Handbook for Planning & Assessment at UVU

Effective Academic Year: 2023-2024

Contact Information

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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*
  o The Director of IEAAA will collaborate with the Director of BIRS and the Director of Budgets to gather required data for the scheduled report.
  o 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*
  o 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.
  o 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.
  o 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.
  o 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*
  o Each Lead Faculty will facilitate their respective cyclical academic program review processes.
  o Each Lead Faculty will ensure that the internal and external review committee fully completes Part I of the UVU Cyclical Academic Program Review Report.
  o 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*
  o 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.
  o 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.
  o 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.
  o 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*
  o The Chair of APAC will facilitate a review of the UVU Cyclical Academic Program Review Reports with members of APAC.
  o 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.
  o 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.
  o The Associate Provost for Academic Programs and Assessment will email the UVU Cyclical Academic Program Review Reports to respective Department Chairs and the Dean.
  o Each Department Chair and Dean will respond to the issued recommendation by completing Part IV of the UVU Cyclical Academic Program Review Report.
  o 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*
  o 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.
  o 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.

- o 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.
- o The Associate Provost for Academic Programs and Assessment will present finalized recommendations and reports to UVU's Board of Trustees for approval.
- o 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
- 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	- 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.

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	
R.411 Cyclical Institutional Program Reviews	
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
• Name • Name	• 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.
Reason(s) for Choice:	

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: