.).

Per [UVU Policy 635](#), faculty are required to “supply a syllabus for each course they teach that clearly communicates . . . expected courses outcomes” at the start date of a course (see 5.1.2.2). For each course taught, faculty must provide students access to the syllabus in either printed form or electronic form via the university’s learning management system, Canvas by Instructure. Prior to the commencement of a course, faculty are required to provide a copy of the syllabus to their departmental office, following established protocols (for examples, refer to the Course Syllabus Procedures in Academic Departments [document](#) and [pages 9-11](#) in the Faculty Handbook and Resource Guide from the College of Humanities and Social Sciences).

To ensure course syllabi adhere to necessary elements, including course learning outcomes that match what is in CourseLeaf CIM, faculty receive assistance from their respective schools/colleges (refer to the [syllabus template](#) from the College of Humanities and Social Sciences). Additionally, the Office of Teaching and Learning hosts a web-based [repository](#) containing required and recommended syllabus statements, as [approved](#) by the Faculty Senate on August 31, 2021. Examples of undergraduate and graduate course syllabi can be found in the Course Syllabus Examples [document](#).

### *Evidence for 1.C.3*

- [2023-2024 Academic Program Inventory](#)
- [Course Syllabus Examples for Undergraduate and Graduate Courses](#)
- [Course Syllabus Procedures in Academic Departments](#)
- [CourseLeaf CIM](#)
- Essential Learning Outcomes:
  - [Office of Accreditation and Academic Assessment Webpage](#)
  - [University Catalog Link](#)
- Faculty Handbook and Resource Guide from the College of Humanities and Social Sciences:

### Evidence for 1.C.3

- [Syllabus Requirements: Pages 9-11](#)
- Faculty Senate Agenda and Minutes for [08/31/2021](#)
- [Office of Teaching and Learning Syllabus Checklist Webpage](#)
- [Published Program Learning Outcomes \(Examples for Nursing, B.S.\)](#)
- [Syllabus Template from the College of Humanities and Social Sciences](#)
- UVU Policy:
  - [UVU Policy 635, Faculty Rights and Professional Responsibilities](#)

### 1.C.4

*The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.*

#### ADMISSION REQUIREMENTS

Sub-standard 2.C.3 in the 2023 NWCCU Year 6: PRFR report addresses policies and processes for undergraduate and graduate admission (see [pages 34-36](#)). As a dual-mission institution, UVU offers open admission to the university at the undergraduate level (see [UVU Policy 501](#)). Certain programs of study may require added criteria and requirements for matriculation, which are clearly defined for students and the public via program admission webpages maintained by their respective departments. Illustrative examples include the [architecture](#) and [engineering](#) programs offered by the Smith College of Engineering and Technology, [art and design programs](#) offered by the School of the Arts, [education programs](#) offered by the School of Education, and [nursing programs](#) offered by the College of Health and Public Service.

UVU uses a selective admissions process to admit students into graduate programs (see [UVU Policy 510](#)). The Graduate Studies Programs [webpage](#) lists all graduate programs offered at the university with links to individual program pages via the Details link and the university's application portal via the Apply link. Individual program pages are maintained by their respective departments and clearly define admission requirements for students and the public. Illustrative examples include the [accountancy program](#) offered by the Woodbury School of Business, the [marriage and family therapy program](#) offered by the College of Humanities and Social Sciences, the [mathematics education program](#) offered by the College of Science, and the [physician assistant program](#) offered by the College of Health and Public Service.

The Office of Admissions maintains a [website](#) with separate webpages for applying to the university categorized by student type, including undergraduate student, graduate student, returning student, international student, concurrent enrollment student, and non-degree seeking student. Each webpage clearly defines the admissions process for students and the public, as well as required and recommended items needed to be officially admitted to the university. As noted in the 2023 NWCCU Year 6: PRFR report, admission-related webpages host an AI-powered chatbot for inquiries (see

Sub-standard 2.C.3, [page 34](#)). Additionally, individuals can [contact](#) the Office of Admissions to get the support they need, especially for unique situations.

### COMPLETION OR GRADUATION REQUIREMENTS

The 2023 NWCCU Year 6: PRFR report highlights several ways in which the university communicates clearly defined completion or graduation requirements to both students and the public. The official source for academic programs, courses, and institutional policies and requirements is the University Catalog (refer to Sub-standard 2.D.1, [pages 40-42](#)). This major publication is released annually on UVU’s website in electronic form and is also available for download as a full or partial PDF document. Additionally, earlier editions of the University Catalog can be accessed as full or partial PDF documents in the catalog archives.

The University Catalog lists all active [degrees and programs](#). Each program entry in the current University Catalog publication leads to a program webpage with tabs for Overview, Requirements, Graduation Plan, and Learning Outcomes (refer to Sub-standard 2.G.2, [pages 72-76](#)). Completion and graduation requirements are summarized in the Requirements tab, which includes total program credits; course information for matriculation, General Education, discipline core, and elective requirements; and specific graduation criteria. Completion and graduation requirements are also published in archived PDF versions of the University Catalog. Illustrative examples from the 2023-2024 University Catalog are provided for [biology programs](#) offered by the College of Science, [Culinary Arts Institute programs](#) offered by the Smith College of Engineering and Technology, and [finance and financial planning programs](#) offered by the Woodbury School of Business.

In the 2023 NWCCU Year 6: PRFR report, Sub-standard 2.G.3 highlights program handbooks as another mechanism that the university uses to define completion or graduation requirements for students and the public (see [pages 76-78](#)). Programs that have specialized accreditation and lead to professional licensure include descriptions of unique requirements for employment and advancement in the profession in handbook materials. Illustrative examples are provided for the [clinical mental health counseling](#) and [social work](#) programs offered by the College of Humanities and Social Sciences, the [elementary education program](#) offered by the School of Education, the [music programs](#) offered by the School of the Arts, and the [nursing](#) and [respiratory therapy](#) programs offered by the College of Health and Public Service.

UVU strengthened advising tools to promote timely completion through a 2014 Title III grant, "Strengthening Engagement and Completion at Utah Valley University." One primary goal of this seven-year grant was to streamline graduation planning for all associate and bachelor’s degrees (refer to the [Title III Grant Final Evaluation Report 2021](#)). A positive outcome of this grant project was the requirement for students to collaborate with their assigned advisors to develop personalized graduation plans. These plans are updated annually in the university’s degree audit software, Ellucian Degree Works, carrying the moniker of [Wolverine Track](#). Accessible via myUVU, students use Wolverine Track to monitor their progress toward meeting completion and graduation requirements.

### *Evidence for 1.C.4*

- 2023 NWCCU Year 6: PRFR:
  - [Admissions Chatbot: Page 34](#)
  - [Information for Academic Programs and Courses: Pages 72-76](#)
  - [Program Handbooks: Pages 76-78](#)
  - [Undergraduate and Graduate Admission Policies: Pages 34-36](#)
  - [University Catalog Publication: Pages 40-42](#)
- Additional Admission Criteria for Graduate Programs:
  - [Accountancy Program](#)
  - [Marriage and Family Therapy Program](#)
  - [Mathematics Education Program](#)
  - [Physician Assistant Program](#)
- Additional Admission Criteria for Undergraduate Programs:
  - [Architecture Program](#)
  - [Art and Design Programs](#)
  - [Education Programs](#)
  - [Engineering Programs](#)
  - [Nursing Programs](#)
- [Admissions by Student Type](#)
- [Contact the Office of Admissions](#)
- [Degrees and Programs in the University Catalog](#)
- [Graduate Studies Programs Webpage](#)
- Program Handbooks:
  - [Clinical Mental Health Counseling Program](#)
  - [Elementary Education Program](#)
  - [Music Programs](#)
  - [Nursing Programs](#)
  - [Respiratory Therapy Program](#)
  - [Social Work Program](#)
- [Title III Grant Final Evaluation Report 2021](#)
- University Catalog Completion and Graduation Requirements:
  - [Biology Programs](#)
  - [Culinary Arts Institute Programs](#)
  - [Finance and Financial Planning Programs](#)
- UVU Policy:
  - [UVU Policy 501, Undergraduate Admissions and Enrollment](#)
  - [UVU Policy 510, Graduate Admissions and Continuation](#)
- [Wolverine Track Degree Audit Example](#)

## 1.C.5

*The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.*

### CENTRAL ROLE OF FACULTY

UVU's [mission](#) prioritizes educating every student for success in work and life through “excellence in engaged teaching.” In accordance with [UVU Policy 605](#), faculty take the lead by actively engaging in all facets of the university’s curricula. This involvement spans from strategic planning and the development, peer review, and approval of curriculum proposals to the ongoing refinement of existing curricula through periodic reviews and revisions (refer to the illustrative examples from the [Earth Science Department](#) and [Master of Physician Assistant Studies, M.P.A.S.](#)).

As described in Sub-standards 1.C.1 and 1.C.2, faculty actively review new curriculum proposals and revisions. During these reviews, faculty ensure that course and program learning outcomes are measurable and suitable for the intended level. Faculty also lead regular evaluations of student learning in university courses and programs. These evaluations inform thoughtful adjustments and ensure the overall quality of learning at the university.

### COURSE-LEVEL ASSESSMENT OF STUDENT LEARNING

Course-level assessment provides the most direct indication that students are learning and attaining the intended knowledge, skills, and abilities outlined in the course learning outcomes. Faculty conduct assessments of student learning in their courses each term through various means to “evaluate students based on fair and objective criteria outlined in the course objectives and syllabi” (see [UVU Policy 635](#)). For two specific examples, consult the narrative and artifacts for the [CHEM 2320 Organic Chemistry II](#) and [SLSS 1000 University Student Success](#) courses.

Pursuant to [UVU Policy 631](#), faculty use input from students to ensure quality of learning. Each term, students can complete evaluations of faculty and courses using a standard institution-wide evaluation instrument (see the Instructor/Course Evaluation Instrument [document](#)). Faculty review their evaluation results after all grades for a class are submitted and consider ways to modify the course-level assessments to strengthen student learning.

Created by Dr. Rasha Qudisat and Dr. Ala’a Alsarhan at UVU, SEGO is a unique course-level assessment tool provided at no cost to faculty. This tool evaluates in-class student engagement and the effectiveness of high-impact practices (HIPs) within course curricula. SEGO is administered university-wide once every six years, but faculty may use it at any time in specific courses. Students access the survey in UVU’s learning management system, Canvas by Instructure, and respond to 45 questions covering values such as active and collaborative learning, tools, context, theory and knowledge; application and skills; content; client interaction; and community involvement. Following a given survey administration, faculty and academic leaders have access to [aggregated data](#) highlighting overall trends and best practices across courses. Additionally, individual faculty

members receive personalized course [reports](#) and access to an interactive dashboard displaying course-level insights.

As part of the [Engage action commitment](#) in UVU’s Vision 2030 strategic plan, SEGO gives faculty actionable course-level insights into student engagement and the effectiveness of HIPs. SEGO also contributes to university-wide benchmarking and continuous improvement. To illustrate, SEGO was administered in fall 2022 across 1,098 courses, involving 2,583 sections in all schools and colleges. This inaugural university-wide administration achieved a response rate of 30.8%, with 25,740 student responses. Results showed that engagement in HIPs significantly predicted student persistence, with each additional HIP increasing odds by 47%. Moreover, involvement in four HIPs was identified as the crucial threshold for persistence. Combinations such as service-learning with global/intercultural and service-learning with research notably impacted persistence odds.

