

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports¹

R401-1 Purpose. To establish criteria and procedures for new programs of instruction that ensure rigorous scrutiny—beginning at the institutional level and then by an institution’s peers—and encourage a range of sustainable degrees and other credentials within each institution’s mission and that meet or exceed national standards. This policy also creates procedures for approving or discontinuing programs and notifying the Board of Higher Education of changes to academic program and administrative units.

R401-2 References.

- 2.1** [Utah Code § 53B-16-102](#), Changes in Curriculum
- 2.2** [Board Policy R220](#), Delegation of Responsibilities to the President and Board of Trustees
- 2.3** [Board Policy R312](#), Configuration of the Utah System of Higher Education and Institutional Missions and Roles
- 2.4** [Board Policy R315](#), Service Area Designations and Coordination of Off-Campus Courses and Programs
- 2.5** [Board Policy R411](#), Cyclical Institutional Program Reviews
- 2.6** [Board Policy R470](#), General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

R401-3 Definitions.

3.1 Academic Awards. Academic awards range from certificates to doctoral degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, institutions may establish additional requirements and course work.

3.1.1 Certificate of Proficiency. A program of study that prepares students for an occupation. It does not require, but may include, general education courses. The certificate requires 16 to 29 semester credit hours or 600 to 899 clock hours. It consists entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

¹ Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 8, 2002, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, November 18, 2011, November 16, 2012, July 19, 2013, September 18, 2015, July 21, 2017, September 21, 2018, and May 18, 2023.

3.1.1.1 CTE Certificate of Proficiency. A certificate of proficiency that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

NOTE: Institutional certificates of proficiency require less than 30 semester credit hours, or 900 clock hours) and are not eligible for federal financial aid. Institutions may establish institutional certificates without notifying the Board. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

3.1.2 Certificate of Completion. A program of study that prepares students for an occupation. It requires a recognizable general education core in communication, computation, and human relations. The general education core may be embedded within program courses. The certificate requires a minimum of 30 semester credit hours or 900 clock hours and typically does not exceed 33 semester credit hours or 990 clock hours. It consists entirely of undergraduate courses and has no prerequisite courses, conditions, or degrees required for admission to the program. Institutions should demonstrate how certificates requiring more than 36 semester credit hours or more than 1,080 clock hours can lead to an associate's and/or bachelor's degree within the normal credit hour requirements for that degree. When appropriate, institutions should include transfer agreements in the program proposal.

3.1.2.1 CTE Certificate of Completion. A certificate of completion that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

3.1.3 Associate of Applied Science (AAS) Degrees. Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. These degrees require a minimum of 63 and a maximum of 69 semester credit hours. General education requirements are typically less extensive than in AA or AS degrees, and include composition, computation, and human relations. General education learning outcomes may be embedded in discipline courses, and the institution documents how and where the learning outcomes are embedded. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4 Associate of Arts (AA) and Associate of Science (AS) Degrees. Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component and prepare students for upper-division work in baccalaureate programs or for employment and responsible citizenship. The degree requires a minimum of 60 and a maximum of 63 semester credit hours, which include 30 to 39 semester credit hours of general education course work. Institutions structure associate degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4.1 Specialized Associate's Degrees. Associate's degrees that include extensive specialized course work—such as the Associate of Pre-Engineering—and are intended to prepare students to initiate upper-division work in a particular baccalaureate program. These degrees require a minimum of 68 and a maximum of 85 semester credit hours, which include a minimum of 28 semester credit hours of preparatory, specialized course work, and general education requirements that may be less extensive than in AA or AS degrees. Because students may not fully complete an institution's general education requirements while completing a specialized associate's degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Specialized associate's degree programs have formal, written, articulation agreements for the courses transferring. In some cases, articulation may be system-wide.

3.1.4.2 Pre-Major. Associate's degrees that include a set of courses designed to prepare students for upper-division work in a specific major. Pre-major courses in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the USHE major committees. Pre-majors must follow statewide articulation agreements where such agreements have been formulated. When a pre-major affects students transferring from two-year institutions, sponsoring institutions should pursue formal articulation agreements and students should be clearly informed of the transferability of the courses taken in the pre-major at the two-year institution. Upon transfer, students should generally be able to complete the baccalaureate degree in two additional years of full-time study.

3.1.5 Baccalaureate Degrees: Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor of Applied Science (BAS). Programs of study that include general education and

major course work, and that prepare students for employment in a career field and responsible citizenship. Students can typically complete these degrees in four years of full-time study. Baccalaureate degrees require a minimum of 120 and maximum of 126 semester credit hours.

3.1.5.1 Professional Bachelor's Degrees. A professional degree that prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. It may exceed the maximum of 126 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.5.2 Baccalaureate Pre-Major. At four-year institutions not offering an AA or AS degree, the term “pre-major” applies to preparatory, lower-division courses required for acceptance into a major. Pre-major course work is not sufficient to admit the student to the major in cases where the institution has admission requirements for the major and a limit on the number of students who may pursue the major. Courses in a baccalaureate pre-major should be the same or similar to those offered by the two-year programs as determined by the USHE major committees.

3.1.5.3 General Studies Bachelor's Degrees. See *General Studies Bachelor's Degrees Guidelines, Appendix A*, for conditions that should be met in the design of general studies degrees.

3.1.5.4 Bachelor of Applied Science (BAS) Degrees. Programs of study typically designed as completion programs that build upon a prerequisite core of learning acquired from previous educational attainment that may have occurred through a variety of programs, higher education institutions, or applied learning contexts. The degree focuses on workforce or other specific applied preparation, and links to industry or organizations where opportunities for applied learning are available to students and are integrated into program requirements. When a BAS program is designed to receive an AAS program as a stackable credential, students can typically complete the BAS within two years of full-time study beyond the AAS degree.

3.1.5.5 Minor. A grouping of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

3.1.5.6 K-12 Teaching Endorsement. A collection of courses, built upon an approved teacher education program that prepares K-12 teachers or teacher candidates to meet specific area certification as established by the Utah State Board of Education.

3.1.6 Post-baccalaureate Certificate. A program of study requiring less than 30 semester credit hours and composed of undergraduate and/or graduate courses. The program requires a bachelor's degree for admission.

3.1.7 Post-master's Certificate. A program of study less than 30 semester credit hours and composed entirely of graduate-level courses. The program requires a master's degree for admission.

3.1.8 Master of Arts (MA) and Master of Science (MS) Degrees. Graduate-level programs of study beyond the bachelor's degree. A master's degree requires a minimum of 30 and maximum of 36 semester credit hours of course work.

3.1.8.1 Professional Master's Degrees. Professional master's degrees, such as the Master of Business Administration or Master of Social Work, may require additional course work or projects. May exceed the maximum of 36 semester credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.9 Doctoral Degrees. Graduate-level programs beyond the master's degree in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects. Doctoral degrees generally require three to six years of study, preparation and defense of a dissertation based on original research, or planning or execution of an original project demonstrating substantial artistic or scholarly achievement.

3.1.9.1 Professional Practice Doctoral Degrees. Provide knowledge and skills for credentials or licenses required for professional practice. Pre-professional and professional preparation for degrees such as the juris doctorate and medical doctorate requires at least six years of full-time study.

3.2 Articulation Agreement. A formal agreement between two or more institutions documenting the transfer policies for a specific academic program or degree. Agreements may cover any course of study, including certificates and/or degree programs. Institutions shall address transfer and articulation agreements between lower and upper-division programs at the annual USHE major committee meetings. Institutions may enter into additional transfer and

articulation agreements, such as those in Career and Technical Education (CTE). If the CTE agreements affect general education transfer and articulation, the sponsoring institution shall inform other USHE institutions through the USHE majors committee.

3.3 Branch Campus/Extension Center. For the purposes of this policy, a location of an institution that is geographically apart and independent of the main campus and is permanent in nature.

3.4 Career and Technical Education (CTE). Designation given to certain programs consistent with state and national career and technical education definitions.

3.5 Centers, Institutes, or Bureaus. Administrative entities that primarily perform research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

3.6 Chief Academic Officer (CAO). The institution's chief academic officer responsible for the institution's academic affairs.

3.7 Classification of Instructional Programs (CIP) Code. The code associated with a particular program of study as specified by the USHE institution and informed by the National Center for Education Statistics (NCES) taxonomy of programs.

3.8 College or Professional School. An academic unit within a Utah System of Higher Education (USHE) institution that is headed by an academic dean.

3.9 Council of Chief Academic Officers. The CAOs of all USHE institutions.

3.10 Emphasis. A collection of courses within an associate of applied science, baccalaureate, or graduate degree that gives students a specific focus in a particular sub-area related to the identifiable core of courses required for the degree. Emphases must be clearly within the major field of study specified for the degree.

3.11 Institution of higher education/Institution. An institution that is part of the Utah System of Higher Education described in Utah Code 53B-1-102(1)(a)-(i).

3.12 Major. The discipline in which the degree resides.

3.13 Office of the Commissioner of Higher Education (OCHE). The Utah Commissioner of Higher Education and his/her staff.

3.14 Peer Review Committee: The Council of Chief Academic Officers or designees who review programs of instruction, new colleges or schools.

3.15 Program. A program of curriculum that leads to the completion of a degree, certificate, or other credential.

R401-4 Authority for Program Approval and Mission Alignment.

4.1 An institution may, with the approval of its Board of Trustees, establish a new program of instruction that is within the institution's primary role as established in Board Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2 An institution may not establish the following without Board of Higher Education approval:

4.2.1 A branch, extension center, college, or professional school;

4.2.2 A new program of instruction that is outside of the institution's primary role.

4.3 This chart shows the program levels for which institutions are authorized to offer programs without Board of Higher Education approval.

4.3.1 Institutions unsure whether a proposed program is within their mission may consult the Office of the Commissioner for a determination from the Board.

4.3.2 Programs determined to be outside an institution's mission may be approved under the process described in R401-5.

R401-5 Notification of New Programs, Credentials, Reviews and Other Changes.

5.1 Institutions shall notify OCHE for the following new programs, credentials or changes:

5.1.1 All programs considered for peer review under section 6.1.

5.1.2 New Certificates of Proficiency (except Institutional Certificates of Proficiency);

5.1.3 New Certificates of Completion;

5.1.4 New Post-baccalaureate and Post-masters Certificates;

5.1.5 New Minors;

5.1.6 New Emphases within an –approved degree;

5.1.7 New K-12 Endorsements;

5.1.8 Existing Program Changes including:

5.1.8.1 Program Transfer;

- 5.1.8.2** Program Restructure;
- 5.1.8.3** Program Consolidation;
- 5.1.8.4** Program Suspension;
- 5.1.8.5** Program Discontinuation;
- 5.1.8.6** Program Name Change;
- 5.1.8.7** Out-of-Service Area Delivery of a Program; and
- 5.1.8.8** Reinstatement of a Previously Suspended Program.

5.1.9 Program Reports including:

- 5.1.9.1** Three-Year Follow Up Reports; and
- 5.1.9.2** Cyclical Institution Program Reviews (R411).

5.1.10 Administrative Unit Changes including:

- 5.1.10.1** New Administrative Units;
- 5.1.10.2** Administrative Unit Transfer;
- 5.1.10.3** Administrative Unit Restructure;
- 5.1.10.4** Administrative Unit Consolidation; and
- 5.1.10.5** Reinstatement of Previously Suspended Administrative Units.

5.1.11 Creation of Non-Administrative Units including:

- 5.1.11.1** New Centers;
- 5.1.11.2** New Institutes;
- 5.1.11.3** New Bureaus.

5.2 Institutions shall follow R401-7, *Proposal and Notification Submission Procedures*, and appropriate template instructions. Notification items will be posted to the OCHE database and will appear as an information item on the Board of Higher Education agenda. Notification items do not require Board approval but may be examined to ensure they are congruent with the institution's mission under R401-4.

5.3 Notification Guidelines.

5.3.1 Out-of-Service-Area Delivery of Programs. Institutions that offer programs outside their designated service area must seek approval (see R315, *Geographic Service Regions*; R312, *Institutional Mission and Roles*).

5.3.2 Discontinuing or Suspending Programs. An institution discontinues a program when it removes the program from the institution's and the Board's list of approved programs, but only after current students have an opportunity to complete. An institution suspends a program when it temporarily prohibits students from enrolling in the program. The program remains on the Board's list of approved programs and may, at the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

5.3.2.1 Student Completion in Discontinued or Suspended Programs. Students currently admitted to the program must be provided a path to complete the program in a reasonable period of time compatible with accreditation standards. This may require: (1) enrolling students at other institutions of higher education; or (2) offering courses for a maximum of two years after discontinuing the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

5.3.2.2 System Coordination. Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuing unnecessary duplicative programs within the USHE, particularly programs that may be high cost and/or low producing.

5.3.3 Reinstatement of Previously Suspended Program or Administrative Unit. If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution shall notify the Board of Higher Education using the notification template. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content that are identical to the original program. If either the name or curricular content of the program have changed, the institution will submit the program as a new program and discontinue the suspended program.

R401-6 Peer Review for New Proposed Programs.

6.1 The following Programs Require Peer Review before being approved by either the Board of Trustees or the Board of Higher Education:

6.1.1 Associate of Applied Science (AAS) Degrees.

6.1.2 Associate of Arts (AA) and Associate of Science (AS) Degrees.

6.1.3 Baccalaureate Degrees.

6.1.4 Master's Degrees.

6.1.5 Doctoral Degrees.

6.1.6 New colleges or professional schools.

6.2 Peer Review Process. The Commissioner's staff will coordinate the peer review process.

6.2.1 Review by the Commissioner's Staff. Institutions shall submit full program proposals, including financial and budget analyses, to the Commissioner's staff for review and comment.

6.2.2 Peer Review by Council of Chief Academic Officers. After the Commissioner's staff has determined the proposal is ready for peer review, they will forward the proposal to the CAOs. The CAOs will review the proposal and may submit comments or questions for response from the other CAOs. The Peer Review Committee will meet with the Commissioner's staff to discuss the proposal, the peer institutions' comments or questions, external reviews (if applicable), and the Commissioner's staff's evaluation. Feedback from the CAOs may be included in the Peer Review Report.

6.2.3 Report on Peer Review. The Commissioner's staff shall issue a report with the results of the peer review to the board of trustees for its consideration when determining whether to approve the proposed program. The Commissioner will convey the final report to the Board of Higher Education. If the proposed program is within the institution's mission, the report will be an information item for the Board of Higher Education. If the proposed program is outside of the institution's mission, the institution and its board of trustees shall determine whether they wish pursue the program by seeking Board of Higher Education approval as outlined in section 7.1.

6.2.3.1 Budgetary Considerations Separate From Approval. Program approval by the Board consists only of authorization to offer a program. Budget requests necessary to fund the program, such as differential tuition or building appropriations, shall be submitted separately through the regular budget procedure.

6.3 Review by Specialized Groups. Review by specialized groups may be conducted concurrently with peer review. The following types of programs require specialized review as noted.

6.3.1 Career and Technical Education (CTE) Programs. CTE programs shall go through the regional career and technical education planning process, as implemented in the proposing institution's region, which has the primary purposes of: (1) planning CTE certificate and

associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and providing a transition for secondary students into postsecondary programs; and (2) avoiding unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region. Results of the review process shall be provided to the Board when a CTE program proposal is submitted for notification.

R401-7 Board's Review, Approval, or Elimination of Programs.

7.1 Proposed New Programs Outside an Institution's Mission. An institution may submit a program determined to be outside of its mission to the Board of Higher Education for consideration as follows:

7.1.1 Institutions shall first submit their proposal in accordance with the *Proposal and Notification Submission Procedures* established in section 9.

7.1.2 The institution's CAO will forward full program proposals to the Commissioner's Office for review and comment.

7.1.3 The Commissioner's Office will conduct a detailed review and analysis of the proposed program to assess labor market demand, the feasibility of partnerships with other USHE institutions with similar programs, regional need, and whether there is an adequate level of support for the new program.

7.1.4 As part of its review, the Commissioner's Office will also analyze:

7.1.4.1 How well the institution proposing the new program is performing in its primary institutional role as measured by: accreditation reviews, the financial feasibility of both the institution and the proposed program, USHE's performance metrics, and other metrics determined by the Board;

7.1.4.2 Whether the institution has an existing, well-performing program at a lower award level that can be built upon for the out-of-mission award;

7.1.4.3 Whether the newly proposed program involves transforming a well-performing program that has experienced a shift in the occupational or licensure demands for a higher-level credential requiring the existing program to be scaled up to remain relevant;

7.1.4.4 Whether existing programs at other USHE institutions can be made available online to students within the requesting institution's service region and/or whether additional seats are needed in existing programs to meet state needs; and

7.1.4.5 Whether the requesting institution has thoroughly explored partnership with a USHE institution authorized to provide the program and a partnership has been determined to be infeasible.

7.1.5 Once they have reviewed the proposed program, the Commissioner's Office will submit the full program proposal and all attendant issues to the Board for review. The Board will review the program proposal and request additional information or consultation as appropriate.

7.1.5.1 The Board may request more information or consultation.

7.1.5.2 When determining whether to approve a proposed program, the Board shall consider:

7.1.5.2.1 Whether such a program is the best use of state resources;

7.1.5.2.2 Whether the program would duplicate existing program(s); and

7.1.5.2.3 Whether all possibilities of partnership have been exhausted.

7.1.5.3 It is within the Board's discretion to ask another institution with the appropriate mission to develop a new program in partnership with the requesting institution instead of approving a new out-of-mission program.

7.2 Board Review and Termination of a Program Outside an Institution's Mission.

7.2.1 If the Board of Higher Education determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Higher Education may call for review of that program.

7.2.2 The Commissioner shall notify the institution's President and Board of Trustees Chair in writing that the Board will review the program.

7.2.3 Within 30 days of notification, the institution shall submit to the Commissioner's Office the materials the Board of Trustees reviewed in approving the program.

7.2.4 The Commissioner's Office will review the materials, request additional information or documentation as necessary, conduct a hearing in which the institution may participate, and make a recommendation to the Board of Higher Education for final action.

R401-8 Reports. Within three years of implementation, institutions shall submit a report on all programs that require a peer review under R401. Institutions shall submit reports using the appropriate USHE report template.

8.1 Cyclical Institutional Program Reviews. Institutions submit five- and seven-year reviews of programs approved under R401 (See Board Policy R411, *Cyclical Program Reviews*).

8.1.1 List of Scheduled Program Reviews. The annual list of scheduled reviews as defined in R411, *Review of Existing Programs*, including date of review, is due at the beginning of each September.

R401-9 Proposal and Notification Procedures.

9.1 Proposal Templates. Proposals for new programs, administrative units, changes to existing programs and administrative units, out-of-service area delivery, or program reports are submitted to the Commissioner's office using the designated USHE Full Template, Abbreviated Template, or Notification Template (see R401-7 and R401-8). Current versions of all proposal and report templates are available online. Institutions must follow the template's instructions.

9.1.1 Classification of Instructional Program (CIP) Codes. When preparing the Full, Abbreviated, or Notification Template, the institution must choose an appropriate CIP code. For CIP code classifications, see nces.ed.gov/ipeds/cipcode/. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

9.1.2 Transmission of Proposals. The Chief Academic Officer will submit proposals to the Academic and Student Affairs Staff (academicaffairs@ushe.edu).

9.1.3 Records. The institution is responsible for maintaining a record of proposal. OCHE is not responsible for storing electronic copies of submitted proposals.

R401, Appendices

Appendix A: General Studies Bachelor's Degree Guidelines

A General Studies Bachelor's Degree proposal must:

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.
2. Define the audiences for this degree including types and needs of students.
3. Discuss the value of the degree to graduates of this program.
4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)
5. Provide evidence that intentionality of student learning is expected and built into the course of study.

6. Show how the proposed degree will require and evaluate curricular coherence.
7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.
8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.
9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.
10. Require a curricular concentration.
11. Clarify how academic oversight will be provided by faculty.
12. State graduation standards.

R411, Cyclical Institutional Program Reviews¹

R411-1 Purpose: To provide policy and procedures for the review of existing programs in the Utah System of Higher Education (USHE). The primary purpose for conducting institutional program reviews is to improve the quality of education.

R411-2 References:

- 2.1** Utah Code §53B-16-102, Changes in Curriculum
- 2.2** Policy and Procedures R220, Delegation of Responsibilities to the President and Board of Trustees
- 2.3** Policy and Procedures R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

R411-3 Responsibility: The chief responsibility for reviewing existing programs is assigned to institutional faculty and administrators, and to institutional Boards of Trustees (Trustees) with accompanying Board of Regents (Regents) oversight. Program review is accomplished through the combined efforts of presidents, vice presidents, provosts, deans, department chairs, and faculty so that meaningful change can occur.

R411-4 Review Procedure: Program reviews will be evaluated first by the institutional Board of Trustees, and then forwarded to the Commissioner of Higher Education and Commissioner's Academic Affairs staff for review and recommendation to the Regents as a General Consent Calendar item.

4.1 Review Committees: Program reviews will be conducted in accordance with procedures developed by each institution consistent with its respective faculty governance system. Departments whose programs are under review shall prepare detailed written materials for review committees based on system and institutional criteria. Review committees for each program shall be established that include a minimum of (1) two external reviewers with expertise in the discipline, or (2) one external reviewer and one internal reviewer not affiliated with the program. External and internal reviewers shall be individuals holding positions as academic administrators and/or faculty. Additionally, Program Advisory Committee members and/or other external industry experts may be used.

¹ Approved July 15, 1980; amended September 13, 1983, March 20, 1984, April 11, 1986, November 17, 1989, July 27, 1990, May 29, 1998, October 27, 2005, March 24, 2009, September 16, 2011, and July 31, 2015.

4.2 Submissions: Institutional Chief Academic Officers (CAOs) shall provide summaries of completed program reviews to the Commissioner’s Academic Affairs staff. The summaries shall include the reviewers, a program description, five-year faculty/student data, five-year financial data, a program assessment, and the institution’s response (see Program Review Template, Section 6).

4.3 Evaluations: Program review summaries will be evaluated by the Commissioner’s staff, who may ask for further information. In addition to the completed program review template, institutional CAOs shall provide to the Commissioner’s Academic Affairs staff copies of regional and specialized accreditation reports, including focused and interim reports, and other reports upon request. The staff will prepare program reviews as items for the Regents’ General Consent Calendar.

4.4 Programs with Specialized Accreditation: If a program holds specialized accreditation from an organization recognized by the Council for Higher Education Accreditation or the U.S. Department of Education (as advised by the National Advisory Committee on Institutional Quality and Integrity), an institution may choose to submit the specialized accreditation letter(s) and report(s) in lieu of conducting and submitting a program review as described herein.

R411-5 Review Schedule: To ensure a thoughtful and careful examination of each program in the USHE, the following review schedule should be followed as closely as possible.

5.1 Doctorate-granting and Master’s Universities: All programs will be reviewed at least once every seven years, except where the specialized accreditation cycle for a program may be different.

5.2 All Other Institutions: All programs will be reviewed at least once every five years, except where the specialized accreditation cycle for a program may be different.

5.3 List of Scheduled Program Reviews: An annual list of scheduled program reviews is due to the Commissioner’s Academic Affairs staff at the beginning of each September.

