



# UVU Integrated Institutional Effectiveness Overview

*2023-2024 Academic Year*



# Overall Picture of Assessment

## NWCCU 2020 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.



### Academic Assessment

*Student Learning*

- Annual Academic Program Assessment
- 3-Year Follow-Up Report for New Academic Programs (USHE)
- 7-year Cyclical Academic Program Review (USHE)

### Administrative Assessment

*Support Services*

- Annual Administrative Unit Assessment
- Master Plan Assessments
- Vision 2030 Assessment (i.e., Balanced Scorecard)

### Performance Measures

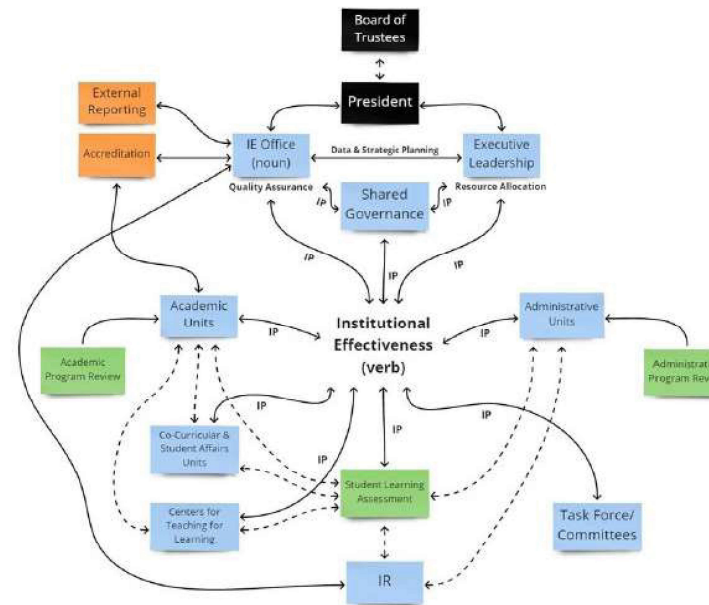
*Student Achievement*

- UVU's Completion, Quality, & Efficiency Metrics (CQE)
- USHE Performance Measures

# Planning + Assessment

- ✓ Planning & assessment is a core requirement of the University.
- ✓ Units plan and assess activities in a meaningful way.
- ✓ The primary purpose of planning and assessment is to promote continuous improvement.
- ✓ UVU practices integrated institutional effectiveness.

Figure 1 The Crossroads of Evidence



## PLANNING for higher education

FEATURE ARTICLE

### The Future of Planning is . . . . . . Aligned, Integrated, and Collaborative Institutional Effectiveness

by Michael Ben-Avi, PhD; Kimberly K. Dougherty, PharmD; Lino Di Genova, PhD; Justin P. Hoshaw, MS; Erin M. Isaacson, MA; Nicholas R. Sorrelli, PhD; Megan Schwaninger-Peewinger, PhD; and Robert Wilkinson, DEd

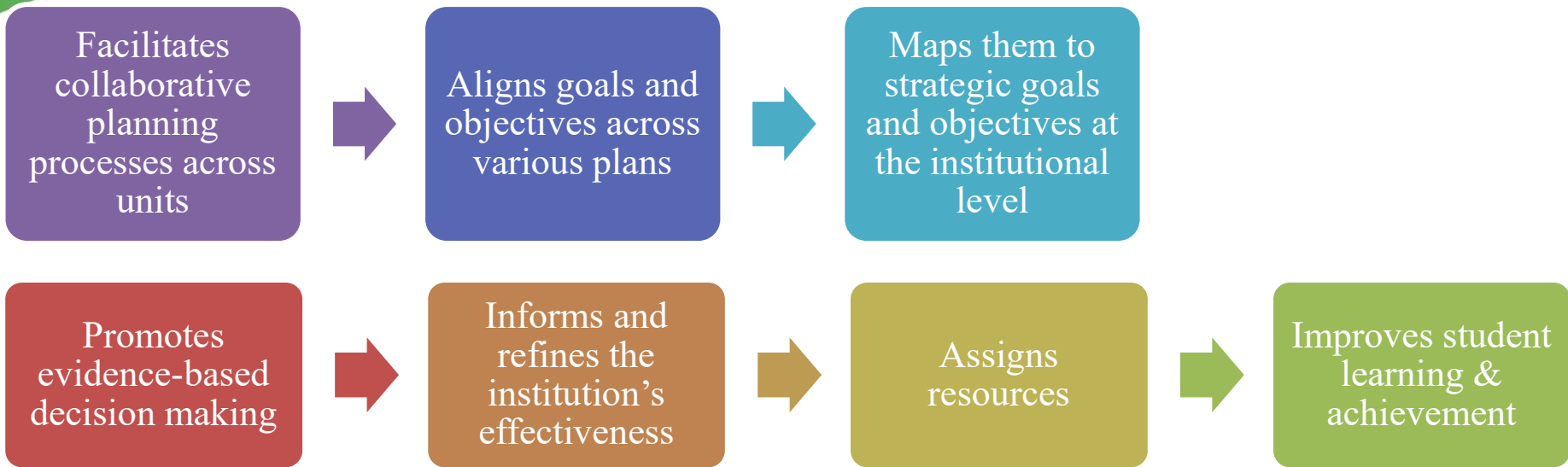
IE professionals are both translators and integrators—and universities need these people who know how to interpret the data. Within the context of an IE office, they assist in developing data-informed strategic plans, financial forecasts, enrollment plans, and other assessments of institutional efficacy.

The landscape for higher education has endured a period of volatility that may provoke a change not seen in some time. While some long for a “new normal,” others suggest that higher education has experienced a “liminal moment” requiring transformative changes to the postsecondary education model that will redefine the future of higher education (Farris and Santilli 2021). One of the primary challenges facing higher education is the mindset surrounding strategic and operational planning, data management, and decision making. Instead of taking time on the front end to ask questions and collect information to holistically and correctly frame the strategic issues facing institutions, critical decisions are often made on incomplete information, where data is collected hastily in an effort to validate weak decisions that lack sufficient strategy to guide actions. Institutional initiatives may then be based on anecdotal “evidence,” industry “knowledge,” or the latest sector trends, instead of on a solid evidence-informed strategy (Barlett 2003; Pfeiffer and Sutton 2006). While each of these points of reference do provide some value, to base significant institutional initiatives on them without an accurate understanding of the strategic issues addressed from multiple data-informed perspectives is inefficient and risky (Barlett 2003; Pfeiffer and Sutton 2006). This disjointed approach to

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# Integrated Institutional Effectiveness



*Integrated institutional effectiveness contributes to transparency & shared governance in the University community & ensures that activities & resources work synergistically in a manner that maximally benefits UVU.*