### PROGRAM-LEVEL ASSESSMENT OF STUDENT LEARNING

As discussed in Sub-standard 1.C.1, faculty are the architects of rigorous learning experiences at UVU. Faculty develop and maintain curriculum maps for every certificate and degree program offered by the university. Curriculum maps, acting as blueprints for programs of study, outline a structured progression of student interactions with learning outcomes. The primary objective of curriculum maps is to facilitate a coherent, scaffolded learning trajectory characterized by comprehensive coverage and appropriate distribution within the coursework. Curriculum maps also serve as the foundation for program-level assessment of student learning (see Sub-standard 1.B.1). Faculty analyze these maps alongside student data during program-level assessments. This critical evaluation allows faculty to identify curriculum gaps and redundancies, thereby offering valuable insights for making adjustments that optimize program coverage and elevate overall relevance. Refer to the Program-Level Assessment of Student Learning for Information Technology, B.S. [document](#) for an illustrative example.

Recognizing the extraordinary circumstances of the COVID-19 pandemic and organizational changes, program-level assessments were put on hold during the 2022-2023 academic year (refer to Sub-standard 1.C.7 for a summary of prior efforts). In August 2022, a new executive leader was hired, and a comprehensive review was undertaken to gather feedback from faculty and academic leaders. This feedback informed the development of enhanced planning and reporting protocols implemented in spring 2023 to evaluate the quality of student learning in programs (see [pages 6-7](#) in the Handbook for Planning and Assessment at UVU).

Currently, faculty create three-year academic program assessment plans with yearly schedules that identify specific program learning outcomes, assessment methods, student estimates, course mappings, and linkages to essential learning outcomes. Annually in the fall, faculty submit reports covering the previous year’s activity, results, implications, and planned improvements. Program assessment plans may be updated each subsequent year of an assessment cycle.

Programs with specialized accreditation meet planning and reporting requirements through the submission of annual and periodic self-study reports to the accrediting organization. An example is the [annual report](#) submitted to the Association for Advancing Quality in Educator Preparation (AAQEP) for teacher preparation programs offered by the School of Education. Programs with



specialized accreditation recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education (USDE) provide the most recent specialized accreditation letter and report instead of conducting and submitting a program review during the USHE-required cyclical program review (refer to Section 4.4 in [USHE Policy R411](#)).

In the inaugural year of the refined planning processes, UVU successfully attained a 100% completion rate of [three-year academic program assessment plans](#) spanning all seven schools and colleges. The first annual reports are slated for submission by October 1, 2024. Recognizing potential challenges inherent in the first phase of refined reporting processes, UVU established an 80% benchmark for completion (refer to Sub-standard 1.C.7 for examples of annual reports for the 2023-2024 academic year).

### ASSESSMENT OF STUDENT LEARNING IN SPECIAL DESIGNATION CURRICULUM

In addition to assessing student learning in General Education curricula (see Sub-standard 1.C.6), faculty assess student learning within [special designation curricula](#). Special designation curriculum includes the university's General Education program, global/intercultural courses, honors courses, service-learning courses, and writing enriched courses. Faculty responsible for each special designation area conduct regular assessments of student learning.

During an inaugural [assessment retreat](#) convened on February 16, 2024, faculty leaders who oversee special designation curricula gathered in person to exchange their current assessment methodologies. This gathering provided an invaluable opportunity for faculty to learn from one another, exchange ideas, and explore avenues for enhancing the assessment of student learning within special designation curricula. Moving forward, the assessment retreat will be held annually and maintain a focus on finer aspects of assessment of student learning.

#### *Evidence for 1.C.5*

- [2022 School of Education Teacher Preparation Programs Annual Report to AAQEP](#)
- [2023-2026 Academic Program Assessment Plans](#)
- [Assessment Retreat for Special Designation Curriculum Assessment of Student Learning](#)
- Course-Level Assessment Examples:
  - [CHEM 2320 Organic Chemistry II](#)
  - [SLSS 1000 University Student Success](#)
- Handbook for Planning and Assessment at UVU:
  - [Program Learning Outcome Assessments: Pages 6-7](#)
- [Instructor/Course Evaluation Instrument](#)
- Overview of Evaluation of the Quality of Learning:
  - [Earth Science Department](#)
  - [Master of Physician Assistant Studies, M.P.A.S.](#)
- [Program-Level Assessment of Student Learning for Information Technology, B.S.](#)
- SEGO:
  - [Aggregated SEGO Data for UVU](#)
  - [Personalized SEGO Course Report \(Anonymized Example\)](#)

### Evidence for 1.C.5

- [Special Designation Curriculum](#)
  - USHE Policy:
    - [R411 Cyclical Institutional Program Reviews](#)
  - [UVU Mission and Values](#)
  - UVU Policy:
    - [UVU Policy 605, Curriculum Process](#)
    - [UVU Policy 631, Student Evaluations of Faculty and Courses](#)
    - [UVU Policy 635, Faculty Rights and Professional Responsibilities](#)
  - [Vision 2030, Engage Action Commitment](#)
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### 1.C.6

*Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.*

#### USHE GENERAL EDUCATION REQUIREMENTS AND FORTHCOMING CHANGES

UVU's General Education program was built to comply with the shared requirements outlined in [USHE Policy R470](#). This policy promotes consistency and transferability of credits across USHE's degree-granting institutions. However, UBHE amended USHE Policy R470 in December 2023 to reduce the minimum set General Education program requirement from 30-39 to 27-30 semester credits (R470-5, page 2). At the time of the policy change, UVU's General Education program required 35 credits. Consequently, a faculty-led [General Education Task Force](#) engaged in efforts to adjust UVU's General Education program to align with the amended policy. At the time of this report, Dr. Wayne Vaught, UVU's provost and senior vice president of Academic Affairs, approved a reduction of UVU's General Education Program to 30 semester credits, effective fall 2025.

#### UVU'S GENERAL EDUCATION PROGRAM

As detailed in the University Catalog, the [General Education requirements](#) for the Associate in Arts/Science and Bachelor of Arts/Science degrees at UVU comprise core and distribution courses totaling 35 semester credits. Core requirements encompass courses that provide foundational skills in logic, math, oral and written communication, health, and fitness. Distribution requirements encompass courses from science, humanities, fine arts, and social and behavioral science. Associate in Applied Science degrees require a total of 16 semester credits in general education coursework (see the University Catalog), and specialized associate degrees may have less extensive general education requirements ([UVU Policy 522](#)).

Oversight of the General Education program falls under the purview of the General Education Committee, operating as a sub-committee of the University Curriculum Committee ([Faculty Senate Bylaws](#), see 2.5.7). The General Education Committee is comprised of two faculty representatives from the College of Science, with one representative from the Mathematics Department and the other from a department other than Mathematics; two faculty representatives from the College of Humanities and Social Sciences, with one representative from the English and Literature Department and the other from a department other than English and Literature; and one faculty representative from each of the five remaining schools and colleges (please refer to the 2023-2024 General Education Committee Members and Roster [document](#) for current members and terms of service). Faculty representatives are nominated by their respective deans and serve three-year appointments. The senior associate provost for academic programs, assessment, and accreditation provides administrative support for the General Education Committee.

### ESSENTIAL LEARNING OUTCOMES AND ELIGIBLE COURSES IN THE GENERAL EDUCATION PROGRAM

The university is committed to offering students a comprehensive set of institutional learning outcomes, termed essential learning outcomes, which reflect the foundational skills and competencies needed to meet the challenges of an ever-changing and complex world (see [Vision 2030, Engage action commitment](#)). The university’s [essential learning outcomes](#) were adopted by the UVU Board of Trustees on April 29, 2021, following a year-long substantial revision effort led by the Essential Learning Outcomes Task Force that involved various constituencies, including the Faculty Senate, Academic Affairs Council, and the university’s student association, UVUSA (please see the 2020-2021 Essential Learning Outcome Revision Efforts [document](#) for details on the task force charge, meeting agendas and minutes, as well as university-wide communications). Essential learning outcomes are consistent across all programs, regardless of delivery mode.

As highlighted in 1.C.3, the university’s essential learning outcomes are introduced in General Education courses. Faculty members submit [applications](#) for General Education course certification. Submitted applications must address how the course aligns with criteria for the proposed core or distribution area, is accessible to students across various academic disciplines, and affects the proposing department. Submitted applications must also include a comprehensive syllabus that outlines the course’s purpose in terms of fulfilling a specific General Education requirement, enumerates the learning objectives and illustrates their connection to one or more essential learning outcomes, and itemizes related assignments with examples of measures for assessing learning outcomes. The General Education Committee reviews all applications and determines the requested course’s eligibility for inclusion. Eligible courses for core and distribution requirements are listed in the University Catalog, while eligible courses for distribution requirements are searchable in the [student registration system](#) by the designated [attribute code](#) for each General Education category.

### GENERAL EDUCATION PROGRAM ASSESSMENT

UVU’s General Education program thrives on faculty-driven assessment. The process centers on faculty-developed [alignment documents](#) that detail each category, its description, and corresponding learning outcomes for the institution and program. Every five years, the General Education Committee conducts a [two-phase assessment](#) of each course (refer to the 2023-2024 General Education Course Tracking [document](#) for a list of General Education courses). All sections of a course scheduled for assessment are included, regardless of delivery mode.

In the first phase, department chairs or lead instructors complete a General Education Course Review Form. This form includes three years of course data on student enrollment, student performance, and faculty information. Utilizing this information, department chairs and lead instructors respond to a set of open-ended questions and submit the completed form, along with electronic copies of syllabi for all sections taught in the most recent semester, to the chair of the General Education Committee (refer to the ENGL 2010 documents from spring 2023 for examples of [blank](#) and [completed](#) forms).

During the second phase, instructors conduct student surveys in designated classes to evaluate the General Education program's overall goals and program learning outcomes for the respective core or distribution category. Instructors can administer student surveys electronically using Qualtrics or paper formats. Once completed, all student surveys are submitted to the chair of the General Education Committee (refer to the ENGL 2010 documents from spring 2023 for examples of [blank](#) and [completed](#) student surveys).

The General Education Committee convenes in late April or early May to review the General Education Course Review Forms and student survey results. The General Education Committee recommends either continued course certification or further review with specific concerns outlined. The chair of the General Education Committee disseminates the decision to department chairs and lead instructors by the end of May (see the ENGL 2010 [decision](#) document from spring 2023 for an example). During the following fall semester, department chairs and lead instructors [follow up](#) with appropriate faculty members to address identified concerns. If issues persist beyond the subsequent spring semester, the General Education Committee may propose removing the course from the General Education program. For an example of General Education Committee decisions from a single assessment cycle, refer to the 2022-2023 Overview of General Education Course Assessment [document](#).