R411-6 Program Review Template: The template specifies the information to be supplied and provides the format to be used when submitting the review for the Regents.

Instructions:

- The Program Review Template should be used for those items identified as needing the Report Template in R411 and listed as possible items to check on the Cover/Signature Page below.
- A Report Template consists of a Cover/Signature Page and a Five- or Seven-Year Program Review.

- Prepare the Five- or Seven-Year Follow-Up Report per R411 instructions as a Word document (no PDF formats). When descriptions of the content required for each section appear in this font color, the descriptive italics are to be removed and replaced with the institutional content before the institution submits the proposal to the OCHE.
- Institutions providing evidence of specialized accreditation in lieu of conducting a Five- or Seven-Year Program Review should submit the Cover/Signature Page with the appropriate specialized accreditation letter(s) and report(s) attached.
- The CAO or his/her designated representatives should e-mail the completed Program Review material (including electronic signature) to academicaffairs@ushe.edu.
- The institution is responsible for maintaining a record of the submission as the OCHE Academic and Student Affairs office is not responsible for storing electronic copies of submitted reviews.

Cover/Signature Page – Program Review Template

Institution Submitting Review: Name of Institution

Program Title: Name of Program

School or Division or Location: Name of School/Division Location

Department(s) or Area(s) Location: Name of Department/Area Location

Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Review Type (check one):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: MM/DD/YEAR

Printed Name: *Name of CAO or Designee*

Five- or Seven-Year Program Review

Higher Education Institution

Program

MM/DD/YEAR

Reviewers: *(Add bullets as needed. Remove italics when using template)*

External Reviewer(s), Affiliation

Internal Reviewer(s), Affiliation

Program Description: *One- to three-paragraph description of the program. (Remove italics when using template).*

Data Form: *Faculty, student, and financial data for the past five years.*

The following table in R 411 is designed to gather data about the institutional unit being reviewed. The table has been designed to present consistent data to Trustees and Regents who will receive the report. Institutions decide on the configuration of the unit to be reviewed, and in most cases, the review is at the department level. However, in some instances, the unit being reviewed provides services that are different from those provided by traditional academic departments. When providing data on such units, please offer an explanation that clarifies the purpose of the unit, preparation of faculty or staff who provide the service, attendance data on participants, cost of providing services, and any credential that may be offered to completers if this applies. With sufficient explanation, the data table can be adjusted for that purpose. Use this template and make appropriate changes to present a full picture of the unit that was reviewed.

R411 Data Table					
Department or Unit--	Year	Year	Year	Year	Year
	2XXX	2XXX	2XXX	2XXX	2XXX
Faculty					
Headcount					
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
With Master's Degrees					
Full-time Tenured					

Full-time Non-Tenured					
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)					
Teaching Assistants					
Part-time (May include TAs)					
Total Faculty FTE					
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees					
Number of Students (Data Based on Fall Third Week)					
Total # of Declared Majors					
Total Department FTE*					
Total Department SCH*					

*Per Department Designator Prefix					
Student FTE per Total Faculty FTE					
Cost (Cost Study Definitions)					
Direct Instructional Expenditures					
Cost Per Student FTE					
Funding					
Appropriated Fund					
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition					
Total					

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers. (Remove italics when using template.)

Institution’s Response: Responses to review committee findings and recommendations. (Remove italics when using template.)

Institutional Roles & Program Approval

Academic Program Approval and Review within USHE

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The Utah System of Higher Education uses clearly defined institutional roles and geographic services regions to ensure that residents have access to quality higher education program offerings. Specific roles define the types of instructional programs that institutions may offer, and geographic services regions define which institutions have primary responsibility for higher education within individual counties. The combination of roles and services regions helps to ensure equitable distribution of educational opportunities across the state while also ensuring that there is no unnecessary and costly duplication of programming, especially by institutions within close proximity to each other.

Institutional Roles

Utah State Code defines four different roles for institutions within the Utah System of Higher Education (USHE). It assigns the Board of Higher Education the responsibility of defining the types of academic or instructional programs that may be offered within those institutional roles. Board Policy R312 defines:

- the level of program and types of credentials (certificates and degrees) that institutions with a particular role may offer;
- special characteristics of the institutional role, such as whether it may have selective admissions or open admissions;
- broad fields of study that are within the institution's specific mission; for example, veterinary doctoral programs being assigned to Utah State University and medical doctoral programs assigned to the University of Utah.

The four institutional roles within the USHE are:

- **Technical Colleges:** The system's technical colleges provide "technical education," or occupationally-focused short-term, certificate-based training programs that are offered at a highly subsidized tuition rate. Because the geographic service regions of individual technical colleges overlap with regional universities, the technical colleges are prohibited by state law from offering general education programs or classes that would unnecessarily duplicate degree programs. The institutions authorized to provide technical education are Bridgerland, Ogden-Weber, Davis, Uintah Basin, Tooele, Mountainland, Southwest, and Dixie Technical Colleges, and the technical college units within Salt Lake Community College, Snow College, and Utah State University.
- **Community Colleges:** The two community colleges, Salt Lake Community College and Snow College, provide career and technical education and transfer associate degree programs and are open-access institutions. Both also include a technical college unit and offer technical certificates.
- **Regional Universities:** The four regional universities are authorized in state code to provide career and technical education, undergraduate associate and baccalaureate programs, and select master's degree programs to fill regional demands. These include Weber State University; Southern Utah University; Utah Tech University; and Utah Valley University. Each institution has a specific focus identified in its mission statement, such as SUU's emphasis on experiential learning and Utah Tech's polytechnic focus. All are required to be open-access institutions and fulfill the community college, but not the technical college, role for their geographic service regions. The "career and technical education" (CTE) responsibilities assigned to regional universities in state code are primarily associate degree programs and are linked to eligibility for special federal Perkins CTE funding but should not duplicate instructional programs offered by the technical colleges.
- **Research Universities:** State code specifies that only the University of Utah and Utah State University may be classified as research universities, which are authorized to provide undergraduate, graduate, and research programs. The Board has further clarified the missions of both institutions, with Utah State University serving as the state's Land Grant and Space Grant institution and the University of Utah housing the state's only medical school. As research universities, both institutions are highly selective in their student admissions standards, although USU also includes community college and technical college units with open admissions processes through its Price, Blanding, and Moab campuses.

Presidents and Boards of Trustees are able to determine specific institutional mission statements within their defined role, which are then approved by the Board of Higher Education. These mission statements are updated periodically to reflect the strategic plans of the institutions, roughly about every 5-6 years.

Geographic Service Regions and Program Offerings

State code specifically calls for the Board to "develop strategies for providing higher education, including career and technical education, in rural areas" (53b-1-402). As a result, the Board has encouraged a system of robust colleges and universities across multiple geographic regions in order to fully meet the needs of the state.

The Board assigns geographic service regions to each institution through Policy R315 and gives institutions the primary responsibility for ensuring broad and adequate access to higher education within their regions. USHE institutions are not allowed to offer programs within another institution's region unless approved by the Board of Higher Education, with the exception of technical colleges, whose service regions overlap with universities. Institutions may receive permission from the Board to provide programs outside their service area if the primary institution is unable or unauthorised to provide a specific type of program (such as a doctoral program) or if the institutions are working in partnership to jointly provide a program. Online education is not bound by geographic regions and is open to students throughout the state.

The importance of a breadth of offerings within service regions was highlighted in a 2019 report commissioned by the state legislature and completed by the National Center for Higher Education Management Consulting (NCHEMS). Distinctive cultural patterns in Utah affect where students choose to go to college and, therefore, the types of programs the Board should ensure will be offered by USHE institutions. Those Utah patterns include:

1. The tendency to delay college enrollment after high school graduation, particularly associated with LDS missionary service and a desire to work first to avoid debt for college (NCHEMS 4).
2. Loan aversion and a lack of state grants or other means of addressing affordability for middle-income families, which means many students work while attending school and consequently delay enrollment, attend school part-time, and extend their time to graduation.
3. A higher and younger marriage and parenting rate than in other parts of the country, which results in many students, especially women, delaying or postponing degree completion.
4. A pronounced disinclination for Utah students to attend institutions far from home. The report notes, "Enrollments of Utah residents, even at the University of Utah, are predominantly comprised of students who live nearby, although some [institutions] do attract students from other states or countries. Perhaps somewhat surprisingly, Snow College turns out to be the most geographically diverse USHE institution, at least in terms of serving Utahns in large proportions from many counties. Meanwhile, the University of Utah effectively recruits non-residents from other states with its substantial national presence and brand name, but Utahns in attendance—nearly half of its total undergraduate students and over 60 percent of its resident students—are predominately from the institution's home county. In other words, so long as Utahns stay in-state for college, they are likely to enroll at a local option. This has major implications for where capacity has to be provided, especially in the context of localized rapid population growth" (NCHEMS 18).

The NCHEMS report urged the Board to be mindful of these patterns and to ensure an appropriate range of program and degree offerings at USHE institutions in order to provide Utahns with access to comprehensive educational offerings wherever they may live (NCHEMS 4, 19).

In terms of the types of programs USHE institutions should offer, the NCHEMS report noted that the stakeholders interviewed for the study were "generally satisfied with the availability of graduates at the baccalaureate level," but noted a consistently critical need for teachers and healthcare workers across the state. Although it encouraged the Board to anticipate unmet demand for specific, highly focused programs, including "aeronautical engineers, computer science and related engineering disciplines," it also noted that those occupational needs may be clustered in particular geographic regions rather than widespread across the state. It emphasized the critical need in rural communities for workers who are broadly trained via associate and bachelor's degrees rather than being focused too narrowly on specific occupational skills. The report also highlighted the state's demand for academic programs that will help individuals grow and build their own small businesses rather than entry-level work in existing occupations. (NCHEMS 30)

The NCHEMS study made the following suggestions about program offerings:

- "Programs should strike an appropriate balance between the specific and the general, reflecting the fact that occupations in remote locations are likely to demand a broader range of skills, knowledge, or expertise from fewer workers, as opposed to highly specialized occupations, such as technical certificates or professional graduate degrees, in more populated areas.
- "Meeting a rural area's need for some academic programs may be fulfilled by a periodic single cohort rather than a steady supply. Program cohorts may need to be built collaboratively among prospective students across the state.
- "Programs should be stackable and credits transferrable" between USHE institutions (NCHEMS 57-58).

Because the investment in new programs may be substantial or may have limited workforce demands, some programs are not widespread throughout the system and are restricted to particular institutions on the basis of their mission. The University of Utah, for example, is a selective institution and, as such, does not invest many resources in remedial or development education for underprepared students, as the community colleges and regional universities would do. However, as the system's flagship institution and only medical school, it does expend substantial resources on medical programs and intensive science programs that are not offered at other USHE schools. Similarly, Utah State University, as the system's Land Grant and Space Grant institution, offers agricultural, veterinary, and space-technology programs that are not provided at other institutions.

Programs that are in high demand by students, employers, and communities across that state are, of necessity, offered at multiple institutions to provide students with access to a comprehensive education. This especially includes high-demand liberal arts programs that provide a wide range of employment opportunities, as compared with more specialized programs with specific, less widely available, or geographically-focused employment outcomes. Education and nursing programs are also in critical need across the state.

Academic Program Approval

Because of this critical responsibility to ensure adequate program offerings across the state, the Board also has policies guiding the approval and review of instructional programs. The types of programs that USHE institutions offer are based on their institutional roles, missions, and the guiding parameters established in Board policies. State law requires the Board of Higher Education to delegate the authority to approve academic programs that fall within the defined institutional role to the appropriate Board of Trustees. Board Policy R401 outlines the approval process for academic programs and the parameters under which Trustees may approve programs. It defines the basic structure of certificates and degrees that degree-granting colleges and universities may offer, including the credit range allowed for specific degree types, whether the program must include general education requirements (which are explained in Policy R470), and distinctions between undergraduate and graduate programs.

State law specifies that the Board of Higher Education, not the Trustees, retains exclusive authority to approve "a degree, diploma, or certificate outside of the institution of higher education's primary role," if the Board is sufficiently satisfied with the "adequacy of the study for which the degree, diploma, or certificate is offered" (53B-16-103). The Board of Higher Education rather than the Board of Trustees must decide whether to approve:

- programs outside the institutional role;
- programs outside of the institution's geographic service region;
- any new branches, extension centers, colleges, or professional schools.

The Approval Process for Programs within the Defined Institutional Role: Boards of Trustees

Creating new degree programs most often begins within an academic department at a USHE college or university. Once a department has drafted its proposal, it must move through various levels of internal review at the institution, usually including the dean, the curriculum committee of its administrative unit (such as a "college" within a university or a "division" within a community college), the institution's general education committee, an institutional-level curriculum committee, the provost's office, and the budget office. These internal processes are defined by the institution itself.

Once a program proposal has passed through the various layers of internal review, it is forwarded to the Commissioner's Office via a template based on Policy R401, which asks the department to provide detailed information about:

- institutional capacity, such as faculty, lab space, and other resources;
- the estimated economic impact of the program, including its budget/fiscal costs and potential revenue;
- equity and access considerations for students;
- local, regional, and state needs that the program will address;
- workforce demand and student interest;
- duplication of programs at other institutions;
- the possibility of partnering with existing programs at other institutions rather than introducing an independent program;
- national disciplinary norms and expectations;
- special program accreditation requirements, if any, and;
- transferability with other institutions in the system.

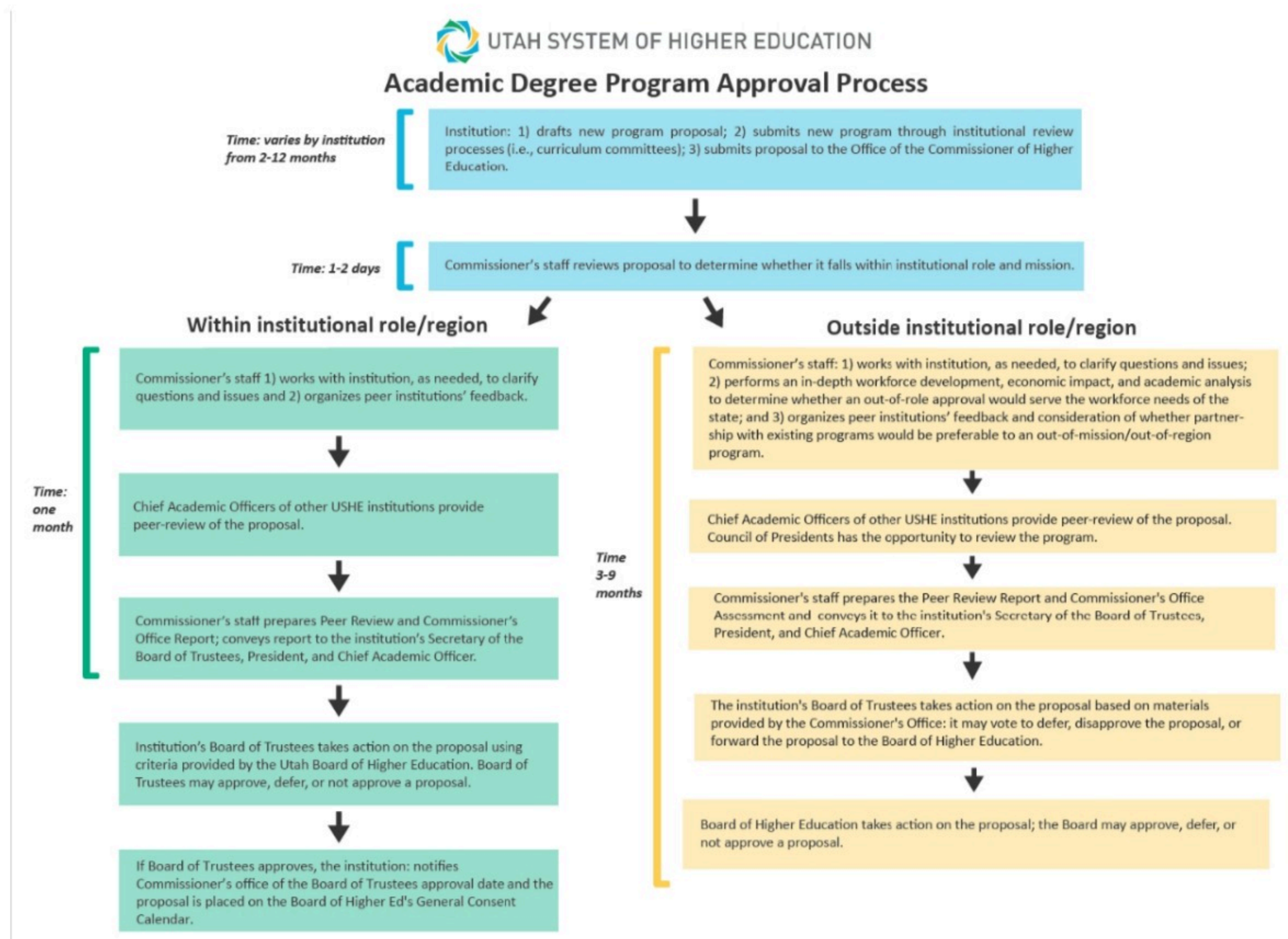
Once the template has been submitted, the Commissioner's Office reviews it to determine fit within the institutional role, performs an assessment of the program, and also sends the proposal out for written peer review by sister USHE institutions. The Chief Academic Officers of all of the degree-granting institutions meet monthly to provide additional feedback on new program proposals and have a chance to ask questions of the proposing department. This feedback is crucial for identifying unnecessary duplication of programming, correcting possible weaknesses or accreditation challenges with the program's design, and for offering support in helping to launch the program from affiliated faculty at other institutions. The Commissioner's Office records the feedback from these meetings and provides all of the written comments, a summary of the oral comments, and drafts an overall assessment from the Commissioner's Office. As part of their delegated responsibility from the Board of Higher Education, the Board of Trustees must use these assessments in their deliberations on approving the program. Once the Board of Trustees has approved a program, it is forwarded as an information item in the General Consent Calendar to the Board of Higher Education.

This process is designed to help departments, institutional committees, and boards of trustees carefully think through the investment of resources in new programs, including the possible need for new faculty, laboratory space or other physical plant needs, equipment, library materials, and expensive specialized accreditation.

The Approval Process for Out-of-Role Program Proposals: Board of Higher Education

Out-of-role program proposals undergo a much more intensive review by Commissioner's Office staff, including a detailed workforce demand/labor market analysis, exploration into the possibility of partnering with other institutions instead of offering an out-of-role program, and efforts to determine whether the program may be better offered at a degree level already approved for the institution. Commissioner's Office staff may contact accreditors, potential industry partners or employers, and USHE and non-USHE institutions for feedback as part of this assessment. Out-of-role program proposals also undergo the peer review process with sister institutions. The Commissioner's Office sends the outcomes and details of all of those reviews to the institutional Board of Trustees along with a recommendation. If the Trustees vote to proceed with the program, it is forwarded to the Board of Higher Education for final approval.

There have only been five out-of-mission programs approved within the system, all based on regional workforce needs. This includes two bachelor's degrees at Snow College and three clinical doctoral programs at regional universities for occupations where employment demands were shifting from master's degrees to doctorates. However, because state code specifies that "it is not the intent of the Legislature to increase the number of research universities in the state beyond the University of Utah and Utah State University," the Board has never approved an out-of-role research doctorate (53B-1-102).



Cyclical Program Review

Once a program has been approved by either the Trustees or the Board of Higher Education, it must undergo regular cyclical program reviews to ensure it is performing adequately. The process is outlined in Board Policy R411. The Commissioner's Office performs an initial review of a program, in consultation with the institution, 2-3 years after the program is offered to the first cohort of students in order to gauge whether it has launched successfully. Once degree programs are in operation, they are reviewed every seven years. Those cyclical reviews include internal institutional assessments based on criteria established by the Board; institutions are also required to solicit and forward evaluations performed by external evaluators from non-USHE institutions and any special reviews required by program accreditors. Disciplines across the system will also be collectively reviewed to determine whether there is unnecessary duplication between institutions and whether there is excessive enrollment to justify multiple programs.

In 2021, the Commissioner's Office established more stringent responses to programs that are struggling with enrollment, student completion outcomes, faculty hiring, specialized accreditation, or other difficulties. The new process includes working with the provosts of sponsoring institutions to place struggling programs on probation and identifying clear benchmarks that must be reached and reported on to the Board of Higher Education within a specified period of time (generally one year). If the program has not met the required benchmarks by the established deadline, the program will be discussed by the Board, which may require its termination. Programs that are performing adequately are listed on the Board's General Consent Calendar.

Institutions also conduct their own periodic reviews and may decide to terminate programs. These actions are also listed on the Board's General Consent Calendar.

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POLICY TITLE	Academic Program Review	Policy Number	603
Section	Academics	Approval Date	February 2, 1993
Subsection	Instruction and Curriculum	Effective Date	February 2, 1993
Responsible Office	Office of the Senior Vice President of Academic Affairs		

1.0 PURPOSE

2.0 REFERENCES

3.0 DEFINITIONS

4.0 POLICY

4.1 Program Evaluation Schedule

4.1.1 Each program at Utah Valley University undergoes an in-house evaluation every five years. Twenty percent of the programs are evaluated each year and shall include considerations of the following: internal and external reviews, department profile, faculty, students, program costs, program support.

4.1.2 Internal and External Reviews

- 1) Name and affiliation of members
- 2) Brief description of procedure followed

4.1.3 Department Profile

- 1) Program description, including curricular offerings
- 2) Degrees, diplomas, and/or certificates offered through the program



- 3) Program consistency with university mission, role assignment, and goals
- 4) Interaction with other programs on campus (support for other majors, etc.)
- 5) Transferability to and from similar programs at other Utah State Higher Education (USHE) institutions
- 6) Special departmental characteristics
- 7) For vocational-technical programs, a list of the members of the Program Advisory Committee, the business/industry they represent, and committee activities concerning curriculum, equipment, and faculty

4.1.4 Faculty

- 1) Headcount and instructional full-time equivalent (FTE) for faculty and graduate teaching assistants, for each of the past five years
- 2) A profile of faculty with degrees, areas of specialization, rank and tenure status, and years of experience
- 3) A profile of the productivity of the faculty, such as the most significant research and other forms of creative scholarship, publications, grants and contracts, service, and administrative activities for each of the past five years
- 4) Average student credit hours (SCH) per full-time equivalent (FTE) faculty per year (twelve month period) for each of the past five years. Comparison of SCH per FTE faculty for the program with similar programs at peer institutions, if comparative data are available

4.1.5 Students

- 1) Student credit hours (SCHs) generated for each of the past five years
- 2) Special admission standards or other measures of selecting students, where applicable
- 3) Number of majors in program, where applicable
- 4) Annual number of graduates by completion level (certificate, diploma, degree) for each of the past five years
- 5) Possible reasons for attrition or retention rates
- 6) Quality of graduates



7) Employment demand for and placement rate of graduates for each of the past five years

4.1.6 Program Costs

1) Direct instructional costs per student credit hour (SCH) for each of the past five years

2) Comparison of cost per SCH to other programs (if information is available)

3) Adequacy of professional development funds

4) Other

4.1.7 Program Support

1) Adequacy of library holdings

2) Adequacy of facilities, computers, laboratory and other equipment, including plans for equipment maintenance and replacement

3) Adequacy of professional development funds

4) Other

5) Program strengths, weaknesses, and recommendations for change as reported by the internal and external reviewers

6) Departmental response to the recommendations of the reviewers

7) University response and recommendation. The University shall select one of the following alternatives and indicate reasons for the choice:

- a) Acceptance of the program as fully meeting qualitative and quantitative criteria.
- b) Acceptance of the program as marginally meeting qualitative and quantitative standards with a recommendation that the program be monitored with periodic reports submitted to the appropriate levels of administration.
- c) Recommendation that because the program does not meet qualitative and/or quantitative standards, it shall be placed on probation for a specified period of time.
- d) Recommendation that the program be combined with another program or modified in a specified way.



e) Recommendation that the program be terminated.

