

Handbook for University Planning and Assessment

*Effective Academic Year:
2024-2025*

Key Personnel

Institutional Planning and Effectiveness

- Dr. Rasha Qudisat, Chief Officer - Engagement and Effectiveness

Planning, Budget, and Assessment

- Jim Mortensen, Vice President – Finance and Auxiliary Services / Chief Financial Officer
- Scott Wood, Senior Director – Budgets

Academic Affairs Planning and Effectiveness

- Dr. F. Wayne Vaught, Provost and Senior Vice President for Academic Affairs
- Dr. Laurie Sharp, Senior Associate Provost for Academic Programs, Assessment, and Accreditation
- Dr. Sam Gedeberg, Senior Director for Academic Planning and Effectiveness
- Dr. Quinn Koller, Director for Accreditation and Academic Assessment

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Introduction

This document serves as a comprehensive guide to academic assessment requirements at Utah Valley University (UVU). Its purpose is to assist every academic department and administrative unit within the Academic Affairs Division in effectively planning and assessing activities for continuous improvement. While UVU encourages innovation among faculty and staff, slight deviations from outlined processes may occur.

UVU holds accreditation from the Northwest Commission on Colleges and Universities (NWCCU), recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA). Accredited institutions by NWCCU are mandated to assess their missions, goals, operations, and achievements. NWCCU's Standards for Accreditation define the expected quality and effectiveness of accredited institutions, providing a framework for continuous improvement that enhances 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 the university 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 fosters evidence-based decision-making to enhance the institution's overall effectiveness, allocate resources through the [Planning, Budget, and Assessment \(PBA\) process](#), and advance student learning and achievement.^{1,2} The Vice President – Finance and Auxiliary Services serves as the executive steward for the PBA process. The approach promotes transparency and shared governance within the university community and ensures that activities and resources synergistically maximize benefits for UVU. The appendix in this handbook includes a visual representation of the university's integrated institutional effectiveness plan.

University 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.

University Mission and Core Values

The university's mission statement reflects UVU's commitment to regional educational needs, its focus on opportunity and student success, and its 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.

The university's culture aligns with its mission of student success and emphasizes an environment where all individuals can thrive personally and professionally. UVU is guided by three core values: exceptional care, exceptional accountability, and exceptional results.

| Exceptional Care | Exceptional Accountability | Exceptional Results |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |

University Strategic Plan

The university's strategic plan, [Vision 2030](#), captures strategic initiatives derived from the university'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 | Strategy #1 - Provide Accessible, Flexible, and Affordable Education in an Environment That is Inclusive for All <ol style="list-style-type: none"> Increase accessibility to and flexibility of education through a coordinated physical and digital presence. Strengthen campus inclusivity and grow the enrollment and completion rates of historically underrepresented students. Sustain our commitment to affordability, value, and return on investment. |
| Engage | Strategy #2 - Strengthen Student Learning and Societal Impact Through: Collaboration with Community and Industry <ol style="list-style-type: none"> Strengthen engaged learning and community engagement opportunities for students, faculty, and staff. Enhance engagement with community and industry to meet workforce needs and improve student job- and life-readiness. Strengthen the foundation for ongoing giving, support, and engagement for UVU's students, programs, and priorities. |
| Achieve | Strategy #3 - Enhance Student Success Through: Improved Recruitment, Retention, and Completion <ol style="list-style-type: none"> Increase completion through comprehensively designed, stackable curricula, and appropriate credit for prior learning. Support completion through Excellence in teaching, scholarship, and creative activities. Improve completion through seamless processes, comprehensive services, and excellent staff. |

Goals and near-term initiatives have been established for each priority initiative. UVU has undertaken the development of a Balanced Scorecard, complete with defined indicators, baseline data, and performance targets.³ This tool will enable UVU to measure, monitor, and adjust the priority initiatives outlined in Vision 2030.

University Master Plans

The university's master plans are strategically aligned with UVU's priority initiatives and offer overarching guidance for key areas of the institution. Current master plans encompass:

- **Academic Master Plan**: The Academic Master Plan guides academic planning, resource allocation, and other academic efforts at the university.
- **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 the university'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.
- **Engagement Plan**: The Engagement Plan provides a blueprint for creating a welcoming environment that empowers all students, regardless of their backgrounds, to achieve their academic goals and become globally competent graduates.
- **Sustainability Plan**: The Sustainability Plan lays out actionable short-term goals for sustainability at the university and frames sustainability within the existing institutional mission, values, and objectives.

University Planning

The University Planning Advisory Committee (**UPAC**) functions as the central steering committee for university-wide planning, budgeting, and assessment. UPAC makes recommendations to the University Executive Council and President's Council to guide decision-making aligned with the university's mission and goals. The Chief Officer – Engagement and Effectiveness acts as the executive steward, with the Senior Associate Provost for Academic Programs, Assessment, and Accreditation serving as co-chair.

University Assessment Activities

At UVU, university-level assessment efforts at UVU align with **NWCCU 2020 Standards** and encompass both academic and administrative activities. Academic assessments focus on evaluating student learning quality across all levels of academic programs (i.e., certificates, associate degrees, bachelor's degrees, master's degrees), with faculty members playing a central role. Administrative assessments concentrate on evaluating support services and involve all campus stakeholders—executive employees, faculty, and staff.

Within the Academic Affairs Division, the Provost and Senior Vice President for Academic Affairs serves as the executive steward, supported by the Senior Associate Provost for Academic Programs, Assessment, and Accreditation who manages day-to-day activities. In other divisions, the Chief Officer – Engagement and Effectiveness acts as the executive steward.

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

In addition to academic and administrative assessment activities, UVU employs performance measures to gauge student achievement. These measures include internally developed dashboards and reports, such as UVU's Completion, Quality, & Efficiency Metrics (CQE), as well as external accountability systems like [USHE's performance metrics](#) for degree-granting institutions.

Assessment Matrices

Below are matrices demonstrating how academic and administrative assessment activities at UVU align with NWCCU, USHE, and institutional planning requirements. These matrices illustrate how each assessment activity informs decisions regarding resource allocation.

Academic Assessment Matrix

| | NWCCU Requirement | USHE Requirement | Institutional Planning Requirement | Resource Allocation Consideration |
|----------------------------------------------------|-------------------|------------------|------------------------------------|-----------------------------------|
| Annual Academic Program Assessments | 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

Academic Program Assessment Plans

Faculty at the university develop 3-year academic program assessment plans to annually measure student learning at the program level. Each academic program assessment plan includes:

- ✓ an assessment schedule,
- ✓ program learning outcomes,
- ✓ assessment methods/measures and targets,
- ✓ an estimated number of students to be evaluated,
- ✓ a listing of courses aligned with program learning outcomes, and
- ✓ a mapping of Essential Learning Outcomes to program learning outcomes.

An appendix in this handbook provides a template for drafting academic program assessment plans, which faculty may utilize. These plans are submitted via the institution's designated process once every two years in May. Associate deans within each school and college act as the primary contacts, facilitating delegation to the appropriate faculty member.

In a given annual cycle of assessment, academic program assessment plans will not be required from programs scheduled to undergo either of the two USHE-required evaluations: 3-Year Follow-Up for New Academic Programs or the 7-Year Cyclical Academic Program Review. Official USHE reports will fulfill the annual assessment planning requirement for affected programs.

Similarly, programs holding specialized accreditation that complete annual reports may be exempt from the annual academic program planning requirement provided that: (1) the specialized accreditation agency does not require engagement in institutional academic program assessment activities, and (2) the annual report adheres to the standards outlined in [USHE Policy R411](#).

For the 2024-2025 academic year, there will be no 7-Year Cyclical Academic Program Reviews, as USHE Policy R411 is currently under revision.

Academic Program Assessment Reports

Each year, faculty are required to submit an annual academic program assessment report that accomplishes the following:

- ✓ Details the academic program assessment activities conducted during the previous academic year.
- ✓ Presents assessment results and discusses their implications.
- ✓ Articulates plans for improvement.