### *Evidence for 1.C.6*

- [2020-2021 Essential Learning Outcome Revision Efforts](#)
- [2022-2023 Overview of General Education Course Assessment](#)
- [2023-2024 General Education Committee Members and Roster](#)
- [2023-2024 General Education Course Tracking](#)
- [2022-2024 General Education Task Force Charge, Members, and Timeline](#)
- [Application for General Education Course Certification](#)
- [Eligible General Education Courses in Student Registration System \(example from Spring 2024 class schedule\)](#)
- [Essential Learning Outcomes](#)
- [Faculty Senate Bylaws](#)
- [General Education Course Assessment Procedures](#)
- [General Education Course Review Decision \(example for ENGL 2010 from Spring 2023\)](#)
- [General Education Course Review Decision Follow-Up in Fall 2023 \(example for ENGL 2010 from Fall 2023\)](#)
- General Education Course Review Form:
  - [Blank Form for ENGL 2010 in Spring 2023](#)

### *Evidence for 1.C.6*

- [Completed Form for ENGL 2010 in Spring 2023](#)
- General Education Course Student Survey:
  - [Blank Student Survey for ENGL 2010 in Spring 2023](#)
  - [Completed Student Survey for ENGL 2010 in Spring 2023](#)
- [General Education Program Alignment Documents](#)
- USHE Policy:
  - [R470, General Education](#)
- UVU Catalog:
  - [General Education Attributes](#)
  - [General Education Requirements by Degree](#)
- UVU Policy:
  - [UVU Policy, 522 Undergraduate Credit and Transcripts](#)
- [Vision 2030, Engage Action Commitment](#)

## 1.C.7

*The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.*

### **ASSESSMENT PROCESSES FOR CONTINUOUS IMPROVEMENT**

UVU is committed to an ongoing cycle of improvement that uses assessment results to guide academic and learning-support planning and practices. Earlier sub-standards of this report elaborate on student learning assessment activities within courses, programs, and special designation curriculum (refer to Sub-standard 1.C.5), as well as the university's General Education program (refer to Sub-standard 1.C.6). In pursuit of ongoing improvement in student learning outcomes, the university employs additional assessment processes for academic programs with specialized accreditation, new academic programs, existing programs, administrative units, and student support services. Results from these assessment processes are shared with relevant internal stakeholders through a range of channels, such as committees, meetings, surveys, task forces, and written reports.

### **ASSESSMENTS OF ACADEMIC PROGRAMS WITH SPECIALIZED ACCREDITATION**

UVU offers 70 programs with [specialized accreditation](#) by 18 different specialized accrediting organizations. Led by designated faculty members, accreditation processes for each program encourage ongoing improvement to ensure relevance and a solid foundation of knowledge and skill development. Faculty and academic leaders across schools and colleges use assessment results from specialized accreditation processes to guide curriculum modifications expected to strengthen programs and improve student learning.

For example, the 2022 Music Programs Self-Study for National Association of Schools of Music Accreditation (NASM) [document](#) exemplifies this ongoing cycle of improvement. The NASM Visitors' Report specified recommendations for both short-term improvements and long-term developments to enhance academic and learning-support planning and practices for the music programs under review (see pages 142-143). In response to the visitors' report, the department chair outlined ongoing initiatives focused on continuous improvement of student learning outcomes. These included optimizing the use of performance spaces to better align with program learning outcomes (see page 147) and standardizing course learning outcomes while ensuring sufficient oversight for the small ensembles class (see page 148).

### STATE-MANDATED EVALUATIONS FOR NEW AND EXISTING ACADEMIC PROGRAMS

Under the oversight of the senior associate provost for academic programs, assessment, and accreditation, academic programs undergo cyclical evaluations facilitated by the Office of Accreditation and Academic Assessment in collaboration with faculty. These evaluations undergo an internal review and feedback process, culminating in approval by the UVU Board of Trustees before submission to the Office of the Commissioner of Higher Education (OCHE).

Under the previous iteration of [USHE Policy R401](#), Section 8, UVU conducted evaluations for new programs at the associate degree level or higher within three years of implementation. These evaluations involved faculty analyzing enrollment and revenue data; identifying program strengths and weaknesses in relation to enrollments, staffing, and funding; and providing employment information for program graduates (see [pages 7-8](#) and 20-23 in the Handbook for Planning and Assessment at UVU). OCHE, in consultation with the university, evaluated the overall success of the academic program's launch. For evaluation documents concerning programs introduced at the university during the 2019-2020 academic year, refer to the 2022-2023 USHE 3-Year Follow-Up Reports for New Academic Programs [document](#). USHE Policy R401 was amended in June 2024 and no longer mandates evaluations for new programs. It is expected that this requirement for new programs will be incorporated into the upcoming amendment of USHE Policy R411, Cyclical Institutional Program Reviews.

As mentioned in Sub-standard 1.B.1, cyclical program reviews required by [USHE Policy 411](#) involve a thorough self-study process conducted at the department level. Each school and college undergo cyclical program reviews once every seven years. During these evaluations, faculty and external reviewers of the university analyze associated programs without specialized accreditation and reflect on the program profile, faculty, students, costs, and support systems to identify strengths, weaknesses, and recommendations for improvement (see [pages 9-11 and 24-35](#) in the Handbook for Planning and Assessment at UVU). Once approved by the UVU Board of Trustees, OCHE reviews and presents these evaluations to the UBHE as a General Consent Calendar item. For an illustrative example, consult the 2022-2023 USHE Cyclical Program Review for the College of Science [document](#) for final program reports and evidence of all approval steps.

### ADMINISTRATIVE UNIT ASSESSMENTS

Annual administrative unit assessments aim to enhance student learning outcomes by establishing goals related to academic and learning-support planning and practices. Prior to 2022, administrative units formulated four-year rolling strategic plans. Internal stakeholders were tasked

with translating findings from annual assessments into actionable steps documented in annual reports (see [pages 17-18](#) in the 2020 NWCCU Year 3: Mid-Cycle Review). These strategic plans and reports were then submitted to a centralized repository and served as the basis for budget requests to ensure resource allocation aligned with proven needs for continual improvement. Faculty focused on program learning outcomes, while senior leaders, executive leaders, and academic leaders in academic support units and non-academic units focused on objectives related to learning supports.

Annual administrative assessment reports monitored progress in achieving objectives, and when issues were identified, appropriate internal stakeholders developed initiatives to guide improvements (see 2021-2022 Strategic Plan and Administrative Unit Assessment for Donor Relations [document](#) for an example). The chart below shows the total number of four-year rolling strategic plans and annual reports completed between 2016-2021. Discrepancies in annual counts stemmed from organizational changes, such as administrative unit mergers and splits, recognition of the necessity for unit assessments, or instances of missed completion or submission to the central repository.

Administrative Units	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Academic Departments	15	7	40	19	24
Schools and Colleges	6	1	6	5	5
Academic Supports	6	5	11	9	11
Non-Academic Units	20	15	58	24	19
<b>Total</b>	47	28	115	57	59

Following a temporary suspension in 2021-2022 and 2022-2023 (as detailed in the Preface chapter), administrative unit assessment resumed in 2023. These new processes reduced the complexity of planning and reporting by leveraging existing assessments, such as those linked to master plans (see [pages 11-12 and 36-43](#) in the Handbook for Planning and Assessment at UVU). This optimization resulted in [16 administrative unit plans](#) being collected for the 2023-2024 academic year, with annual reports due by October 1, 2024.

## STUDENT SUCCESS AND SUPPORT SERVICES ASSESSMENTS

UVU strives to be the best open-admissions platform for student success. To further endeavors that enhance student retention and degree completion, the Academic Affairs and Student Affairs Divisions collaborate closely to execute and evaluate strategies outlined in the [UVU Completion Plan 3.0](#). For specific details, refer to Sub-standard 1.D.1. The Student Affairs Division also provides students with support services focused on fostering belonging, development, engagement, and wellness. Regular assessments are conducted, and continuous efforts are underway to improve the evaluation of these services (refer to the Overview of Assessment Efforts for Student Development and Well-Being [document](#)).

The Academic Affairs Division offers students access to academic support services and conducts regular assessments to gauge their effectiveness. These include academic advising services, adult learner initiatives, educational support services, student completion initiatives, and workforce alignment programs. Assessment details are outlined below:

- Academic Advising Services: Project-related assessment processes were detailed in the university's 2021 Title III Grant Final Evaluation Report (see [pages 68-73 and 79-80](#)), while ongoing assessment processes were outlined in the 2023 NWCCU Year 6: PRFR report (see [pages 84-85](#)).
- Adult Learner Initiatives: To effectively serve adult learners, staff in [Adult Learner Support Services](#) use a range of student demographic and achievement data to develop tailored plans and resources that recognize the unique needs of this demographic compared to students of traditional age.
- Educational Support Services: An overview of assessment efforts for Academic Standards, the Academic Tutoring and Math Lab, and the Writing Center is provided in the Overview of Assessment Efforts for Educational Support Services [document](#).
- Student Completion Initiatives: UVU is dedicated to student success and endeavors to attain high retention and graduation rates. Recognizing the importance of students completing their first college-level courses in English and math early in their academic journeys, the university has implemented several initiatives to bolster student achievement (see the Student Completion Initiatives [document](#)).
- Workforce Alignment Programs: An overview of assessment efforts for Career and Technical Education, articulations, and regional pathways is provided in the Overview of Assessment Efforts for Workforce Alignment Programs [document](#).

### *Evidence for 1.C.7*

- 2020 NWCCU Year 3: Mid-Cycle Review:
  - [Administrative Unit Assessment: Pages 17-18](#)
- 2021 Title III Grant Final Evaluation Report:
  - [Project-Related Assessment Processes for Academic Advising Services \(Pages 68-73 and 79-80\)](#)
- [2021-2022 Strategic Plan and Administrative Unit Assessment for Donor Relations](#)
- [2022 Music Programs Self-Study for NASM](#)
- [2022-2023 USHE 3-Year Follow-Up Reports for New Academic Programs](#)



### *Evidence for 1.C.7*

- [2022-2023 USHE Cyclical Program Review for the College of Science](#)
- 2023 NWCCU Year 6: PRFR:
  - [Academic Advising Assessment Processes: Pages 84-85](#)
- [2023-2024 Administrative Unit Assessment Plans](#)
- [Adult Learner Support Services](#)
- Handbook for Planning and Assessment at UVU:
  - [Annual Administrative Unit Assessments: Pages 11-12 and 36-43](#)
  - [USHE Evaluation for New Programs: Pages 7-8 and 20-23](#)
  - [USHE Evaluation for Cyclical Program Review: Pages 9-11 and 24-35](#)
- [Overview of Assessment Efforts for Educational Support Services](#)
- [Overview of Assessment Efforts for Student Development and Well-Being](#)
- [Overview of Assessment Efforts for Workforce Alignment Programs](#)
- [Programs With Specialized Accreditation by School and College](#)
- [Student Completion Initiatives](#)
- USHE Policy:
  - [USHE Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#)
  - [USHE Policy R411, Cyclical Institutional Program Reviews](#)
- [UVU Completion Plan 3.0](#)

### 1.C.8

*Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.*

In the 2023 NWCCU Year 6: PRFR report, UVU extensively outlined state-level transfer of credit policies, its systemwide engagement, institutional transfer-of-credit policies and resources, and credit for prior learning policy (refer to Sub-standard 2.C.1, [pages 30-31](#)). UVU adheres to well-defined processes for transfer credit and credit for prior learning in accordance with USHE ([R470](#), [R471](#), [R472](#)) and UVU ([522](#), [524](#), [525](#)) policies. These processes are clearly articulated and widely accessible in the [UVU Policy Manual](#), as well as on university webpages and websites, including the Credit for Prior Learning [website](#), Graduate Studies Admissions [webpage](#), and the Transfer Credit Department's [website](#). Detailed information for transfer credit, challenge credit/experiential credit, language challenge credit, advancement placement credit, and college-level examination program credit are available in the University Catalog's Academic Policies and Standards [section](#).

### TRANSFER CREDIT

The Registrar’s Office oversees the transfer credit evaluation process and makes decisions regarding the application of UVU Policies 522 and 524. The Registrar’s Office collaborates closely with faculty to ensure that transfer credit is appropriate for its programs and comparable in nature, content, academic rigor, and quality. Upon receiving a new transcript, unfamiliar courses are directed to the department chair or program designee of the relevant academic department through an electronic workflow in UVU’s student information system, Ellucian Banner, for equivalency evaluation. Once an equivalency is established, the Registrar’s Office stores the information in Ellucian Banner, which automatically informs a publicly accessible transfer articulation [tool](#) linked from the Transfer Credit Department’s website (refer to the UVU Transfer Articulation for Salt Lake Community College [document](#) for an example). The transfer credit evaluation process can take between one week and one month, depending on personnel availability, time of year, and transcript origin and volume.

Once admitted, students can review the transfer and application of incoming credits using [Wolverine Track](#), UVU’s degree-auditing tool powered by Ellucian Degree Works. Students may appeal transfer credit decisions by emailing the department chair or program designee of the relevant academic department and providing additional information, such as a course syllabus. If transfer credit is denied, the department chair or program designee notifies the student by email. The table below shows the number of transfer students that UVU admitted each fall between 2019 and 2022. For Fall 2022, the top five institutions that students transferred from were Salt Lake Community College, Brigham Young University, Brigham Young University – Idaho, Utah State University, and Snow College.

Fall Semester	Applicants	Admitted Applicants	Enrolled Applicants	Acceptance Rate	Enrollment Rate
Fall 2019	3,297	3,297	2,681	100%	81%
Fall 2020	3,829	3,829	2,561	100%	67%
Fall 2021	3,809	3,809	2,715	100%	71%
Fall 2022	3,409	3,409	2,378	100%	70%

### CREDIT FOR PRIOR LEARNING

The Testing Services Department oversees credit for prior learning processes at UVU. In accordance with USHE Policy R472, UVU conducts prior learning assessments to award academic credit based on demonstrated evidence of college-level learning that directly aligns with program and course

learning outcomes. Per UVU Policy 525, credit for prior learning may be applied toward courses in a certificate of completion, Associate in Arts degree, Associate in Science degree, Associate in Applied Science degree, Bachelor of Arts degree, or Bachelor of Science degree program offered by the university. This credit is intended solely for meeting graduation requirements. The allocation of credit for prior learning is capped at no more than 10 required credits for a certificate of completion, 30 required credits for an associate degree, or 50 credits for a bachelor's degree.

Full-time faculty at UVU establish credit for prior learning course criteria for their respective programs of study. Methods for prior learning assessment include either a comprehensive examination with a minimum grade of C- or documentation of practical experience, which is subject to the approval of full-time faculty who serve as subject matter experts. The Testing Services Department manages a comprehensive website containing pertinent information, a self-assessment checklist, and a questionnaire to initiate the prior learning assessment process. [Current options](#) for credit for prior learning are listed on the Transfer Credit Department website and updated annually. Refer to this [document](#) for details on the number of students and credits awarded for prior learning between 2020 and 2024.

### *Evidence for 1.C.8*

- 2023 NWCCU Year 6: PRFR:
  - [Transfer of Credit: Pages 30-31](#)
- [Credit for Prior Learning](#)
- [Credit for Prior Learning Awarded in 2020-2021 Through 2023-2024](#)
- [Current Credit for Prior Learning Options](#)
- [Graduate Studies Admissions](#)
- [Transfer Articulation Tool](#)
- [Transfer Credit Department](#)
- USHE Policy:
  - [R470, General Education](#)
  - [R471, Lower Division Major Requirements and Transfer of Credits](#)
  - [R472, Credit for Prior Learning](#)
- UVU Catalog:
  - [Academic Policies and Standards](#)
- UVU Policy:
  - [UVU Policy 522, Undergraduate Credit and Transcripts](#)
  - [UVU Policy 524, Graduate Program Credit and Graduation Requirements](#)
  - [UVU Policy 525, Credit for Prior Learning](#)
- [UVU Policy Manual](#)
- [UVU Transfer Articulation for Salt Lake Community College](#)
- [Wolverine Track](#)

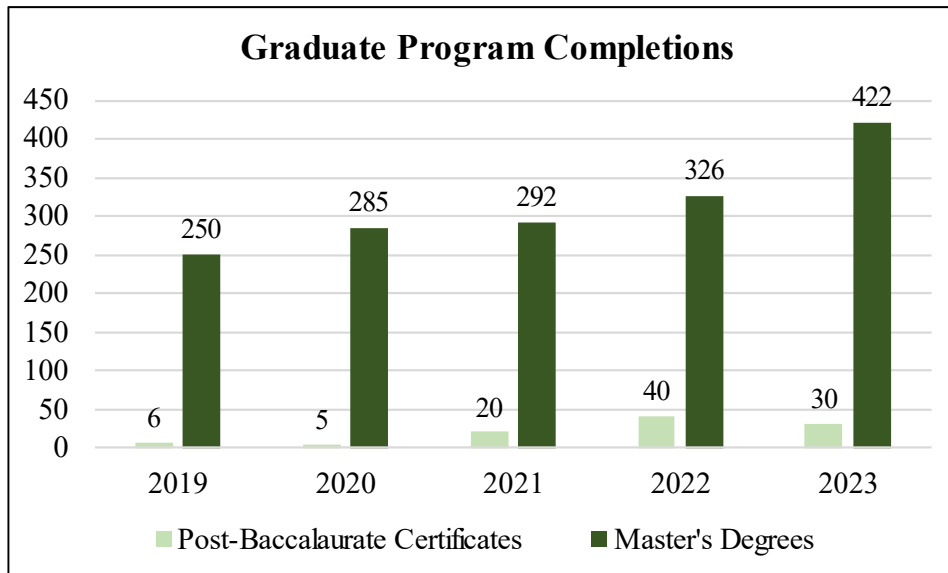
### 1.C.9

*The institution’s graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.*

#### CONSISTENCY WITH MISSION

[USHE Policy R312](#) designates UVU as a regional university that offers “academic certificates, associate degrees, bachelor’s degrees, and select master’s degrees to meet regional demand” and “contribute to the quality of life and economic development of the community, the region, and Utah” (refer to 5.3.1). In line with this state-mandated role, the university has designed its graduate programs to align with its [mission](#) of educating “every student for success in work and life through excellence in engaged teaching, services, and scholarship.”

In the 2023-2024 academic year, UVU [offered](#) 19 master’s degree programs and 10 graduate certificates across various fields, serving a total of 857 students. All graduate programs have been designated as [high-yield awards](#) by OCHE, which signifies their strong alignment with regional workforce needs. As illustrated in the chart below, UVU’s graduate program completions have steadily risen over the past five years.



## DISCIPLINARY AND PROFESSIONAL EXPECTATIONS

In accordance with [UVU Policy 658](#), all UVU graduate programs are aligned with the undergraduate disciplines and professions. Each graduate program is administratively housed in one of the university's seven schools and colleges. Faculty design UVU's graduate programs to align with the requisite knowledge and skills of professionals in their respective fields. Faculty craft curriculum to meet industry standards, incorporate best practices, and address emerging trends. Many graduate program faculty have industry experience, thereby ensuring a practical and relevant educational experience for students. Many graduate program faculty maintain active collaborations with industry professionals to incorporate internships and hands-on projects where appropriate to further enhance connections between academic learning and real-world applications.

Graduate programs are subject to all academic program assessments described in Sub-section 1.C.7. Ten graduate programs hold [specialized accreditation](#) from respected accrediting bodies, including the Accreditation Commission for Education in Nursing (ACEN), Association for Advancing Quality in Educator Preparation (AAQEP), Association to Advance Collegiate Schools of Business (AACSB), and Council on Social Work Education (CSWE), to further assure alignment with disciplinary and professional expectations. At the time of authoring this report, the Master of Physician Assistant Studies, M.P.A.S. program held [provisional accreditation](#) from the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), which allows for a maximum class size of 30 students. A provisional monitoring visit was held on [February 12 and 13, 2024](#), and a decision on the accreditation action will be made at the ARC-PA Commission meeting scheduled for June 20-22, 2024.

## KEY DISTINCTIONS IN GRADUATE PROGRAM REQUIREMENTS

Graduate programs differ from undergraduate programs at UVU. The director of graduate studies manages policies, procedures, and processes related to graduate programs (see UVU Policy 658). The university's undergraduate and graduate programs use distinct admission processes, as detailed in the 2023 NWCCU Year 6: PRFR report (refer to [pages 34-36](#)). This reflects UVU's commitment to open access at the undergraduate level while ensuring graduate preparedness for the rigors of advanced studies. The Prospective Students [webpage](#) linked from UVU's Graduate Studies website delineates information and frequently asked questions for graduate admissions, international student admissions, tuition and Utah residency, the Western Regional Graduate Program, financial aid, and graduate transfer credit. Primary points of contact for each graduate program are also provided. Individual program pages are maintained by their respective departments and clearly define admission requirements for students and the public. Faculty narratives from the [Clinical Mental Health Counseling, M.S.](#), [Mathematics Education, M.S.](#), and [Nursing, M.S.N.](#) programs offer valuable insights into the distinctions between undergraduate and graduate programs.

Proposed changes to existing graduate programs or new proposals for graduate programs undergo the rigorous review process outlined in Sub-standard 1.C.1, with an added step. This step involves a thorough review and formal approval by faculty who serve on the Graduate Council (see [UVU Policy 655](#), Section 5.1.1). As documented in the University Curriculum Committee Procedures, members of the Graduate Council “ensure the proposed curriculum meets the requirements for a graduate program” ([page 10](#)). Course and program [checklists](#) aid members of the Graduate Council in performing curriculum reviews.

Through the curriculum process, faculty ensure graduate program names are based on the broad discipline area to which they belong and facilitate easy recognition by prospective students, employers, and other stakeholders. For instance, faculty associated with the Master of Public Service program, established in fall 2019, acknowledged the necessity to retitle it as a Master of Public Administration program to align with accreditation bodies, improve student recruitment, and enhance industry recognition. This graduate program [name change](#) was approved and became effective as of fall 2023.

