NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

Year Seven: Evaluation of Institutional Effectiveness (2024)

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For the Reviewer

For the Reviewer Sources

- **2024 NWCCU Year 7: EIE**
- **NWCCU Institution Forms and Guidelines**

Institutional Overview

Institutional Overview Sources

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

Preface

Preface Sources

- **EverGREEN Campaign**
- Governor Cox Names New Members to UBHE (published **05/25/2023**)
- **Summary of Changes at UVU Since the 2020 NWCCU Year 3: Mid-Cycle Review**

- University Executive Council Meeting Minutes from 04/04/2024
- USHE Policy:
    - R522, Annual Performance Goal Setting and Funding Determination
- Utah Code:
    - 53B-1-402, Establishment of Board (effective 07/01/2020)
    - 53B-1-404, Membership of the Board (effective 07/01/2023)
    - 53B-7-706, Performance Metrics for Institutions (effective 07/01/2023)
- Utah County Demographic Insights Report

1.A: Student Success and Institutional Mission and Effectiveness

Standard 1.A: Mission

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

Evidence for 1.A ⊞

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

1.B: Improving Institutional Effectiveness

Standard 1.B.1

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

Evidence for 1.B.1 ⊞

- 2022-2023 Strategy Maps for Planning
- 2023 NWCCU Year 6: PRFR:
    - Balanced Scorecard: Pages 8-9 and 101
- Civitas Learning Student Success Analytics Platform

- Completion, Quality, and Efficiency Metrics
- Cyclical Program Review Policies
- Data Dashboards for UVU Balanced Scorecard
- Data Dashboards with Key Performance Indicators for Academic Programs
- Handbook for Planning and Assessment at UVU:
  - Annual administrative unit assessments: Pages 11-12
  - Cyclical program reviews: Pages 7-9
  - Program learning outcome assessments: Pages 6-7
- Overview of Programs with Specialized Accreditation
- PBA Process
- University Executive Council
- University Executive Council Meeting Minutes from 12/07/2023
- University Planning Advisory Committee
- UVU Balanced Scorecard (approved by University Executive Council on 04/04/2024)
- UVU Employee Performance Processes
- UVU Integrated Institutional Effectiveness Plan
- UVU Master Plans
- UVU Strategic Plan Vision 2030
- UVU Teaching Practice Assessments

Standard 1.B.2

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

Evidence for 1.B.2 ⊞

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

Standard 1.B.3

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

Evidence for 1.B.3 ⊞

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

Standard 1.B.4

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

Evidence for 1.B.4 ⊞

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

1.C: Student Learning

Standard 1.C.1

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

Evidence for 1.C.1

- 2023-2024 Academic Program Inventory
- Articulation Agreements with Technical Colleges
- Assessment 101 Workshop Materials
- Course-Program-Essential Learning Outcome Alignment Examples:
  - Applied Communication, B.A./B.S.
  - Elementary Education, B.S.
  - Secondary Education, B.S.
  - Theatre Arts, A.A. and B.A.
- Course Structure and Sequencing Examples:
  - Chemistry Courses
  - Master of Science in Engineering and Technology Management, M.S.
  - Technology Management, Graduate Certificate
- Essential Learning Outcomes
- Faculty Guidance for Writing Learning Outcomes
- Targeted Strategies to Aid Faculty in Curriculum Development and Academic Assessment
- University Curriculum Committee
- University Curriculum Committee Procedures:
  - Program Types (pages 28-34)
- USHE Policy:
  - R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
- UVU Policy:
  - UVU Policy 605, Curriculum Process

Standard 1.C.2

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

Evidence for 1.C.2

- 2023 NWCCU Year 6: PRFR:
  - Engagement in USHE Initiatives: Pages 30-31
- 2023-2024 Academic Program Assessment Report:
  - Integrated Studies, B.A./B.S.
  - Master of Education in School Counseling, M.Ed.
- 2023-2026 Academic Program Assessment Plans
- Alignment of Course-level Assessments to Course Learning Outcomes:
  - EDEL 4550 Elementary Mathematics Instruction & Assessment II (Elementary Education, B.S.)
  - NURS 2305 Nursing Health Assessment Laboratory (Nursing, A.S.N.)
- Architecture Program Progress with Assessment of Student Learning
- Curriculum Review Checklists
- Example of Program Learning Outcome Change in Respiratory Therapy Programs
- Handbook for Planning and Assessment at UVU:
  - Program learning outcome assessments: Pages 6-7
- Overview of Programs with Specialized Accreditation
- Specialized Accreditation Review Cycle
- University Curriculum Committee Procedures (approved March 2022)
- USHE Policies for Curriculum Design :
  - R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

    - R402, Certificate and Degree Award Structures
    - R470, General Education
    - R470 Appendix, Essential Learning Outcomes
    - R471, Lower Division Major Requirements and Transfer of Credits
    - R475, Common Course Numbering
- USHE Policy:
    - **R411, Cyclical Institutional Program Reviews**
- **UVU Policies for Curriculum Design**:
    - UVU Policy 522, Undergraduate Credit and Transcripts
    - UVU Policy 524, Graduate Program Credit and Graduation Requirements
    - UVU Policy 605, Curriculum Process

Standard 1.C.3

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

Evidence for 1.C.3 ⊞

- **2023-2024 Academic Program Inventory**
- **Course Syllabus Examples for Undergraduate and Graduate Courses**
- **Course Syllabus Procedures in Academic Departments**
- **CourseLeaf CIM**
- Essential Learning Outcomes:
    - **Office of Accreditation and Academic Assessment Webpage**
    - **University Catalog Link**
- Faculty Handbook and Resource Guide from the College of Humanities and Social Sciences:
    - **Syllabus Requirements: Pages 9-11**
- Faculty Senate Agenda and Minutes for **08/31/2021**
- **Office of Teaching and Learning Syllabus Checklist Webpage**
- **Published Program Learning Outcomes (Examples for Nursing, B.S.)**
- **Syllabus Template from the College of Humanities and Social Sciences**
- UVU Policy:
    - **UVU Policy 635, Faculty Rights and Professional Responsibilities**

Standard 1.C.4

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

Evidence for 1.C.4 ⊞

- 2023 NWCCU Year 6: PRFR:
    - **Admissions Chatbot: Page 34**
    - **Information for Academic Programs and Courses: Pages 72-76**
    - **Program Handbooks: Pages 76-78**
    - **Undergraduate and Graduate Admission Policies: Pages 34-36**
    - **University Catalog Publication: Pages 40-42**
- Additional Admission Criteria for Graduate Programs:
    - **Accountancy Program**
    - **Marriage and Family Therapy Program**
    - **Mathematics Education Program**
    - **Physician Assistant Program**
- Additional Admission Criteria for Undergraduate Programs:
    - **Architecture Program**
    - **Art and Design Programs**
    - **Education Programs**
    - **Engineering Programs**

    - Nursing Programs
- Admissions by Student Type
- Contact the Office of Admissions
- Degrees and Programs in the University Catalog
- Graduate Studies Programs Webpage
- Program Handbooks:
    - Clinical Mental Health Counseling Program
    - Elementary Education Program
    - Music Programs
    - Nursing Programs
    - Respiratory Therapy Program
    - Social Work Program
- Title III Grant Final Evaluation Report 2021
- University Catalog Completion and Graduation Requirements:
    - Biology Programs
    - Culinary Arts Institute Programs
    - Finance and Financial Planning Programs
- UVU Policy:
    - UVU Policy 501, Undergraduate Admissions and Enrollment
    - UVU Policy 510, Graduate Admissions and Continuation
- Wolverine Track Degree Audit Example

Standard 1.C.5

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

Evidence for 1.C.5

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

Standard 1.C.6

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

Evidence for 1.C.6 ⊞

- 2020-2021 Essential Learning Outcome Revision Efforts
- 2022-2023 Overview of General Education Course Assessment
- 2023-2024 General Education Committee Members and Roster
- 2023-2024 General Education Course Tracking
- 2022-2024 General Education Task Force Charge, Members, and Timeline
- Application for General Education Course Certification
- Eligible General Education Courses in Student Registration System (example from Spring 2024 class schedule)
- Essential Learning Outcomes
- Faculty Senate Bylaws
- General Education Course Assessment Procedures
- General Education Course Review Decision (example for ENGL 2010 from Spring 2023)
- General Education Course Review Decision Follow Up in Fall 2023 (example for ENGL 2010 from Fall 2023)
- General Education Course Review Form:
    - Blank Form for ENGL 2010 in Spring 2023
    - Completed Form for ENGL 2010 in Spring 2023
- General Education Course Student Survey:
    - Blank Student Survey for ENGL 2010 in Spring 2023
    - Completed Student Survey for ENGL 2010 in Spring 2023
- General Education Program Alignment Documents
- USHE Policy:
    - R470, General Education
- UVU Catalog:
    - General Education Attributes
    - General Education Requirements by Degree
- UVU Policy:
    - UVU Policy, 522 Undergraduate Credit and Transcripts
- Vision 2030, Engage Action Commitment

Standard 1.C.7

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

Evidence for 1.C.7 ⊞

- 2020 NWCCU Year 3: Mid-Cycle Review:
    - Administrative Unit Assessment: Pages 17-18
- 2021 Title III Grant Final Evaluation Report:
    - Project-Related Assessment Processes for Academic Advising Services (pages 68-73 and 79-80)
- 2021-2022 Strategic Plan and Administrative Unit Assessment for Donor Relations
- 2022 Music Programs Self-Study for NASM
- 2022-2023 USHE 3-Year Follow-Up Reports for New Academic Programs
- 2022-2023 USHE Cyclical Program Review for the College of Science
- 2023 NWCCU Year 6: PRFR:
    - Academic Advising Assessment Processes: Pages 84-85
- 2023-2024 Administrative Unit Assessment Plans
- Adult Learner Support Services
- Handbook for Planning and Assessment at UVU:
    - Annual administrative unit assessments: Pages 11-12 and 36-43
    - USHE Evaluation for New Programs: Pages 7-8 and 20-23

    - USHE Evaluation for Cyclical Program Review: Pages 9-11 and 24-35
- Overview of Assessment Efforts for Educational Support Services
- Overview of Assessment Efforts for Student Development and Well-Being
- Overview of Assessment Efforts for Workforce Alignment Programs
- Programs with Specialized Accreditation by School and College
- Student Completion Initiatives
- USHE Policy:
    - R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
    - R411, Cyclical Institutional Program Reviews
- UVU Completion Plan 3.0

Standard 1.C.8

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

Evidence for 1.C.8 ⊞

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

Standard 1.C.9

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

Evidence for 1.C.9 ⊞

- 2023 NWCCU Year 6: PRFR:
    - Undergraduate and Graduate Admission Policies: Pages 34-36
- 2023-2024 Graduate Programs
- 2023-2024 Graduate Programs Defined as High Yield Awards
- Graduate Council Curriculum Review Checklists
- Graduate Program Name Change (example for Master of Public Administration, M.P.A.)
- Graduate Program Requirements:
    - Clinical Mental Health Counseling, M.S.

    - Mathematics Education, M.S.
    - Nursing, M.S.N.
- Master of Physician Assistant Studies Program Accreditation Status
- Master of Physician Assistant Studies Program Site Visit on 02/12-13/2024
- Prospective Students for Graduate Studies
- Specialized Accreditation for Graduate Programs
- University Curriculum Committee Procedures:
    - Graduate Council Review: Page 10
- USHE Policy:
    - R312, Institutional Roles and Missions
- UVU Mission
- UVU Policy:
    - UVU Policy 655, Graduate Faculty
    - UVU Policy 658, Establishment and Administration of Graduate Programs

1.D: Student Achievement

Standard 1.D.1

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

Evidence for 1.D.1 ⊞

- 2022-2025 UVU Strategic Enrollment Management Plan
- 2023 NWCCU Year 6: PRFR:
    - Admission, Placement, Continuation, Termination, and Appeal and Re-admission: Pages 34-36
- 2023-2024 Wolverine Welcome Week
- 2024 Jumpstart Orientation Agenda
- Major Introduction Courses in the College of Science
- Office of Admissions:
    - Admissions Events
    - Campus Tours
    - Contact Admissions
    - Residency Requirements
- Office of New Student Orientation:
    - Jumpstart Orientation
    - Online Orientation for Parents and Families
    - Orientation Videos
    - Transfer Student Orientation
- Strategic Enrollment Management and Completion Steering Committee:
    - 2023-2024 Committee and Sub-committee Structure
    - 2023-2024 Running Agenda and Notes for Committee Meetings (updated 02/08/2024)
    - Progress Dashboard for Completion Plan 3.0 (updated 03/08/2024)
- Targeted Recruitment Strategies:
    - Adult Learners
    - Concurrent Enrollment Students
    - Online Learners
    - TRIO Programs
- UVU Completion Plan 3.0
- UVU Mission
- UVU Online

- UVU Policy:
    - UVU Policy 501, Undergraduate Admissions and Enrollment
- Wolverine Welcome Week Kick-Off Event

Standard 1.D.2

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

Evidence for 1.D.2 ⊞

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

Standard 1.D.3

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

Evidence for 1.D.3 ⊞

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

Standard 1.D.4

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

Evidence for 1.D.4 ⊞

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

Addenda

Addenda Sources

- **2020 NWCCU Year 3: Mid-Cycle Review Acceptance Letter**
- 2023 NWCCU Year 6: PRFR:
  - **Identification Verification and Privacy Measures in Distance Education Courses or Programs: Pages 86-88**
    - **Required Evidence A** :Policies and procedures for ensuring the student who registers in a distance education course and program is the same student who participates in the course and receives credit.
    - **Required Evidence B** :Policies and procedures make it clear that these processes protect student privacy.
    - **Required Evidence C:** Notification to students at the time of registration of any additional charges associated with verification procedures.
    - **Required Evidence D** :Academic policies and procedures for instructors to implement requirements for regular and substantive interaction in distance education courses and programs.
    - **Supplemental Evidence**
- **2023 NWCCU Year 6: PRFR Evaluation Committee Report**
- **2023 NWCCU Year 6: PRFR Finding Addressed**
- **USDE College Scorecard for UVU** (Authoritative Source for Loan Default Rate)

Accreditation | LSharp@uvu.edu | (801) 863-4410 | Room BA 218J

STUDENT

ADMISSIONS
ACADEMICS
CAMPUS LIFE
LOOKING TO ATTEND UVU
CURRENT STUDENT
ACCREDITATION

EMPLOYEES

CAREER OPPORTUNITIES
EMPLOYEE RESOURCES
DIRECTORY
PEOPLE & CULTURE

COMMUNITY

ATHLETICS
VISITORS & COMMUNITY
OFFICE OF THE PRESIDENT
ABOUT UVU / HISTORY
ALUMNI
ENGAGEMENT & EFFECTIVENESS
GIVE TO UVU
CONTACT US

UTILITY

COVID-19 INFO
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ACCESSIBILITY
TITLE IX / EQUAL OPPORTUNITY

News Events

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