4.1.8 NOTE: Suggested statistical data summary forms for reporting headcount, full-time equivalency, teaching load, faculty, student ratio, student credit hours, students in programs, student completions, and program costs are provided by the Board of Regents.

5.0 PROCEDURES

POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity

Handbook for Planning & Assessment at UVU

*Effective Academic Year:
2023-2024*

Contact Information

Office of the Provost:

Laurie Sharp, Associate Provost for Academic Programs and Assessment, lsharp@uvu.edu

Office of Institutional Effectiveness, Accreditation, and Academic Assessment (IEAAA):

Quinn Koller, Director of IEAAA, quinn.koller@uvu.edu

Table of Contents

Introduction.....	3
Integrated Institutional Effectiveness	3
University-Level Planning.....	3
UVU’s Mission and Core Values	3
UVU’s Strategic Plan.....	4
UVU’s Master Plans	5
Alignment of University-Level Planning.....	5
University-Level Assessment Activities.....	5
Assessment Matrices.....	6
Academic Assessments.....	6
Annual Academic Program Assessment Plans	6
Annual Academic Program Assessment Reports	7
USHE 3-Year Follow-Up Reports for New Academic Programs	7
State Policy for the USHE 3-Year Follow-Up Reports for New Academic Programs	7
UVU Policy for the USHE 3-Year Follow-Up Reports for New Academic Programs.....	8
Timeline for the USHE 3-Year Follow-Up Reports for New Academic Programs	8
USHE 7-Year Cyclical Academic Program Review	9
State Policy for the USHE 7-Year Cyclical Academic Program Review.....	9
UVU Policy for the USHE 7-Year Cyclical Academic Program Review	9
Timeline for the USHE 7-Year Cyclical Academic Program Review	9
Administrative Assessments.....	11
Designated Units for Annual Administrative Assessment Activities.....	11
Annual Administrative Assessment Plan.....	11
Annual Administrative Assessment Report.....	12
Appendix A: UVU Annual Academic Program Assessment Plan Template	13
Appendix B: UVU Annual Academic Program Assessment Report Template.....	17
Appendix C: USHE 3-Year Follow-Up Report for New Academic Programs Template	20
Appendix D: USHE Cyclical Academic Program Review Template.....	24
Appendix E: UVU Cyclical Academic Program Review Template.....	29
Appendix F: UVU Annual Administrative Assessment Plan Template.....	36
Appendix G: UVU Annual Administrative Assessment Report Template	40

Introduction

This document is presented as a helpful overview of assessment requirements at Utah Valley University (UVU). It is intended to support each academic department and administrative unit of the University in their efforts to plan and assess activities in a meaningful way for the primary purpose of continuous improvement. There may be some deviation from outlined processes, as UVU encourages innovation among faculty and staff members.

UVU is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting organization recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA). NWCCU accredits postsecondary institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and British Columbia, along with other domestic and international geographic areas. Institutions accredited by NWCCU are required to examine their own missions, goals, operations, and achievements. NWCCU's Standards for Accreditation articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions that promote student achievement and success.

Integrated Institutional Effectiveness

UVU practices integrated institutional effectiveness, which “extends within and across networks in postsecondary institutions so that data are merged, interpreted, and rendered actionable as part of a whole that is far greater than the sum of its parts” (p. 4).¹ Integrated institutional effectiveness enables UVU to facilitate collaborative planning processes across units, align goals and objectives across various plans, and map them to strategic goals and objectives at the institutional level.^{1,2}

Integrated institutional effectiveness promotes evidence-based decision making to inform and refine the institution's effectiveness, assign resources via the [Planning, Budget, and Assessment \(PBA\) process](#), and improve student learning and achievement.^{1,2} Overall, integrated institutional effectiveness contributes to transparency and shared governance in the University community and ensures that activities and resources work synergistically in a manner that maximally benefits UVU.

University-Level Planning

University-level planning efforts at UVU are in alignment with [NWCCU 2020 Standards](#): *The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators.*

UVU's Mission and Core Values

UVU's current mission statement reflects our commitment to regional educational needs, our focus on opportunity and student success, and our history of engaged teaching and learning: *Utah Valley University is an integrated university and community college that educates every student for success in work and life through engaged teaching, services, and scholarship.*

¹ Ben-Avie, M., Daugherty, K. K., Di Genova, L., Hoshaw, J. P., Isaacson, E. M., Santilli, N., Schramm-Possinger, M., & Wilkinson, R. W. (2022). The future of planning is..... aligned, integrated, and collaborative institutional effectiveness. *Planning for Higher Education, 50*(3), 1-14.

² Salem, D., Itani, H., & El-Hajj, A. (2020). A guide for optimizing resource allocation: Link assessment, strategic planning, and budgeting to achieve institutional effectiveness. *Planning for Higher Education, 48*(2), 8-19.

UVU's culture supports our mission of student success, and we believe that we can best fulfill this mission 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.

Exceptional Care

- We invite people to "come as you are" and let them know "UVU has a place for you."
- We strive always to "see" the person in front of us.
- We provide challenging, honest conversations and feedback.
- We are deeply invested in seeing every member of our community succeed.

Exceptional Accountability

- We are strongly committed to working ethically and effectively.
- We approach every situation from a position of integrity.
- We honor the resources and mandates we have been entrusted with and strive always to do our best.
- We respect each member of the community.

Exceptional Results

- We are committed to creating opportunity systematically for as many people as possible.
- We address the intellectual and practical needs of our service area and the larger community.
- We seek to prepare our students to thrive.
- We aspire to greatness in all that we do.

UVU's Strategic Plan

UVU's strategic plan, [Vision 2030](#), captures strategic initiatives derived from UVU's mission to meet the educational and workforce needs of our service region. Vision 2030 will help UVU achieve priority initiatives around three objectives: Include, Engage, and Achieve.

Include	<p>Strategy #1 - Provide Accessible, Flexible, and Affordable Education in an Environment That is Inclusive for All</p> <ul style="list-style-type: none"> a) Increase accessibility to and flexibility of education through a coordinated physical and digital presence. b) Strengthen campus inclusivity and grow the enrollment and completion rates of historically underrepresented students. c) Sustain our commitment to affordability, value, and return on investment.
Engage	<p>Strategy #2 - Strengthen Student Learning and Societal Impact Through: Collaboration with Community and Industry</p> <ul style="list-style-type: none"> a) Strengthen engaged learning and community engagement opportunities for students, faculty, and staff. b) Enhance engagement with community and industry to meet workforce needs and improve student job- and life-readiness. c) Strengthen the foundation for ongoing giving, support, and engagement for UVU's students, programs, and priorities.
Achieve	<p>Strategy #3 - Enhance Student Success Through: Improved Recruitment, Retention, and Completion</p> <ul style="list-style-type: none"> a) Increase completion through comprehensively designed, stackable curricula, and appropriate credit for prior learning. b) Support completion through Excellence in teaching, scholarship, and creative activities. c) Improve completion through seamless processes, comprehensive services, and excellent staff.

Goals and current near-term initiatives have been identified for each priority initiative. UVU has recently engaged in efforts to develop a Balanced Scorecard with established indicators, baseline data, and performance targets.³ The Balanced Scorecard will be released at the beginning of the 2023-2024 academic year and will be an important tool from which UVU may measure, monitor, and modify the priority initiatives delineated in Vision 2030.

UVU's Master Plans

UVU's master plans are aligned with the priority initiatives of UVU's strategic plan and provide overall direction for broad areas of the institution. UVU's master plans may be retrieved from [IEAAA's website](#).

Current master plans include:

- **Academic Master Plan:** The Academic Master Plan guides academic planning, resource allocation, and other academic efforts at UVU.
- **Completion Plan 3.0:** The Completion Plan recommends initiatives to increase the graduation rates of UVU students.
- **Digital Transformation Plan:** The Digital Transformation Plan outlines UVU's efforts to provide reliable, state-of-the-art solutions for our teaching, learning, and environments.
- **Facilities Master Plan:** The Facilities Master Plan establishes guiding principles that apply across all UVU campuses and highlight considerations for future expansion.
- **Inclusion Plan:** The Inclusion Plan engages a campus-wide, comprehensive dialogue about the need for and value of inclusivity, as well as actions to create a more inclusive learning and working environment.
- **Sustainability Plan:** The Sustainability Plan lays out actionable short-term goals for sustainability at UVU and frames sustainability within the existing institutional mission, values, and objectives.

Alignment of University-Level Planning

Under the direction of the President, the University Planning Advisory Committee (UPAC) serves in an advisory capacity to the President and the President's Cabinet on university-level planning matters. To ensure alignment with UVU planning efforts and [Utah System of Higher Education \(USHE\) initiatives](#), UPAC develops strategy maps that visually depict the relationship between UVU's strategic plan, UVU's master plans, and the Utah Board of Higher Education Strategic Plan. Strategy maps for the current academic year may be retrieved from [IEAAA's website](#).

University-Level Assessment Activities

University-level assessment efforts at UVU are in alignment with [NWCCU 2020 Standards](#) and include both academic and administrative assessment activities. Academic assessment activities focus on the quality of student learning in academic programs at all levels (i.e., certificates, associate degrees, bachelor's degrees, master's degrees). Faculty members play a central role in academic assessment activities. Administrative assessment activities focus on support services. All campus stakeholders—executive employees, faculty members, and staff members—play a central role in administrative assessment activities.

In addition to academic and administrative assessment activities, UVU uses performance measures to evaluate student achievement. Performance measures include internally developed dashboards and reports, such as

³ Brown, C. (2012). Application of the Balanced Scorecard in higher education: Opportunities and challenges. *Planning for Higher Education*, 40(4), 40-50.

UVU's Completion, Quality, & Efficiency Metrics (CQE), and external accountability systems, such as [USHE's performance metrics](#) for degree-granting institutions.

Assessment Matrices

Below are matrices that show how academic and administrative assessment activities at UVU meet NWCCU, USHE, and institutional planning requirements. The matrices also shows that each assessment activity informs decisions about resource allocation.

Academic Assessment Matrix

	NWCCU Requirement	USHE Requirement	Institutional Planning Requirement	Resource Allocation Consideration
Annual Academic Program Assessments	X		X	X
3-Year Follow-Up Reports for New Academic Programs		X	X	X
7-Year Cyclical Academic Program Reviews		X	X	X
Specialized Accreditation Reporting			X	X

Administrative Assessment Matrix

	NWCCU Requirement	USHE Requirement	Institutional Planning Requirement	Resource Allocation Consideration
Annual Administrative Unit Assessments	X		X	X
Master Plan Assessments	X		X	X
Vision 2030 Assessment (i.e., Balanced Scorecard)	X		X	X
UVU's CQE Metrics	X		X	X
USHE Performance Measures		X	X	X

Academic Assessments

Annual Academic Program Assessment Plans

Faculty develop 3-year academic program assessment plans to measure student learning at the program level on an annual basis. Each academic program assessment plan will include the following:

- ✓ an assessment schedule,
- ✓ program learning outcomes,
- ✓ assessment methods/measures and targets,
- ✓ an estimated number of students who will be included in the evaluation,
- ✓ a listing of courses that map to the program learning outcomes, and
- ✓ indications of Essential Learning Outcomes that map to the program learning outcomes.

The appendix in this handbook provides a template for annual academic program assessment planning that faculty may use for drafting purposes. Annual academic program assessment plans will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to Department Chairs by the last workday in March.

Department Chairs may complete the annual academic program assessment plan or forward the link to the appropriate faculty member to complete and submit. Annual academic program assessment plans for every active program at UVU will be due by the first workday in May.

In a given annual cycle of assessment, academic program assessment plans will not be required from academic programs that are scheduled to complete either of the two USHE-required academic program evaluations (i.e., 3-Year Follow-Up for New Academic Programs, 7-Year Cyclical Academic Program Review). During this annual cycle of assessment, the official USHE reports will satisfy the annual planning requirement for impacted academic programs.

Similarly, academic programs with specialized accreditation that complete annual reports may be exempt from the annual academic program planning requirement so long as: (1) the specialized accreditation agency/organization does not require engagement in institutional academic program assessment activities and (2) the annual report meets the standards of [USHE Policy R411](#).

Annual Academic Program Assessment Reports

Each year, faculty will submit an annual academic program assessment report that does the following:

- ✓ details the academic program assessment activity that took place during the previous academic year,
- ✓ includes assessment results and describes implications of those results, and
- ✓ articulates planning improvements.

The appendix in this handbook provides a template for annual academic program assessment reporting that faculty may use for drafting purposes. Annual academic program assessment reports will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to Department Chairs by the first workday in August. Department Chairs may complete the annual academic program assessment plan or forward the link to the appropriate faculty member to complete and submit. Annual academic program assessment reports for every active program at UVU will be due by the first workday in October.

In a given annual cycle of assessment, academic program assessment reports will not be required from academic programs that completed either of the two USHE-required academic program evaluations (i.e., 3-Year Follow-Up for New Academic Programs, 7-Year Cyclical Academic Program Review). During this annual cycle of assessment, the official USHE reports will satisfy the annual planning requirement for impacted academic programs.

Similarly, academic programs with specialized accreditation that complete annual reports may be exempt from the annual academic program reporting requirement so long as: (1) the specialized accreditation agency/organization does not require engagement in institutional academic program assessment activities and (2) the annual report meets the standards of [USHE Policy R411](#).

USHE 3-Year Follow-Up Reports for New Academic Programs

State Policy for the USHE 3-Year Follow-Up Reports for New Academic Programs

Per USHE Policy R401, institutions shall submit a report on all programs that require a peer review under R401 within three years of implementation using the appropriate USHE report template (see R401-8). The Associate Provost for Academic Programs and Assessment will communicate the schedule for USHE-required academic program evaluations directly to Department Chairs, Associate Deans, and Deans.

UVU Policy for the USHE 3-Year Follow-Up Reports for New Academic Programs

Currently, UVU Policy does not address this academic assessment requirement. However, UVU Policy 603 is under revision, and there are major components for institutional assessment practices, such as the USHE 3-Year Follow-Up Reports for New Academic Programs.

Timeline for the USHE 3-Year Follow-Up Reports for New Academic Programs

➤ July/August

- The Director of IEAAA will collaborate with the Director of Business Intelligence & Research Services (BIRS) and the Director of Budgets to gather required data for the scheduled report.
- The Director of IEAAA will oversee compilation of electronic packages for each Department Chair that includes: (a) a blank reporting template (i.e., USHE 3-Year Follow-Up Report for New Academic Programs, Section II: Program report), (b) populated data in the data table required by USHE, and (c) procedures for the reporting process.

➤ August/September

- Department Chairs will identify either themselves or a faculty member (herein referred to as Lead Faculty) who will complete the report. Department Chairs will notify the Director of IEAAA of their Lead Faculty selection by email.
- Each Lead Faculty will complete Section II: Program Report and submit it to their Department Chair and the Director of IEAAA by email.
- The Director of IEAAA will finalize reports (i.e., complete and attach completed cover page, edit/revise as needed) and email them to the Associate Provost for Academic Programs and Assessment.

➤ September/October

- The Associate Provost for Academic Programs will use a report feedback tool to note strengths and suggest improvements for each academic program.
- The Associate Provost for Academic Programs and Assessment will send the report feedback tool and finalized reports to the Chair of the Academic Program Assessment Committee (APAC).
- The Chair of APAC will facilitate a review of all finalized reports with members of APAC.
- Members of APAC will use a report feedback tool to note strengths and suggest improvements for each academic program.
- The Chair of APAC will send the report feedback tool and finalized report to the Associate Provost for Academic Programs and Assessment.

➤ November

- The Associate Provost for Academic Programs and Assessment will facilitate a review of the finalized reports with the Provost/Senior Vice President and Vice President of Budget and Finance.
- The Provost/Senior Vice President, Vice President of Budget and Finance, and Associate Provost for Academic Programs and Assessment will finalize feedback for each academic program. The Associate Provost for Academic Programs and Assessment will email finalized feedback to respective Department Chairs and Deans.
- The Associate Provost for Academic Programs and Assessment will present finalized feedback and reports to UVU's Board of Trustees for approval.
- The Associate Provost for Academic Programs and Assessment will sign the cover page on each finalized report and email all signed reports to USHE for inclusion on the agenda of a scheduled Utah Board of Higher Education meeting.

The appendix in this handbook provides a blank template for the USHE 3-Year Follow-Up Report for New Academic Programs.

USHE 7-Year Cyclical Academic Program Review

State Policy for the USHE 7-Year Cyclical Academic Program Review

Per [USHE Policy R401](#), institutions shall submit a cyclical review of academic programs (see R401-8). [USHE Policy R411](#) delineates State requirements for this process, including the USHE report template and review schedule. Since UVU is a master’s-level university, all programs will be reviewed at least once every seven years (see R411-5).

[USHE Policy R411](#) states that academic programs with specialized accreditation from an organization recognized by the Council for Higher Education Accreditation (CHEA) or the US Department of Education (USDE) may choose to submit the specialized accreditation letter and report in lieu of conducting a cyclical academic program review. In cases where academic programs maintain specialized accreditation with well recognized specialized accrediting organizations that no longer are recognized by the CHEA or USDE, such as Accreditation Board for Engineering and Technology, Inc. (ABET) or the Association to Advance Collegiate Schools of Business (AACSB), they may choose to submit the specialized accreditation letter and report in lieu of conducting a cyclical program review so long as the faculty feel that the quality of review meets USHE Policy R411 requirements.

UVU Policy for the USHE 7-Year Cyclical Academic Program Review

[UVU Policy 603](#) delineates institutional information concerning the cyclical academic program review process. This policy is currently under revision and aims to address the major components for institutional assessment practices more effectively. As shown below, each school/college will engage in the cyclical academic program review cycle once every seven years.

School/College	Year in Cycle	Next Review
College of Science	Year 1	2022-2023
Scott M. Smith College of Engineering & Technology	Year 2	2023-2024
Woodbury School of Business	Year 3	2024-2025
College of Humanities and Social Sciences	Year 4	2025-2026
School of Arts	Year 5	2026-2027
College of Health and Public Service	Year 6	2027-2028
School of Education	Year 7	2028-2029

Timeline for the USHE 7-Year Cyclical Academic Program Review

➤ July/August

- The Director of IEAAA will collaborate with the Director of BIRS and the Director of Budgets to gather required data for the scheduled report.
- The Director of IEAAA will oversee compilation of electronic packages for each Department Chair that includes: (a) a blank reporting template (i.e., UVU Cyclical Academic Program Review Report), (b) populated data in the data table recommended by USHE, and (c) procedures for the cyclical academic program review process.

➤ ***End of August/beginning of September***

- The Associate Provost for Academic Programs and Assessment and Director of IEAAA will hold an informational session with the school/college scheduled for the cyclical academic program review.
- Department Chairs will identify either themselves or a faculty member (herein referred to as Lead Faculty) who will lead the cyclical academic program review process for the department. Department Chairs will notify the Director of IEAAA of their Lead Faculty selection by email.
- Each Lead Faculty will: (a) form an internal and external review committee that is aligned with USHE Policy R411 requirements and (b) establish procedures for their review processes.
- Each Lead Faculty will complete the Internal and External Review Information section on Part I of the UVU Cyclical Academic Program Review Report.

➤ ***September/October***

- Each Lead Faculty will facilitate their respective cyclical academic program review processes.
- Each Lead Faculty will ensure that the internal and external review committee fully completes Part I of the UVU Cyclical Academic Program Review Report.
- When Part I of the UVU Cyclical Academic Program Review Report has been completed, each Lead Faculty will email it to their Department Chair.

➤ ***November***

- Each Department Chair will review information provided on UVU Part I of the Cyclical Academic Program Review Report with the Lead Faculty, complete Part II, and email it to the Dean.
- The Dean will review Part I and Part II of each department's UVU Cyclical Academic Program Review Report, complete Part II on each report, and email all reports to the Director of IEAAA.
- The Director of IEAAA will confirm all UVU Cyclical Academic Program Review Reports are complete and email them to the Associate Provost for Academic Programs and Assessment.
- The Associate Provost for Academic Programs and Assessment will email all UVU Cyclical Academic Program Review Reports for the school/college to the Chair of APAC.

➤ ***December***

- The Chair of APAC will facilitate a review of the UVU Cyclical Academic Program Review Reports with members of APAC.
- Members of the APAC will review each UVU Cyclical Academic Program Review Report and issue a recommendation on Part III that is supported with detailed reasons.
- When Part III on all UVU Cyclical Academic Program Review Reports has been completed, the Chair of APAC will email the reports to the Associate Provost for Academic Programs and Assessment.
- The Associate Provost for Academic Programs and Assessment will email the UVU Cyclical Academic Program Review Reports to respective Department Chairs and the Dean.
- Each Department Chair and Dean will respond to the issued recommendation by completing Part IV of the UVU Cyclical Academic Program Review Report.
- When Part IV of all UVU Cyclical Academic Program Review Reports has been completed, the Dean will email them to the Associate Provost for Academic Programs and Assessment.

➤ ***January/February/March***

- The Associate Provost for Academic Programs and Assessment will facilitate a review of the completed UVU Cyclical Academic Program Review Reports with the Provost/Senior Vice President and Vice President of Budget and Finance.
- The Provost, Vice President of Budget and Finance, and Associate Provost for Academic Programs and Assessment will finalize recommendations for each department. The Associate Provost for

Academic Programs and Assessment will email finalized recommendations with respective Department Chairs, the Dean, and the Director of IEAAA.

- The Director of IEAAA will finalize reports (i.e., complete and attach completed cover page, edit/revise as needed) and email them to the Associate Provost for Academic Programs and Assessment.
- The Associate Provost for Academic Programs and Assessment will present finalized recommendations and reports to UVU’s Board of Trustees for approval.
- The Associate Provost for Academic Programs and Assessment will sign the cover page on each finalized report and email all signed reports to USHE for inclusion on the agenda of a scheduled Utah Board of Higher Education meeting.

The appendix in this handbook provides a blank template for the USHE 7-Year Cyclical Academic Program Review and the UVU 7-Year Cyclical Academic Program Review.

Administrative Assessments

Designated Units for Annual Administrative Assessment Activities

Below is a list of administrative units at UVU that will engage in administrative assessment activities on an annual basis.