### *Evidence for 1.C.9*

- 2023 NWCCU Year 6: PRFR:
  - [Undergraduate and Graduate Admission Policies: Pages 34-36](#)
- [2023-2024 Graduate Programs](#)
- [2023-2024 Graduate Programs Defined as High-Yield Awards](#)
- [Graduate Council Curriculum Review Checklists](#)
- [Graduate Program Name Change \(Example for Master of Public Administration, M.P.A.\)](#)
- Graduate Program Requirements:
  - [Clinical Mental Health Counseling, M.S.](#)
  - [Mathematics Education, M.S.](#)
  - [Nursing, M.S.N.](#)
- [Master of Physician Assistant Studies Program Accreditation Status](#)
- Master of Physician Assistant Studies Program Site Visit on [February 12-13, 2024](#)
- [Prospective Students for Graduate Studies](#)
- [Specialized Accreditation for Graduate Programs](#)
- University Curriculum Committee Procedures:
  - [Graduate Council Review: Page 10](#)
- USHE Policy:
  - [R312, Institutional Roles and Missions](#)
- [UVU Mission](#)
- UVU Policy:
  - [UVU Policy 655, Graduate Faculty](#)
  - [UVU Policy 658, Establishment and Administration of Graduate Programs](#)

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# Student Achievement

## 1.D: Student Achievement

### 1.D.1

*Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.*

#### RECRUITMENT AND ADMISSIONS

UVU upholds an open-admissions policy at the undergraduate level aligned with its [mission](#) to educate “every student for success in work and life through excellence in engaged teaching, services, and scholarship” (see [UVU Policy 501](#), Section 4.1). Led by the associate vice president for student experience and enrollment management, UVU’s comprehensive recruitment strategy involves collaboration with academic deans, faculty leaders, the director of graduate studies, and the director of [UVU Online](#). In 2022, the university’s [Strategic Enrollment Management Plan](#) established data-driven objectives and tactics for recruitment, retention, and completion efforts over the next three years.

In the 2023 NWCCU Year 6: PRFR report, UVU outlined its policies and procedures concerning admission, placement, continuation, termination, and appeal and re-admission (see [pages 34-36](#)). The Office of Admissions hosts a robust [website](#) featuring interconnected webpages to aid prospective students in accessing [admissions-related events](#), [contacting admissions counselors](#), understanding [residency requirements](#), and scheduling [campus tours](#). Furthermore, the website directs prospective students toward the right admissions applications based on their student type and provides accurate details on deadlines, scholarships, and tuition and fees.

UVU organizes a range of general recruitment events in collaboration with its schools and colleges. Coordinated by the Office of Admissions, these events encompass open houses, preview events, and summer series. The Office of Admissions also supports regular communication and collaboration with associate deans, college outreach coordinators across all schools and colleges, the graduate studies director, and the director of UVU Online to actively recruit and assist prospective students. Furthermore, various recruitment strategies have been implemented to specifically target distinct student populations, including [adult learners](#), [concurrent enrollment students](#), [online learners](#), and [TRIO programs](#).

UVU has implemented a formal student success strategy to optimize the benefits of its programs. This strategy, outlined in the [UVU Completion Plan 3.0](#), involves a close partnership between the Academic Affairs and Student Affairs Divisions. In October 2023, the associate provost for student success and associate vice president for student experience and enrollment management revamped the Student Success and Retention Committee. They now jointly lead the [Strategic Enrollment Management and Completion Steering Committee](#), which encompasses 10 distinct sub-committees focused on recruitment, completion, and data analysis. [Monthly meetings](#) provide a regular forum to evaluate the [progress](#) of these initiatives. Starting in spring 2024, regular updates from the associate provost for student success and associate vice president for student experience and



enrollment management to senior leaders across the university ensure accountability and alignment with the university’s strategic objectives.

## ORIENTATION

Upon admission to UVU, undergraduate students must complete orientation before registering for classes. The [Office of New Student Orientation](#) oversees this process, which varies depending on whether students are beginning their college journeys, transferring 15 credits or more, or enrolling in fully online degree programs. For new college students, [Jumpstart Orientation](#) is a pivotal on-campus event that fosters meaningful connections between the university’s academic and social environments. This partial-day orientation, spanning five hours, introduces students to essential tools and resources for academic success and facilitates activities to build crucial connections for their UVU experiences. Jumpstart Orientation is mandatory for all first-time students aged 20 and younger and highly recommended for parents, family members, or other significant individuals in the student’s support network to garner insights on how they may support their student’s academic journey and goals (see the 2024 Jumpstart Orientation Agenda [document](#)).

For students transferring 15 or more credits or enrolling in fully online degree programs, the [Transfer Student Orientation](#) offers essential information, resources, tips, and tools for a successful transition to UVU. This online module typically requires 60-90 minutes to complete and allows students to register for classes upon completion. All students may access [brief video clips](#) to refresh helpful information, such as academic expectations, financial aid, and General Education. Additionally, an [online orientation module](#) is available for parents, family members, or other significant individuals in a student’s support network.

On August 22, 2023, UVU hosted an inaugural [kick-off event](#) during Wolverine Welcome Week for new and incoming students. This full-day event attracted approximately 2,400 attendees and took place in 13 venues throughout the university’s main campus in Orem, Utah. Students were introduced to campus life through engaging activities, including photo booths, custom T-shirt bars, and guided campus tours. Individual schools and colleges hosted tailored events for students in their respective majors, offering insights into program requirements and providing valuable information about academic pursuits. For an overview and illustrative example from the School of Education, refer to the 2023-2024 Wolverine Welcome Week [document](#).

Schools and colleges integrate methods to familiarize students with requirements related to their programs of study. For instance, faculty in the College of Science integrate STEM-focused college success strategies and early exposure to STEM fields directly into [lower-division core requirement courses](#), thereby providing valuable benefits to STEM majors.

### *Evidence for 1.D.1*

- [2022-2025 UVU Strategic Enrollment Management Plan](#)
- 2023 NWCCU Year 6: PRFR:
  - [Admission, Placement, Continuation, Termination, and Appeal and Re-admission: Pages 34-36](#)

### Evidence for 1.D.1

- [2023-2024 Wolverine Welcome Week](#)
- [2024 Jumpstart Orientation Agenda](#)
- [Major Introduction Courses in the College of Science](#)
- [Office of Admissions:](#)
  - [Admissions Events](#)
  - [Campus Tours](#)
  - [Contact Admissions](#)
  - [Residency Requirements](#)
- [Office of New Student Orientation:](#)
  - [Jumpstart Orientation](#)
  - [Online Orientation for Parents and Families](#)
  - [Orientation Videos](#)
  - [Transfer Student Orientation](#)
- Strategic Enrollment Management and Completion Steering Committee:
  - [2023-2024 Committee and Sub-committee Structure](#)
  - 2023-2024 Running Agenda and Notes for Committee Meetings (Updated [02/08/2024](#))
  - Progress Dashboard for Completion Plan 3.0 (Updated [03/08/2024](#))
- Targeted Recruitment Strategies:
  - [Adult Learners](#)
  - [Concurrent Enrollment Students](#)
  - [Online Learners](#)
  - [TRIO Programs](#)
- [UVU Completion Plan 3.0](#)
- [UVU Mission](#)
- [UVU Online](#)
- UVU Policy:
  - [UVU Policy 501, Undergraduate Admissions and Enrollment](#)
- [Wolverine Welcome Week Kick-Off Event](#)

### 1.D.2

*Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).*

## STUDENT ACHIEVEMENT INDICATORS

UVU strives to improve student achievement and eliminate academic barriers through data-driven decision-making. The university systematically measures and disseminates various indicators, disaggregated by relevant categories, and benchmarks its performance against regional and national peer institutions when relevant. As discussed in Sub-standards 1.A, 1.B.1, and 1.B.2, the [UVU Balanced Scorecard](#) serves as a central hub for high-level performance measures. The UVU Balanced Scorecard includes specific student achievement indicators, such as the [enrollment, six-year graduation rate, and 8-year outcome measure for underrepresented students](#), thereby offering actionable insights into institutional progress toward equitable success.

UVU offers a wide range of publicly accessible data dashboards through the Business Intelligence and Research Services Department’s website. These data dashboards allow for the tracking and disaggregation of student achievement indicators. These indicators include:

- [Persistence rates](#) with group comparisons based on age, ethnicity, gender, and race.
- [One-year retention rates](#) for all degree-seeking students or those pursuing a bachelor’s degree, with demographic disaggregation by race, gender, age, or first-generation status.
- [Completions](#) with filter options for student characteristics, school and college, department, major and emphasis, and degree information.
- [Outcome measure](#) with demographic disaggregation by race, gender, age, or first-generation status.

Publicly accessible data dashboards provide insights into [post-graduation success](#) derived from the Alumni Survey. Each semester, graduating students are surveyed about their overall UVU experiences, current places of residence, employment, continuing education, internships, and learning outcomes. Survey responses are assembled into data dashboards that present macro-level data with filter options for school and college, department, major and emphasis, degree level, graduation class, and years since graduation. UVU does not disaggregate responses by demographic characteristics due to potential anonymity concerns stemming from lower response rates among certain demographics.

## REGIONAL AND NATIONAL PEER COMPARISONS

As described in Sub-standard 1.B.2, UVU regularly conducts [comparisons](#) with other USHE institutions, focusing specifically on community colleges and regional universities. USHE’s [data dashboards](#) offer filtering capabilities, thereby allowing users to refine their comparisons by institution. Internal stakeholders use these data comparisons to inform planning and assessment processes, as well as tell the UVU story to external audiences (see President Astrid Tuminez’s [presentation](#) to the Higher Education Appropriations Subcommittee during the 2024 Utah Legislature General Session).

Beyond Utah, UVU’s peer group includes regional universities and emerging dual-mission colleges (as discussed in 1.B.2). To gain a broader perspective, the Student Affairs Division keeps an internal tracking [document](#) that monitors the following student achievement indicators for UVU and its regional and national peer institutions: fall enrollment, fall cohort retention, six-year graduation rate, and outcome measure. These comparisons enable internal stakeholders to benchmark UVU

against its peers and identify trends in key student achievement indicators within both regional and national contexts. The annual [IPEDS Data Feedback Report](#) summarizes institutional indicators for UVU alongside its regional and peer comparison group.

### *Evidence for 1.D.2*

- 2024 Utah Legislature General Session:
  - UVU Presentation to the Higher Education Appropriations Subcommittee ([01/31/2024](#))
- Data Dashboards From Business Intelligence and Research Services Department Website:
  - [Completions](#)
  - [One-Year Retention Rates](#)
  - [Outcome Measure](#)
  - [Persistence Rates](#)
  - [Post-Graduation Success](#)
- [IPEDS Data Feedback Report](#)
- [Student Achievement Indicators for UVU and Regional and National Peers](#)
- [USHE Data Dashboards](#)
- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#)):
  - [Include, Strengthen Inclusivity](#)
- [UVU Comparable Institutions](#)

### 1.D.3

*The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.*

#### **WIDE PUBLICATION OF INSTITUTIONAL DISAGGREGATED STUDENT ACHIEVEMENT INDICATORS**

As detailed in Sub-standards 1.B.1, 1.B.2, and 1.D.2, UVU publishes institutional disaggregated student achievement indicators in multiple locations. The [UVU Balanced Scorecard](#) includes student achievement indicators that are monitored by members of the University Executive Committee using internally developed [data dashboards](#) accessible via the university's intranet, myUVU.

The university publishes student achievement indicators on [public data dashboards](#), accessible through the Business Intelligence and Research Services Department's website. UVU provides Tableau Desktop licenses to trained staff members who develop visualizations that display year-over-year persistence rates, one-year retention rates, completions, outcome measures, and post-graduation success for the university. These interactive data dashboards allow users to make group comparisons and apply filtering options as needed.

Utilizing data from the Business Intelligence and Research Services Department, the Student Affairs Division publishes executive fact sheets annually. These fact sheets offer insights into student achievement and the outcomes of programs, initiatives, and services to all students through the lens and experiences of historically underrepresented or underserved populations. As shown in the [2023 Subpopulation Fact Sheets](#), the demographics served by these initiatives include female students, students of color, international students, first-generation students, and military-connected students.

### WIDE PUBLICATION OF REGIONAL AND NATIONAL PEER COMPARISONS FOR DISAGGREGATED STUDENT ACHIEVEMENT INDICATORS

The Business Intelligence and Research Services Department’s website also includes [external links](#) to the USHE website and USHE Data Books webpage, thereby facilitating easy access to system-wide data for regional peer comparisons (see Sub-standards 1.B.2 and 1.D.2). Other external links support public access to regional and national peer comparisons for student achievement indicators. These external links are:

- DataUSA: This link directs to UVU’s profile and provides visualizations on institutional cost, enrollment, graduates, and operations. Users can add any institution for regional and national peer comparisons. Refer to the DataUSA Profiles [document](#) for the university’s profile and examples of regional and national peer comparisons.
- IPEDS Data Center: This link connects to a public repository managed by the National Center for Education Statistics (NCES). University stakeholders can search, analyze, and download IPEDS data. For example, the annual [IPEDS Data Feedback Report](#) summarizes institutional indicators for UVU alongside its regional and peer comparison group.

#### *Evidence for 1.D.3*

- [2023 Subpopulation Fact Sheets](#)
- [Data Dashboards for UVU Balanced Scorecard](#)
- [Data Dashboards with Key Performance Indicators for Academic Programs](#)
- [DataUSA Profiles](#)
- [IPEDS Data Feedback Report](#)
- [USHE Weblinks](#)
- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))

### 1.D.4

*The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.*

## PROCESSES AND METHODOLOGIES FOR COLLECTING AND ANALYZING STUDENT ACHIEVEMENT INDICATORS

UVU offers a wide range of [key performance indicators](#) beyond those described in 1.B.1, 1.B.2, 1.D.2, and 1.D.3, covering academic programs; inclusion and diversity; performance; and completion, quality, and efficiency metrics. These indicators undergo rigorous review by university executives before implementation (examples can be found in Sub-standard 1.B.1 and the University Executive Council meeting minutes from [06/03/2021](#)). Key performance indicators are accessible via data dashboards published on the Business Intelligence and Research Services Department’s website and are regularly updated and clearly defined.

Publicly available key performance indicators ensure transparency for university stakeholders to collect and analyze data, inform planning and assessment, implement strategies, support requests for external grants or gifts, and track change over time. UVU’s accessible student achievement indicators help identify achievement and equity gaps, inform interventions, and allocate resources to support student success. Internal stakeholders can request additional data through a [service portal](#) on the Business Intelligence and Research Services Department’s website, but data dashboards aim to expedite access to the necessary data. This area is increasingly prioritized at the university, with [multiple targeted strategies](#) underway.

## ADDRESSING PERCEIVED GAPS IN ACHIEVEMENT AND EQUITY

Through its partnership with Civitas Learning, UVU has undertaken numerous impact studies to address student achievement and equity gaps. These studies specifically assess the impacts of student success initiatives on student persistence. Since fall 2020, the university has conducted [129 impact studies](#) and used disaggregated student achievement indicators to evaluate increases in student persistence. For an illustrative example, reference the [2022-2023 Internship Impact Study document](#), which highlights the evaluation of the persistence lift for this designated HIP.

### *Evidence for 1.D.4*

- [2022-2023 Internship Impact Study](#)
- [Key Performance Indicators](#)
- [Overview of Impact Studies Conducted from Fall 2020 Through Fall 2023](#)
- [Overview of Targeted Strategies in the Business Intelligence and Research Services Department](#)
- [Service Portal for Data Requests](#)
- University Executive Council Meeting Minutes From [06/03/2021](#)

## Conclusion

Over the past two years, completing the 2023 NWCCU Year 6: PRFR and 2024 NWCCU Year 7: EIE reports has provided UVU with valuable insights into its strengths concerning the NWCCU Standards and Eligibility Requirements while also highlighting areas for improvement. Since 2020,

the university has made considerable progress. UVU's planning and assessment processes stay focused on identifying opportunities to ensure the fulfillment of its mission. Enhancements in transparency and communication, along with engaging university stakeholders through the updates to Vision 2030, development of UVU's Balanced Scorecard, and ongoing PBA process, signify strides toward continuous improvement. These processes effectively support the acquisition and strategic allocation of resources to address growth and more effectively serve students.

UVU's Vision 2030 strategic plan serves as a robust framework for fulfilling the university's mission to meet the educational and workforce needs of its service region. Organized around three key objectives — Include, Engage, and Achieve — Vision 2030 guides both annual and long-term strategic planning efforts and facilitates the alignment of resources. By closely monitoring progress on Vision 2030's priority initiatives alongside goals outlined in the university's master plans, UVU aims to enhance student learning and achievement.

This ongoing endeavor unfolds within the context of challenging realities facing higher education today. UVU stays vigilant in monitoring this environment, responding to external pressures and opportunities, as well as internal needs, with data-informed decisions. Executive leadership changes and organizational adjustments since 2020 have enabled UVU to adapt more efficiently to shifts in student enrollment and demographics, underscoring the university's resilience and strength.

Moving forward, UVU has identified opportunities to strengthen in three areas: 1) updating regional and national peer institutions that closely align with its unique mission, size, structure, and student demographics; 2) enhancing curriculum development; and 3) refining program-level assessment of student learning and administrative unit assessment. Additionally, UVU aims to streamline university stakeholder access to necessary data more promptly and efficiently.

In summary, this comprehensive 2024 NWCCU Year 7: EIE report underscores UVU's unwavering commitment to student success for all students, with a focus on equity and closing achievement gaps. The university's mission statement, acceptable thresholds, and benchmarks for effectiveness are supported by meaningful indicators. Programs consistently align with UVU's mission and lead to identifiable student outcomes, including degrees, certificates, credentials, employment, and transfer opportunities. Systematic program assessments using meaningful indicators assure currency, enhance teaching and learning strategies, and achieve stated student learning outcomes for all students.

UVU affirms its compliance with the NWCCU Standards for Accreditation and Eligibility Requirements. The university stays dedicated to the peer review process and welcomes feedback as it continues to fulfill its mission of educating every student for success in work and life through excellence in engaged teaching, services, and scholarship.



# Addenda



## Addenda

### RESPONSE TO CONCERNS RAISED IN 2023 NWCCU YEAR 6: PRFR PEER-EVALUATION REPORT

The 2020 NWCCU Year 3: Mid-Cycle Review [report](#) addressed two earlier recommendations satisfactorily. The 2023 NWCCU Year 6: PRFR Peer Evaluation Report resulted in one [Type 1 finding](#) (showed substantial compliance but the need for improvement) for Sub-standard 2.G.5. This sub-standard requires informing students of repayment obligations, monitoring student loan programs regularly, and publicizing the loan default rate on the institution's website. At the time of the NWCCU Year 6: PRFR review, UVU linked to the [authoritative source](#), NWCCU requires direct publication on the university's website. Despite concerns about maintaining accuracy through manual university website updates, UVU promptly made this [change](#).

### IDENTITY VERIFICATION AND PRIVACY MEASURES IN DISTANCE EDUCATION COURSES OR PROGRAMS

In the 2023 NWCCU Year 6: PRFR report, UVU detailed identity verification and privacy measures for students in distance education courses or programs (see [pages 86-88](#)). Required and supplemental evidence for this chapter is accessible in the table below. These practices align with the Government Records Access and Management Act (refer to Utah Code 63G-2 in [Required Evidence B](#)). For additional evidence pertaining to identity verification and privacy measures in distance education courses or programs, refer to [Required Evidence A](#), [Required Evidence C](#), [Required Evidence D](#), and [Supplemental Evidence](#) documents.

### CONSISTENCY BETWEEN ONLINE PROGRAMS AND UVU'S MISSION AND EDUCATIONAL OBJECTIVES

Refer to Sub-section 1.C.1

### COMPARABLE LEARNING OUTCOMES AND LEVELS OF STUDENT ACHIEVEMENT ACROSS MODALITIES

Refer to Sub-section 1.C.6

### *Addenda Sources*

- [2020 NWCCU Year 3: Mid-Cycle Review Acceptance Letter](#)
  - 2023 NWCCU Year 6: PRFR:
    - [Identification Verification and Privacy Measures in Distance Education Courses or Programs: Pages 86-88](#)
      - ❖ [Required Evidence A](#): Policies and procedures for ensuring the student who registers in a distance education course and program is the same student who participates in the course and receives credit.
      - ❖ [Required Evidence B](#): Policies and procedures make it clear that these processes protect student privacy.
      - ❖ [Required Evidence C](#): Notification to students at the time of registration of any additional charges associated with verification procedures.
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### *Addenda Sources*

- ❖ [Required Evidence D](#): Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses and programs.
  - ❖ [Supplemental Evidence](#)
    - [2023 NWCCU Year 6: PRFR Evaluation Committee Report](#)
    - [2023 NWCCU Year 6: PRFR Review Finding Addressed](#)
    - [USDE College Scorecard for UVU \(Authoritative Source for Loan Default Rate\)](#)
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## List of Evidence for 2024 EIE Chapters

### *For the Reviewer Sources*

- [2024 NWCCU Year 7: EIE](#)
  - [NWCCU Institution Forms and Guidelines](#)
- 

### *Institutional Overview Sources*

- [History of UVU](#)
  - [Meet President Astrid S. Tuminez](#)
  - USHE Enrollment Grows at Degree-Granting Colleges and Universities (Published [10/17/2023](#))
  - [UVU Carnegie Classification of Institutions of Higher Education Profile](#)
  - [UVU Carnegie Elective Community Engagement Designation](#)
  - [UVU Executive Leadership Team](#)
  - [UVU Instructional Sites](#)
  - [UVU Integrated Institutional Effectiveness Plan](#)
  - [UVU IPEDS Profile](#)
  - [UVU Maps](#)
  - [UVU Senior Leadership Team](#)
  - [UVU Wolverine Stories](#)
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### *Preface Sources*

- [EverGREEN Campaign](#)
  - Governor Cox Names New Members to UBHE (Published [05/25/2023](#))
  - [Summary of Changes at UVU Since the 2020 NWCCU Year 3: Mid-Cycle Review](#)
  - University Executive Council Meeting Minutes From [04/04/2024](#)
  - USHE Policy:
    - [R522, Annual Performance Goal Setting and Funding Determination](#)
  - Utah Code:
    - 53B-1-402, Establishment of Board (Effective [07/01/2020](#))
    - 53B-1-404, Membership of the Board (Effective [07/01/2023](#))
    - 53B-7-706, Performance Metrics for Institutions (Effective [07/01/2023](#))
  - [Utah County Demographic Insights Report](#)
-

### *Evidence for 1.A*

- [2020 NWCCU Year 3: Mid-Cycle Review Report](#)
- [Action Commitment Indicators Webpage](#)
- UBHE Meeting Agenda and Minutes From [05/17/2019](#)
- USHE Policy:
  - [R312, Institutional Roles and Missions](#)
  - [R315, Designation of Service Regions](#)
- Utah Code:
  - 53B-16-101, Establishment of Institutional Roles and General Courses of Study (Effective [07/01/2023](#))
- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))
- UVU Board of Trustees Meeting Agenda and Minutes:
  - [04/16/2019](#)
  - [10/20/2022](#)
- UVU Catalog:
  - [General Information](#)
- [UVU Strategic Plan: Vision 2030](#)
- UVU Website:
  - [About UVU](#)
  - [Mission and Values](#)
  - [New 2 UVU](#)

### *Evidence for 1.B.1*

- [2022-2023 Strategy Maps for Planning](#)
- 2023 NWCCU Year 6: PRFR:
  - [Balanced Scorecard: Pages 8-9 and 101](#)
- [Civitas Learning Student Success Analytics Platform](#)
- [Completion, Quality, and Efficiency Metrics](#)
- [Cyclical Program Review Policies](#)
- [Data Dashboards for UVU Balanced Scorecard](#)
- [Data Dashboards With Key Performance Indicators for Academic Programs](#)
- Handbook for Planning and Assessment at UVU:
  - [Annual Administrative Unit Assessments: Pages 11-12](#)
  - [Cyclical Program Reviews: Pages 7-9](#)
  - [Program Learning Outcome Assessments: Pages 6-7](#)
- [Overview of Programs with Specialized Accreditation](#)
- [PBA Process](#)
- [University Executive Council](#)
- University Executive Council Meeting Minutes From [12/07/2023](#)
- [University Planning Advisory Committee](#)

### *Evidence for 1.B.1*

- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))
  - [UVU Employee Performance Processes](#)
  - [UVU Integrated Institutional Effectiveness Plan](#)
  - [UVU Master Plans](#)
  - [UVU Strategic Plan Vision 2030](#)
  - [UVU Teaching Practice Assessments](#)
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### *Evidence for 1.B.2*

- [2020 NWCCU Year 3: Mid-Cycle Review Report](#)
  - [2022-2023 Strategy Maps for Planning](#)
  - 2023-2024 Truth in Tuition Hearing on [02/16/2023](#) (See Page 19)
  - [Annual Cabinet Presentations for Regional and National Peer Comparisons:](#)
    - Cabinet Presentation on 02/22/2021 (Pages 10-11)
    - Cabinet Presentation on 02/22/2022 (Pages 37-39)
    - Cabinet Presentation on 02/06/2023 (Pages 66-68)
    - Cabinet Presentation on 01/22/2024 (Pages 94-97)
  - [Data Dashboards for UVU Balanced Scorecard](#)
  - [Dual Mission Summit](#)
  - [Nursing Program Presentation to Senior Leaders](#)
  - UBHE Meeting:
    - Academic Year 2022-23 Institution Performance Goal Evaluation Handout From [11/30/2023](#)
  - University Executive Council Meeting Minutes:
    - [12/07/2023](#)
    - [04/04/2024](#)
  - [USHE Data Books](#)
  - [USHE Data Dashboards](#)
  - USHE Policy:
    - [R312, Institutional Roles and Missions](#)
    - [R508, Guidelines for Approving Lists of Comparable Institutions](#)
  - UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))
  - UVU Balanced Scorecard Refinement Meeting Notes From [01/04/2024](#)
  - UVU Board of Trustees Meeting Agenda and Minutes From [10/24/2019](#)
  - [Vision 2030 Framework](#)
-

### *Evidence for 1.B.3*

- [2021-2022 UPAC Analysis of Vision 2030](#)
- [2022-2023 Equity, Inclusion, and Diversity Committee for UVU's Inclusion Plan](#)
- [2022-2023 Equity, Inclusion, and Diversity Committee Members and Charter](#)
- [2022-2023 PBA Allocation Detail](#)
- [2023 Inclusion Plan Presentations](#)
- 2023 NWCCU Year 6: PRFR:
  - [PBA Process: Pages 22 and 51](#)
- [2023-2024 Administrative Unit Assessment Plans](#)
- [2023-2024 PBA Conversations](#)
- [2023-2026 Academic Program Assessment Plans](#)
- Example of University Executive Council Agenda and Minutes for PBA Process and Allocations ([03/04/2021](#))
- PBA Process:
  - [PBA Website](#)
  - State of the University Address ([01/26/2023](#) and [01/31/2024](#))
  - Talk with Tuminez ([04/11/2023](#) and [04/10/2024](#))
- [University Planning Advisory Committee](#)
- [UVU Integrated Institutional Effectiveness Plan](#)
- [UVU Master Plans](#)
- [UVU Strategic Plan Vision 2030](#)

### *Evidence for 1.B.4*

- [2021-2022 UPAC Analysis of Vision 2030](#)
- [2022-2024 Academic Affairs Town Hall Meetings](#)
- [2023-2024 University Planning Advisory Committee Charter and Charge](#)
- [2023 Great Colleges to Work For Survey Documents](#)
- 2023 NWCCU Year 6: PRFR:
  - [Decision-Making Structures and Processes: Pages 20-22](#)
- Advisory Boards:
  - [UVU Global Community Advisory Board](#)
  - [UVU International Advisory Board](#)
- [Artificial Intelligence at UVU](#)
- [Business, Civic, and Community Engagement Among Senior and Executive Leadership](#)
- Example of Faculty and Staff Town Hall Meetings ([11/09/2023](#))
- [Mountainland K-16 Alliance](#)
- [Needs Assessments:](#)
  - Focus Groups (Request and Listing of Focus Groups Conducted in 2017-2024)
  - Example of Student Advisory Group (Smith College of Engineering and Technology Student Advisory Board)

### *Evidence for 1.B.4*

- Surveys (Listing of Survey Research)
  - UBHE Meeting Agendas and Minutes ([01/13/2023](#))
  - [University Relations Department](#)
  - [UVU Board of Trustees Meeting Agendas and Minutes](#)
- 

### *Evidence for 1.C.1*

- [2022-2023 Academic Program Inventory](#)
  - [Articulation Agreements With Technical Colleges](#)
  - [Assessment 101 Workshop Materials](#)
  - Course-Program-Essential Learning Outcome Alignment Examples:
    - [Applied Communication, B.A./B.S.](#)
    - [Elementary Education, B.S.](#)
    - [Secondary Education, B.S.](#)
    - [Theatre Arts, A.A. and B.A.](#)
  - Course Structure and Sequencing Examples:
    - [Chemistry Courses](#)
    - [Master of Science in Engineering and Technology Management, M.S.](#)
    - [Technology Management, Graduate Certificate](#)
  - [Essential Learning Outcomes](#)
  - [Faculty Guidance for Writing Learning Outcomes](#)
  - [Targeted Strategies to Aid Faculty in Curriculum Development and Academic Assessment](#)
  - [University Curriculum Committee](#)
  - University Curriculum Committee Procedures:
    - [Program Types \(Pages 28-34\)](#)
  - USHE Policy:
    - [R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#)
  - UVU Policy:
    - [UVU Policy 605, Curriculum Process](#)
- 

### *Evidence for 1.C.2*

- 2023 NWCCU Year 6: PRFR:
    - [Engagement in USHE Initiatives: Pages 30-31](#)
  - 2023-2024 Academic Program Assessment Reports:
    - [Integrated Studies, B.A./B.S.](#)
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### *Evidence for 1.C.2*

- [Master of Education in School Counseling, M.Ed.](#)
- [2023-2026 Academic Program Assessment Plans](#)
- Alignment of Course-level Assessments to Course Learning Outcomes:
  - [EDEL 4550 Elementary Mathematics Instruction and Assessment II \(Elementary Education B.S.\)](#)
  - [NURS 2305 Nursing Health Assessment Laboratory \(Nursing A.S.N.\)](#)
- [Architecture Program Progress With Assessment of Student Learning](#)
- [Curriculum Review Checklists](#)
- [Example of Program Learning Outcome Change in Respiratory Therapy Programs](#)
- Handbook for Planning and Assessment at UVU:
  - [Program Learning Outcome Assessments: Pages 6-7](#)
- [Overview of Programs with Specialized Accreditation](#)
- [Specialized Accreditation Review Cycle](#)
- [University Curriculum Committee Procedures \(Approved March 2022\)](#)
- [USHE Policies for Curriculum Design:](#)
  - R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
  - R402, Certificate and Degree Award Structures
  - R470, General Education
  - R470 Appendix, Essential Learning Outcomes
  - R471, Lower Division Major Requirements and Transfer of Credits
  - R475, Common Course Numbering
- USHE Policy:
  - [R411, Cyclical Institutional Program Reviews](#)
- [UVU Policies for Curriculum Design:](#)
  - UVU Policy 522, Undergraduate Credit and Transcripts
  - UVU Policy 524, Graduate Program Credit and Graduation Requirements
  - UVU Policy 605, Curriculum Process

### *Evidence for 1.C.3*

- [2023-2024 Academic Program Inventory](#)
- [Course Syllabus Examples for Undergraduate and Graduate Courses](#)
- [Course Syllabus Procedures in Academic Departments](#)
- [CourseLeaf CIM](#)
- Essential Learning Outcomes:
  - [Office of Accreditation and Academic Assessment Webpage](#)
  - [University Catalog Link](#)
- Faculty Handbook and Resource Guide from the College of Humanities and Social Sciences:
  - [Syllabus Requirements: Pages 9-11](#)
- Faculty Senate Agenda and Minutes for [08/31/2021](#)



### *Evidence for 1.C.3*

- [Office of Teaching and Learning Syllabus Checklist Webpage](#)
- [Published Program Learning Outcomes \(Examples for Nursing, B.S.\)](#)
- [Syllabus Template from the College of Humanities and Social Sciences](#)
- UVU Policy:
  - [UVU Policy 635, Faculty Rights and Professional Responsibilities](#)

### *Evidence for 1.C.4*

- 2023 NWCCU Year 6: PRFR:
  - [Admissions Chatbot: Page 34](#)
  - [Information for Academic Programs and Courses: Pages 72-76](#)
  - [Program Handbooks: Pages 76-78](#)
  - [Undergraduate and Graduate Admission Policies: Pages 34-36](#)
  - [University Catalog Publication: Pages 40-42](#)
- Additional Admission Criteria for Graduate Programs:
  - [Accountancy Program](#)
  - [Marriage and Family Therapy Program](#)
  - [Mathematics Education Program](#)
  - [Physician Assistant Program](#)
- Additional Admission Criteria for Undergraduate Programs:
  - [Architecture Program](#)
  - [Art and Design Programs](#)
  - [Education Programs](#)
  - [Engineering Programs](#)
  - [Nursing Programs](#)
- [Admissions by Student Type](#)
- [Contact the Office of Admissions](#)
- [Degrees and Programs in the University Catalog](#)
- [Graduate Studies Programs Webpage](#)
- Program Handbooks:
  - [Clinical Mental Health Counseling Program](#)
  - [Elementary Education Program](#)
  - [Music Programs](#)
  - [Nursing Programs](#)
  - [Respiratory Therapy Program](#)
  - [Social Work Program](#)
- [Title III Grant Final Evaluation Report 2021](#)
- University Catalog Completion and Graduation Requirements:
  - [Biology Programs](#)
  - [Culinary Arts Institute Programs](#)
  - [Finance and Financial Planning Programs](#)

### *Evidence for 1.C.4*

- UVU Policy:
    - [UVU Policy 501, Undergraduate Admissions and Enrollment](#)
    - [UVU Policy 510, Graduate Admissions and Continuation](#)
  - [Wolverine Track Degree Audit Example](#)
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### *Evidence for 1.C.5*