Schools/Colleges	Divisions
<ul style="list-style-type: none"> ▪ College of Health and Public Service ▪ College of Humanities and Social Sciences ▪ College of Science ▪ School of Education ▪ School of the Arts ▪ Scott M. Smith College of Engineering and Technology ▪ Woodbury School of Business 	<ul style="list-style-type: none"> ▪ Academic Affairs ▪ Administration and Strategic Relations ▪ Budget and Finance ▪ Digital Transformation ▪ General Counsel ▪ Institutional Advancement ▪ Marketing and Communications ▪ People and Culture ▪ Student Affairs

Annual Administrative Assessment Plan

Appropriate campus stakeholders—executive employees, faculty members, and/or staff members—will develop annual administrative assessment plans to measure support services at the University. An annual administrative assessment plan will include:

- ✓ goals,
- ✓ indications of institutional priority areas that link to goals,
- ✓ objectives,
- ✓ assessment methods/measures and targets, and
- ✓ indications of how goals will be supported with budget requests, resource re-allocations, and/or other sources of funding.

The appendix in this handbook provides a template for annual administrative assessment planning that may be used for drafting purposes. Annual administrative assessment plans will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to the first-level supervisor of each designated unit by the last workday in March.

The first-level supervisor may complete the annual administrative assessment plan or forward the link to the appropriate campus stakeholder to complete and submit. Annual administrative assessment plans for designated units will be due by the first workday in May.

Annual Administrative Assessment Report

Each year, appropriate campus stakeholders will submit an annual administrative assessment report that does the following:

- ✓ details the assessment activities that took place during the previous academic year,
- ✓ includes assessment results and describes implications of those results,
- ✓ articulates planning improvements, and
- ✓ addresses budgetary implications.

The appendix in this handbook provides a template for annual administrative assessment reporting that may be used for drafting purposes. Annual administrative assessment reports will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to the first-level supervisor of each designated unit by the first workday in August. The first-level supervisor may complete the annual administrative assessment plan or forward the link to the appropriate campus stakeholder to complete and submit. Annual administrative assessment reports for designated units will be due by the first workday in October.

Appendix A: UVU Annual Academic Program Assessment Plan Template

UVU Annual Academic Program Assessment Plan Template

Purpose

Academic program assessment is an important aspect of student learning at UVU. Faculty have a central role in assessing student learning and improving instructional programs. Assessment efforts inform academic and learning-support planning and practices to continuously improve student learning outcomes. Academic program assessment plans will reflect a three-year cycle for evaluation of a program's learning outcomes.

Contact Name:

Phone:

Email:

School/College:

Department:

Program Name:

Does this program maintain specialized accreditation?

Indicate the correct response.

No

Yes

If Yes, does this program complete and submit annual assessment reports to the specialized accreditation agency/organization?

Indicate the correct response.

No

Yes

If Yes, does the specialized accreditation agency/organization require this program to engage in institutional academic assessment activities?

Indicate the correct response. You may select either No or Yes with the Other option to provide additional information, if needed.

No

Yes

Assessment Cycle

Indicate the academic year in which the program learning outcome below will be evaluated.

During this assessment cycle, is this program scheduled for an academic program evaluation through USHE?

Check the assessment schedule to determine whether this program is scheduled to complete: (1) a 3-Year Follow-Up Report for New Academic Programs or (2) the 7-Year Cyclical Academic Program Review.

No

Yes

Program Learning Outcome #1

Indicate the specific program learning outcome.

Program Learning Outcome #1: Assessment Methods/Measures and Targets

Reminder: Assessment methods/measures and targets must be specific and measurable. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.

Program Learning Outcome #1: Estimate the number of

Program Learning Outcome #1: Indicate the courses that map to this program learning outcome. Include the course prefixes, numbers, and

students who will be included in the evaluation.

titles. Include only key/core courses and experiences. If elective courses or support courses (e.g., General Education) are critical to the PLO, then include them.

Program Learning Outcome #1: What Essential Learning Outcomes map to this program learning outcome?

(Select all that apply)

- Communication
- Critical Thinking
- Digital Literacy
- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy
- None

Assessment Cycle

Indicate the academic year in which the program learning outcome below will be evaluated.

During this assessment cycle, is this program scheduled for an academic program evaluation through USHE?

Check the assessment schedule to determine whether this program is scheduled to complete: (1) a 3-Year Follow-Up Report for New Academic Programs or (2) the 7-Year Cyclical Academic Program Review.

- No
- Yes

Program Learning Outcome #2

Indicate the specific program learning outcome.

Program Learning Outcome #2: Assessment Methods/Measures and Targets

Reminder: Assessment methods/measures and targets must be specific and measurable. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.

Program Learning Outcome #2: Estimate the number of students who will be included in the evaluation.

Program Learning Outcome #2: Indicate the courses that map to this program learning outcome. *Include the course prefixes, numbers, and titles. Include only key/core courses and experiences. If elective courses or support courses (e.g., General Education) are critical to the PLO, then include them.*

Program Learning Outcome #2: What Essential Learning Outcomes map to this program learning outcome?

(Select all that apply)

- Communication
- Critical Thinking
- Digital Literacy

- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy
- None

Assessment Cycle

Indicate the academic year in which the program learning outcome below will be evaluated.

During this assessment cycle, is this program scheduled for an academic program evaluation through USHE?

Check the assessment schedule to determine whether this program is scheduled to complete: (1) a 3-Year Follow-Up Report for New Academic Programs or (2) the 7-Year Cyclical Academic Program Review.

- No
- Yes

Program Learning Outcome #3

Indicate the specific program learning outcome.

Program Learning Outcome #3: Assessment Methods/Measures and Targets

Reminder: Assessment methods/measures and targets must be specific and measurable. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.

Program Learning Outcome #3: Estimate the number of students who will be included in the evaluation.

Program Learning Outcome #3: Indicate the courses that map to this program learning outcome. *Include the course prefixes, numbers, and titles. Include only key/core courses and experiences. If elective courses or support courses (e.g., General Education) are critical to the PLO, then include them.*

Program Learning Outcome #3: What Essential Learning Outcomes map to this program learning outcome?

(Select all that apply)

- Communication
- Critical Thinking
- Digital Literacy
- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy
- None

**Appendix B: UVU Annual Academic Program Assessment Report
Template**

UVU Annual Academic Program Assessment Report Template

Purpose

Academic program assessment is an important aspect of student learning at UVU. Faculty have a central role in assessing student learning and improving instructional programs. Assessment efforts inform academic and learning-support planning and practices to continuously improve student learning outcomes. Academic program assessment reports will reflect findings for evaluation of a program's learning outcomes in a given assessment cycle.

Contact Name:

Phone:

Email:

School/College:

Department:

Program Name:

During this assessment cycle, did this program complete a scheduled academic program evaluation through USHE?

No

Yes

Is this program exempt from engagement in institutional assessment activities due to maintenance of specialized accreditation?

No

Yes

If Yes, has an annual report for this assessment cycle been completed and submitted to the specialized accreditation agency/organization?

Indicate the correct response.

No

Yes

If Yes, please email the annual report that was submitted to the specialized accreditation agency/organization to the Director of IEAAA at: quinn.koller@uvu.edu.

If No, when will the annual report for this assessment cycle be completed and submitted to the specialized accreditation agency/organization?

Indicate a specific date.

Assessment Schedule

Indicate the academic year in which the program learning outcome was evaluated.

Program Learning Outcome

Include the program learning outcome specified on the UVU Annual Academic Program Assessment Plan.

Indicate the number of students who were included in the evaluation.

Indicate the courses that map to this program learning outcome.
Include the courses specified on the UVU Annual Academic Program Assessment Plan.

What Essential Learning Outcomes map to this program learning outcome?

Include the Essential Learning Outcomes specified on the UVU Annual Academic Program Assessment Plan.

Communication

- Critical Thinking
- Digital Literacy
- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy

Analysis of Assessment Results and Implications

List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.

Planning Improvements

Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, specify actions that will be taken to reach the next level of mastery for student learning.

Appendix C: USHE 3-Year Follow-Up Report for New Academic Programs Template

**Utah System of Higher Education
Three Year Follow-up Report
Cover/Signature Page**

Institution Submitting Report:

Program Title:

Sponsoring School, College, or Division:

Sponsoring Academic Department(s) or Unit(s):

Classification of Instructional Program Code: 6-digit CIP

Board of Higher Education/Board of Trustees Original Approval Date:

Institutional Board of Trustees' Approval Date for *this* report:

Award Type:

First Semester Program was Offered:

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name:

Date:

I understand that checking this box constitutes my legal signature.

Follow-up Report

Section I: The Request

Section II: Program Report

Program Description

Present a brief program description. Indicate why the program was initiated. State how the institution and the USHE have benefited by offering the program.

Enrollment and Revenue Data

See Appendix A: Program Participation and Finance

Institutional Analysis of Program to Date

Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.

Employment Information

Provide employment information on graduates of the program.

Appendix A: Program Participation and Finance

In the following table, record the number of students who are enrolled in the program as well as expenses to the institution and revenues generated. Use department or unit numbers as reported in the approved R401 proposal for “Year Preceding Implementation.”

Three Year Projection/Program Participation and Department Budget							
	Year Preceding Implementation	New Program					
		Year One		Year Two		Year Three	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data							
# of Majors in Department							
# of Majors in Proposed Program(s)							
# of Graduates from Department							
# of Graduates from New Program(s)							
REVENUE—source of funding to cover additional costs generated by proposed program(s)							
	Year Preceding Implementation	Department Budget					
		Year One		Year Two		Year Three	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Internal Reallocation							
Appropriation							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (Requires Board approval)							
Other:							
TOTAL FUNDING	\$0	0\$	0\$	0\$	0\$	0\$	0%

Appendix D: USHE Cyclical Academic Program Review Template

Cover/Signature Page – Academic Program Review Template

Institution Submitting Review: *Name of Institution*

Program Title: *Name of Program*

School or Division or Location: *Name of School/Division*

Location Department(s) or Area(s) Location: *Name of Department/Area Location*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items	
<i>R.411 Cyclical Institutional Program Reviews</i>	
SECTION NO.	ITEM
4.4	Programs with Specialized Accreditation
5.1	Seven-Year Program Review
5.2	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature:

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

Seven-Year Program Review

Name of Higher Education Institution

Name of Program

MM/DD/YEAR

Reviewers: *(Add bullets as needed. Remove italics when using template)*

External Reviewer(s), Affiliation

Internal Reviewer(s), Affiliation

Program Description:

One- to three-paragraph description of the program. (Remove italics when using template).

Data Form:

Faculty, student, and financial data for the past five years. (Remove italics when using template).

The following table in R411 is designed to gather data about the institutional unit being reviewed. The table has been designed to present consistent data to Trustees and Regents who will receive the report. Institutions decide on the configuration of the unit to be reviewed, and in most cases, the review is at the department level.

However, in some instances, the unit being reviewed provides services that are different from those provided by traditional academic departments. When providing data on such units, please offer an explanation that clarifies the purpose of the unit, preparation of faculty or staff who provide the service, attendance data on participants, cost of providing services, and any credential that may be offered to completers if this applies. With sufficient explanation, the data table can be adjusted for that purpose. Use this template and make appropriate changes to present a full picture of the unit that was reviewed.

Data Table in USHE Policy R411

	Year	Year	Year	Year	Year	Year	Year
Faculty							
Headcount							
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
With Master's Degrees							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
With Bachelor's Degrees							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
Other							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
Total Headcount Faculty							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
FTE (A-1/S-11/Cost Study Definition)							
Full-time (Salaried)							
Teaching Assistants							
Part-time (May include TAs)							
Total Faculty FTE							
Number of Graduates							
Certificates							
Associate Degrees							
Bachelor's Degrees							
Master's Degrees							
Doctoral Degrees							
Number of Students (Data Based on Fall Third Week)							
Total # of Declared Majors							
Total Department FTE*							
Total Department SCH*							
*Per Department Designator Prefix							
Student FTE per Total Faculty FTE							
Cost (Cost Study Definitions)							
Direct Instructional Expenditures							
Cost Per Student FTE							
Funding							
Appropriated Fund							
Other:							
Special Legislative Appropriation							
Grants of Contracts							
Special Fees/Differential Tuition							
Total							

Program Assessment:

Strengths, weaknesses, and recommendations from the reviewers. (Remove italics when using template.)

Institution's Response:

Responses to review committee findings and recommendations. (Remove italics when using template.)

Appendix E: UVU Cyclical Academic Program Review Template

UVU Academic Program Review

School/College Name:

INSERT NAME

Dean Name:

INSERT NAME

Academic Years Under Review:

INSERT YEARS

Department Name:

INSERT NAME

Department Chair Name:

INSERT NAME

Lead Faculty/Academic Program Coordinator Name:

INSERT NAME

Part I:
Complete During Internal and External Review Processes

Internal and External Review Information

List the name and affiliation of each reviewer. Per USHE Policy 411, Cyclical Institutional Program Reviews, this list must include a minimum of **either** two external reviewers with expertise in the discipline **or** one external reviewer and one internal reviewer not affiliated with the program. External and internal reviewers shall be individuals holding positions as administrators and/or faculty. Additionally, Program Advisory Committee members and/or other external industry experts may be used.

Academic Program Review Committee Members	Affiliation
<ul style="list-style-type: none">• Name• Name	<ul style="list-style-type: none">• Affiliation• Affiliation

Provide a brief description of procedures followed during the academic program review for the department. Please limit your response to no more than half a page.

Academic Program Profile

Respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- Briefly describe the department.
- What degrees, diplomas, and/or certificates are offered through the department?
- How are the department's academic programs consistent with the University's mission and goals in the University's strategic planning?
- How does the department and its academic programs interact with other academic programs on campus? (e.g., how does this department and its academic programs provide support for other majors?)
- If known, what is the transferability of the department's academic programs to and from similar academic programs at other Utah State Higher Education (USHE) institutions? (e.g., to what extent do faculty participate in Major Committees with other USHE institutions to align degree pathway articulations?)
- What are special programmatic characteristics of the department's academic programs? (e.g., required fieldwork, internships, service hours)

For vocational-technical programs, list the members of the Program Advisory Committee, the business/industry they represent, and committee activities concerning curriculum, equipment, and faculty.

Faculty

Review the faculty information provided in the data tables and respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- Describe trends among headcount and instructional full-time equivalent for faculty and graduate teaching assistants.

- Describe the profile of the faculty, including information about degrees, areas of specialization, rank and tenure status, and years of experience.
 - Describe the productivity of the faculty, such as the most significant research and other forms of creative scholarship, publications, grants and contracts, service, and administrative activities.
 - How do the average student credit hours per full-time equivalent faculty compare to similar academic programs at peer institutions?
-

Students

Review the information for students provided in the data tables and respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- Describe trends for student credit hours generated.
 - Describe special admission standards or other methods of selecting students, where applicable.
 - Describe trends for the number of majors in the department's academic programs.
 - Describe trends for the annual number of graduates by completion level (i.e., certificates, associate degrees, bachelor's degrees, master's degrees).
 - What are possible reasons for attrition in the department's academic programs?
 - What are possible reasons for retention in the department's academic programs?
 - Describe the quality of graduates from the department's academic programs.
 - What is the employment demand for and placement rate of graduates?
 - What investments might be needed to bring the academic programs and/or department to a higher level of quality?
-

Academic Program Costs

Respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- Describe trends for the direct instructional costs per student credit hour.
 - How do direct instructional costs per student credit hour compare to other department's academic programs? Information about annualized expenditures and student full-time equivalent by department/program may be accessed from [UVU's Budget Office webpage](#) (i.e., Cost Per DFTE Reports).
-

Academic Program Support

Respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- Describe the adequacy of library holdings.
 - Describe the adequacy of facilities, computers, and laboratory and other equipment.
 - What plans are in place for equipment maintenance and replacement?
 - Describe the adequacy of professional development funds.
-

Part II:
Complete After Internal and External Review Processes Conclude

Academic Department Response to Internal and External Review

Review feedback gathered from the internal and external review processes and respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- What are strengths of the department's academic programs?
- What are weaknesses of the department's academic programs?
- What are recommendations for change?
- How does the department plan to respond to the recommendations for change?

Completed By: (Lead Faculty/Academic Program Coordinator)

Date:

Completed By: (Department Chair)

Date:

Completed By: (Dean)

Date:

Part III: Recommendation

Based on the results from the academic program review, select one of the following recommendations and indicate reasons for the choice.

	Acceptance of the department's academic programs as fully meeting qualitative and quantitative criteria.
	Acceptance of the department's academic programs as marginally meeting qualitative and quantitative standards with a recommendation that the academic programs be monitored and periodic reports be submitted to the appropriate levels of administration.
	Recommendation that the department's academic programs be placed on probation for a specified period because the academic programs do not meet qualitative and/or quantitative standards.
	Recommendations that the department's academic programs be combined with another program or modified in a specified way.
	Recommendation that the academic program be terminated.
<u>Reason(s) for Choice:</u>	

Completed By: (Chair of Academic Program Assessment Committee)

Date:

Part IV: Response to Recommendation

Based on the issued recommendation in Part III, compose a response below.

Response to Recommendation:

Completed By: (Department Chair)

Date:

Completed By: (Dean)

Date:

Appendix F: UVU Annual Administrative Assessment Plan Template

UVU Annual Administrative Unit Assessment Plan

Purpose

Administrative assessment is an important aspect of integrated institutional effectiveness at UVU. Integrated institutional effectiveness facilitates collaborative planning processes across units that align goals and objectives across various plans and map them to strategic goals and objectives at the institutional level. Additionally, collaborative evaluation processes promote evidence-based decision making to inform and refine the institution's effectiveness, assign resources, and improve student learning and achievement.

Administrative Unit:

Contact Name:

Phone:

Email:

Assessment Cycle:

Goal #1: Goal

Reminder: Goals should be grounded in the mission of the university and linked to the overall institutional priorities and goals. They should be broad; focus on strengthening and improving critical functions, services, and processes of the institution; and reflect the most important priorities of the unit.

Goal #1: What institutional priority areas does the goal link to?

(Select all that apply)

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other _____

Briefly describe the link between Goal #1 and the institutional priority area(s) selected.

Goal #1: Objective(s)

Reminder: Objectives should be narrower and more specific than goals. Depending on the goal, you may have one or more related objectives.

Goal #1: Assessment Methods/Measures and Targets

Reminder: Assessment methods/measures and targets must be specific and aligned with the objectives being assessed. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.

Will Goal #1 be supported with a budget request, resource re-allocation, or other source of funding?

(Select all that apply)

- PBA request
- Resource re-allocation
- Other _____
- No budget request is needed

Provide a brief description about the connection between Goal #1 and assignment of resource(s). If a budget request is not needed, provide a brief explanation.

Goal #2: Goal

Reminder: Goals should be grounded in the mission of the university and linked to the overall institutional priorities and goals. They should be broad; focus on strengthening and improving critical functions, services, and processes of the institution; and reflect the most important priorities of the unit.

Goal #2: What institutional priority areas does the goal link to?

(Select all that apply)

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other _____

Briefly describe the link between Goal #2 and the institutional priority area(s) selected.

Goal #2: Objective(s)

Reminder: Objectives should be narrower and more specific than goals. Depending on the goal, you may have one or more related objectives.

Goal #2: Assessment Methods/Measures and Targets

Reminder: Assessment methods/measures and targets must be specific and aligned with the objectives being assessed. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.

Will Goal #2 be supported with a budget request, resource re-allocation, or other source of funding?

(Select all that apply)

- PBA request
- Resource re-allocation
- Other _____
- No budget request is needed

Provide a brief description about the connection between Goal #2 and assignment of resource(s). If a budget request is not needed, provide a brief explanation.

Goal #3: Goal

Reminder: Goals should be grounded in the mission of the university and linked to the overall institutional priorities and goals. They should be broad; focus on strengthening and improving critical functions, services, and processes of the institution; and reflect the most important priorities of the unit.

Goal #3: What institutional priority areas does the goal link to?

(Select all that apply)

- Include
- Engage
- Achieve
- Operational Effectiveness

Briefly describe the link between Goal #3 and the institutional priority area(s) selected.

Other _____

Goal #3: Objective(s)

Reminder: Objectives should be narrower and more specific than goals. Depending on the goal, you may have one or more related objectives.

Goal #3: Assessment Methods/Measures and Targets

Reminder: Assessment methods/measures and targets must be specific and aligned with the objectives being assessed. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.

Will Goal #3 be supported with a budget request, resource re-allocation, or other source of funding?

(Select all that apply)

- PBA request
- Resource re-allocation
- Other _____
- No budget request is needed

Provide a brief description about the connection between Goal #3 and assignment of resource(s). If a budget request is not needed, provide a brief explanation.

**Appendix G: UVU Annual Administrative Assessment Report
Template**

UVU Annual Administrative Unit Assessment Report

Administrative Unit:	Contact Name:	Date:
Phone:	Email:	Assessment Cycle:

Purpose

Administrative assessment is an important aspect of integrated institutional effectiveness at UVU. Integrated institutional effectiveness facilitates collaborative planning processes across units that align goals and objectives across various plans and map them to strategic goals and objectives at the institutional level. Additionally, collaborative evaluation processes promote evidence-based decision making to inform and refine the institution's effectiveness, assign resources, and improve student learning and achievement.

Goal #1: Goal

Include the goal specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #1: What institutional priority areas does the goal link to?

Include the areas specified on the UVU Annual Administrative Unit Assessment Plan.

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other _____

Briefly describe the link between Goal #1 and the institutional priority area(s) selected. Include the description specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #1: Objective(s)

Include the objectives specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #1: Analysis of Assessment Results and Implications

List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.

Goal #1: Planning Improvements

Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, what actions will be taken to reach the next level?

Goal #1: Budgetary Implications

Include the budget information specified on the UVU Annual Administrative Unit Assessment Plan. Summarize how funds were expended, if any. Indicate how future budget decisions will be impacted based on assessment results.

Goal #2: Goal

Include the goal specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #2: What institutional priority areas does the goal link to?

Include the areas specified on the UVU Annual Administrative Unit Assessment Plan.

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other _____

Briefly describe the link between Goal #2 and the institutional priority area(s) selected. Include the description specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #2: Objective(s)

Include the objectives specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #2: Analysis of Assessment Results and Implications

List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.

Goal #2: Planning Improvements

Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, what actions will be taken to reach the next level?

Goal #2: Budgetary Implications

Include the budget information specified on the UVU Annual Administrative Unit Assessment Plan. Summarize how funds were expended, if any. Indicate how future budget decisions will be impacted based on assessment results.

Goal #3: Goal

Include the goal specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #3: What institutional priority areas does the goal link to?

Include the areas specified on the UVU Annual Administrative Unit Assessment Plan.

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other _____

Briefly describe the link between Goal #3 and the institutional priority area(s) selected. Include the description specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #3: Objective(s)

Include the objectives specified on the UVU Annual Administrative Unit Assessment Plan.

Goal #3: Analysis of Assessment Results and Implications

List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.

Goal #3: Planning Improvements

Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, what actions will be taken to reach the next level?

Goal #3: Budgetary Implications

Include the budget information specified on the UVU Annual Administrative Unit Assessment Plan. Summarize how funds were expended, if any. Indicate how future budget decisions will be impacted based on assessment results.