- [2022 School of Education Teacher Preparation Programs Annual Report to AAQEP](#)
  - [2023-2026 Academic Program Assessment Plans](#)
  - [Assessment Retreat for Special Designation Curriculum Assessment of Student Learning](#)
  - Course-Level Assessment Examples:
    - [CHEM 2320 Organic Chemistry II](#)
    - [SLSS 1000 University Student Success](#)
  - Handbook for Planning and Assessment at UVU:
    - [Program Learning Outcome Assessments: Pages 6-7](#)
  - [Instructor/Course Evaluation Instrument](#)
  - Overview of Evaluation of the Quality of Learning:
    - [Earth Science Department](#)
    - [Master of Physician Assistant Studies, M.P.A.S.](#)
  - [Program-Level Assessment of Student Learning for Information Technology, B.S.](#)
  - SEGO:
    - [Aggregated SEGO Data for UVU](#)
    - [Personalized SEGO Course Report \(Anonymized Example\)](#)
  - [Special Designation Curriculum](#)
  - USHE Policy:
    - [R411 Cyclical Institutional Program Reviews](#)
  - [UVU Mission and Values](#)
  - UVU Policy:
    - [UVU Policy 605, Curriculum Process](#)
    - [UVU Policy 631, Student Evaluations of Faculty and Courses](#)
    - [UVU Policy 635, Faculty Rights and Professional Responsibilities](#)
  - [Vision 2030, Engage Action Commitment](#)
- 

### *Evidence for 1.C.6*

- [2020-2021 Essential Learning Outcome Revision Efforts](#)
  - [2022-2023 Overview of General Education Course Assessment](#)
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### *Evidence for 1.C.6*

- [2023-2024 General Education Committee Members and Roster](#)
- [2023-2024 General Education Course Tracking](#)
- [2022-2024 General Education Task Force Charge, Members, and Timeline](#)
- [Application for General Education Course Certification](#)
- [Eligible General Education Courses in Student Registration System \(example from Spring 2024 class schedule\)](#)
- [Essential Learning Outcomes](#)
- [Faculty Senate Bylaws](#)
- [General Education Course Assessment Procedures](#)
- [General Education Course Review Decision \(example for ENGL 2010 from Spring 2023\)](#)
- [General Education Course Review Decision Follow-Up in Fall 2023 \(example for ENGL 2010 from Fall 2023\)](#)
- General Education Course Review Form:
  - [Blank Form for ENGL 2010 in Spring 2023](#)
  - [Completed Form for ENGL 2010 in Spring 2023](#)
- General Education Course Student Survey:
  - [Blank Student Survey for ENGL 2010 in Spring 2023](#)
  - [Completed Student Survey for ENGL 2010 in Spring 2023](#)
- [General Education Program Alignment Documents](#)
- USHE Policy:
  - [R470, General Education](#)
- UVU Catalog:
  - [General Education Attributes](#)
  - [General Education Requirements by Degree](#)
- UVU Policy:
  - [UVU Policy, 522 Undergraduate Credit and Transcripts](#)
- [Vision 2030, Engage Action Commitment](#)

### *Evidence for 1.C.7*

- 2020 NWCCU Year 3: Mid-Cycle Review:
  - [Administrative Unit Assessment: Pages 17-18](#)
- 2021 Title III Grant Final Evaluation Report:
  - [Project-Related Assessment Processes for Academic Advising Services \(Pages 68-73 and 79-80\)](#)
- [2021-2022 Strategic Plan and Administrative Unit Assessment for Donor Relations](#)
- [2022 Music Programs Self-Study for NASM](#)
- [2022-2023 USHE 3-Year Follow-Up Reports for New Academic Programs](#)
- [2022-2023 USHE Cyclical Program Review for the College of Science](#)
- 2023 NWCCU Year 6: PRFR:
  - [Academic Advising Assessment Processes: Pages 84-85](#)

### *Evidence for 1.C.7*

- [2023-2024 Administrative Unit Assessment Plans](#)
  - [Adult Learner Support Services](#)
  - Handbook for Planning and Assessment at UVU:
    - [Annual Administrative Unit Assessments: Pages 11-12 and 36-43](#)
    - [USHE Evaluation for New Programs: Pages 7-8 and 20-23](#)
    - [USHE Evaluation for Cyclical Program Review: Pages 9-11 and 24-35](#)
  - [Overview of Assessment Efforts for Educational Support Services](#)
  - [Overview of Assessment Efforts for Student Development and Well-Being](#)
  - [Overview of Assessment Efforts for Workforce Alignment Programs](#)
  - [Programs With Specialized Accreditation by School and College](#)
  - [Student Completion Initiatives](#)
  - USHE Policy:
    - [USHE Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports](#)
    - [USHE Policy R411, Cyclical Institutional Program Reviews](#)
  - [UVU Completion Plan 3.0](#)
- 

### *Evidence for 1.C.8*

- 2023 NWCCU Year 6: PRFR:
    - [Transfer of Credit: Pages 30-31](#)
  - [Credit for Prior Learning](#)
  - [Credit for Prior Learning Awarded in 2020-2021 Through 2023-2024](#)
  - [Current Credit for Prior Learning Options](#)
  - [Graduate Studies Admissions](#)
  - [Transfer Articulation Tool](#)
  - [Transfer Credit Department](#)
  - USHE Policy:
    - [R470, General Education](#)
    - [R471, Lower Division Major Requirements and Transfer of Credits](#)
    - [R472, Credit for Prior Learning](#)
  - UVU Catalog:
    - [Academic Policies and Standards](#)
  - UVU Policy:
    - [UVU Policy 522, Undergraduate Credit and Transcripts](#)
    - [UVU Policy 524, Graduate Program Credit and Graduation Requirements](#)
    - [UVU Policy 525, Credit for Prior Learning](#)
  - [UVU Policy Manual](#)
  - [UVU Transfer Articulation for Salt Lake Community College](#)
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### *Evidence for 1.C.8*

- [Wolverine Track](#)
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### *Evidence for 1.C.9*

- 2023 NWCCU Year 6: PRFR:
    - [Undergraduate and Graduate Admission Policies: Pages 34-36](#)
  - [2023-2024 Graduate Programs](#)
  - [2023-2024 Graduate Programs Defined as High-Yield Awards](#)
  - [Graduate Council Curriculum Review Checklists](#)
  - [Graduate Program Name Change \(Example for Master of Public Administration, M.P.A.\)](#)
  - Graduate Program Requirements:
    - [Clinical Mental Health Counseling, M.S.](#)
    - [Mathematics Education, M.S.](#)
    - [Nursing, M.S.N.](#)
  - [Master of Physician Assistant Studies Program Accreditation Status](#)
  - Master of Physician Assistant Studies Program Site Visit on [February 12-13, 2024](#)
  - [Prospective Students for Graduate Studies](#)
  - [Specialized Accreditation for Graduate Programs](#)
  - University Curriculum Committee Procedures:
    - [Graduate Council Review: Page 10](#)
  - USHE Policy:
    - [R312, Institutional Roles and Missions](#)
  - [UVU Mission](#)
  - UVU Policy:
    - [UVU Policy 655, Graduate Faculty](#)
    - [UVU Policy 658, Establishment and Administration of Graduate Programs](#)
- 

### *Evidence for 1.D.1*

- [2022-2025 UVU Strategic Enrollment Management Plan](#)
  - 2023 NWCCU Year 6: PRFR:
    - [Admission, Placement, Continuation, Termination, and Appeal and Re-admission: Pages 34-36](#)
  - [2023-2024 Wolverine Welcome Week](#)
  - [2024 Jumpstart Orientation Agenda](#)
  - [Major Introduction Courses in the College of Science](#)
  - [Office of Admissions:](#)
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### *Evidence for 1.D.1*

- [Admissions Events](#)
- [Campus Tours](#)
- [Contact Admissions](#)
- [Residency Requirements](#)
- [Office of New Student Orientation:](#)
  - [Jumpstart Orientation](#)
  - [Online Orientation for Parents and Families](#)
  - [Orientation Videos](#)
  - [Transfer Student Orientation](#)
- Strategic Enrollment Management and Completion Steering Committee:
  - [2023-2024 Committee and Sub-committee Structure](#)
  - 2023-2024 Running Agenda and Notes for Committee Meetings (Updated [02/08/2024](#))
  - Progress Dashboard for Completion Plan 3.0 (Updated [03/08/2024](#))
- Targeted Recruitment Strategies:
  - [Adult Learners](#)
  - [Concurrent Enrollment Students](#)
  - [Online Learners](#)
  - [TRIO Programs](#)
- [UVU Completion Plan 3.0](#)
- [UVU Mission](#)
- [UVU Online](#)
- UVU Policy:
  - [UVU Policy 501, Undergraduate Admissions and Enrollment](#)
- [Wolverine Welcome Week Kick-Off Event](#)

### *Evidence for 1.D.2*

- 2024 Utah Legislature General Session:
  - UVU Presentation to the Higher Education Appropriations Subcommittee ([01/31/2024](#))
- Data Dashboards From Business Intelligence and Research Services Department Website:
  - [Completions](#)
  - [One-Year Retention Rates](#)
  - [Outcome Measure](#)
  - [Persistence Rates](#)
  - [Post-Graduation Success](#)
- [IPEDS Data Feedback Report](#)
- [Student Achievement Indicators for UVU and Regional and National Peers](#)
- [USHE Data Dashboards](#)
- UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#)):
  - [Include, Strengthen Inclusivity](#)

### *Evidence for 1.D.2*

- [UVU Comparable Institutions](#)
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### *Evidence for 1.D.3*

- [2023 Subpopulation Fact Sheets](#)
  - [Data Dashboards for UVU Balanced Scorecard](#)
  - [Data Dashboards With Key Performance Indicators for Academic Programs](#)
  - [DataUSA Profiles](#)
  - [IPEDS Data Feedback Report](#)
  - [USHE Weblinks](#)
  - UVU Balanced Scorecard (Approved by University Executive Council on [04/04/2024](#))
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### *Evidence for 1.D.4*

- [2022-2023 Internship Impact Study](#)
  - [Key Performance Indicators](#)
  - [Overview of Impact Studies Conducted From Fall 2020 Through Fall 2023](#)
  - [Overview of Targeted Strategies in the Business Intelligence and Research Services Department](#)
  - [Service Portal for Data Requests](#)
  - University Executive Council Meeting Minutes From [06/03/2021](#)
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### *Addenda Sources*

- [2020 NWCCU Year 3: Mid-Cycle Review Acceptance Letter](#)
  - 2023 NWCCU Year 6: PRFR:
    - [Identification Verification and Privacy Measures in Distance Education Courses or Programs: Pages 86-88](#)
      - ❖ [Required Evidence A](#): Policies and procedures for ensuring the student who registers in a distance education course and program is the same student who participates in the course and receives credit.
      - ❖ [Required Evidence B](#): Policies and procedures make it clear that these processes protect student privacy.
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### *Addenda Sources*

- ❖ [Required Evidence C](#): Notification to students at the time of registration of any additional charges associated with verification procedures.
  - ❖ [Required Evidence D](#): Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses and programs.
  - ❖ [Supplemental Evidence](#)
    - [2023 NWCCU Year 6: PRFR Evaluation Committee Report](#)
    - [2023 NWCCU Year 6: PRFR Review Finding Addressed](#)
    - [USDE College Scorecard for UVU \(Authoritative Source for Loan Default Rate\)](#)
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