The appendix in this handbook provides a template for drafting annual academic program assessment reports, which faculty may utilize. These reports are submitted via the institution's designated process each year in October. Associate deans within each school and college act as the primary contacts, facilitating delegation to the appropriate faculty member. They provide support within their respective schools and colleges to enhance academic programs based on annual assessment findings. These findings are also utilized by the Senior Associate Provost for Academic Programs, Assessment, and Accreditation to identify division-wide enhancements aimed at enhancing student learning.

In a given annual cycle of assessment, academic program assessment reports will not be required from programs that have completed either of the two USHE-required evaluations: 3-Year Follow-Up for New Academic Programs or the 7-Year Cyclical Academic Program Review. Official USHE reports will fulfill the annual assessment reporting requirement for affected programs.

Likewise, programs holding specialized accreditation that complete annual reports may be exempt from the annual academic program reporting requirement, provided that: (1) the specialized accreditation agency does not require engagement in institutional academic program assessment activities, and (2) the annual report adheres to the standards outlined in [USHE Policy R411](#).

For the 2024-2025 academic year, there will be no 7-Year Cyclical Academic Program Reviews, as USHE Policy R411 is currently under revision.

Administrative Unit Assessments

To ensure alignment, administrative unit assessment is directed by the high-level unit to which subordinate units report. The organization charts for the [university's executive leadership](#) and executive leadership in the [Academic Affairs Division](#) offer guidance in identifying these high-level units. Below is a list of administrative units at UVU that engage in annual administrative unit assessment activities.

| Academic Affairs | Divisions |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">▪ Academic Administration▪ Academic Innovation▪ Academic Programs, Assessment, and Accreditation▪ Student Success▪ College of Health and Public Service▪ College of Humanities and Social Sciences▪ College of Science▪ School of Education▪ School of the Arts▪ Smith College of Engineering and Technology▪ Woodbury School of Business | <ul style="list-style-type: none">▪ Administration and Strategic Relations▪ Digital Transformation▪ Finance and Auxiliary Services▪ General Counsel▪ Institutional Advancement▪ Marketing and Communications▪ Office of General Counsel▪ Office of Institutional Engagement and Effectiveness▪ People and Culture▪ Student Affairs |

Administrative Unit Assessment Plans

Executive employees, faculty, and staff work in collaboration to develop annual administrative unit assessment plans to evaluate support programs and services at the university. An annual administrative unit assessment plan includes:

- ✓ goals,
- ✓ institutional priority areas linked to goals,
- ✓ objectives,
- ✓ assessment methods/measures and targets, and
- ✓ strategies for supporting goals through budget requests, resource re-allocations, and other funding sources.

The appendix in this handbook provides a template for drafting annual administrative unit assessment plans, which executives may utilize. These plans are submitted via the institution's designated process every year in August. Executives who lead the designated administrative units act as the primary contacts, facilitating necessary collaboration.

Administrative Unit Assessment Reports

Each year, executives who lead the designated administrative units are required to submit an annual administrative unit assessment report that accomplishes the following:

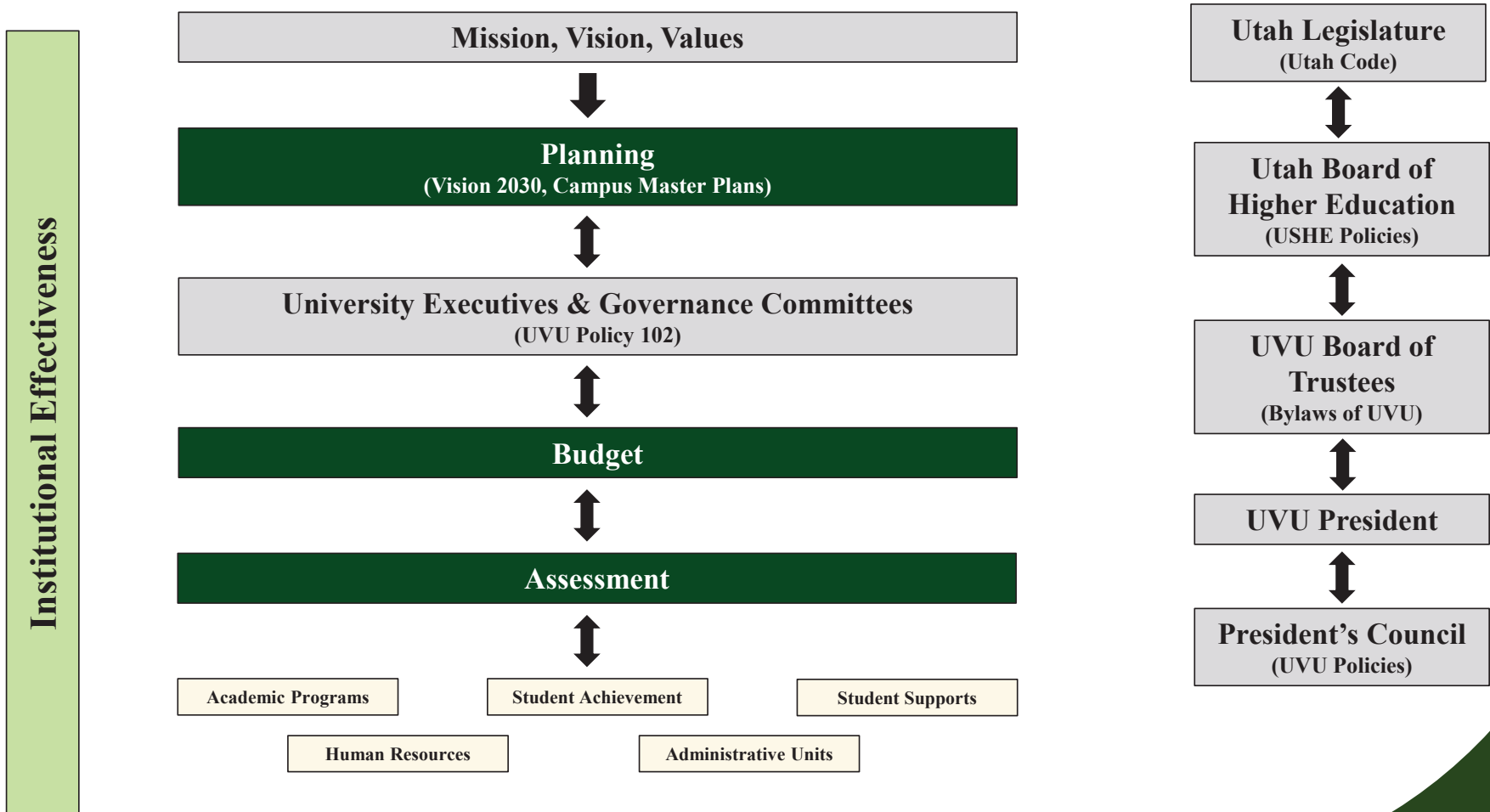
- ✓ Details the administrative unit assessment activities conducted during the previous academic year.
- ✓ Presents assessment results and discusses their implications.
- ✓ Articulates plans for improvement.
- ✓ Addresses budgetary implications.

The appendix in this handbook provides a template for drafting annual administrative unit assessment reports, which executives may utilize. These reports are submitted via the institution's designated process each year in October. Executives who lead the designated administrative units act as the primary contacts, facilitating necessary collaboration. They provide support within their respective administrative units to enhance support programs and services based on annual assessment findings. These findings are also utilized by executives to identify university-wide enhancements aimed at enhancing student success.

The executive steward and co-chair of UPAC hold discussions with each designated administrative unit in July and August to evaluate the impact of resource allocations over the past three years. These discussions also involve a preliminary review of administrative unit assessment reports from the previous academic year and plans for the upcoming year. Insights gathered from these discussions will be communicated to UPAC to inform recommendations to the University Executive Council and President's Council, guiding decision-making aligned with the university's mission and goals.

Appendix A: UVU Integrated Institutional Effectiveness Plan

UVU Integrated Institutional Effectiveness Plan



Examples of Ongoing Assessments

| Academic Programs | Student Achievement | Student Supports | Human Resources | Administrative Units |
|-------------------------------|----------------------------------------|------------------------------------|--------------------------------------|----------------------------------------|
| General Education | Retention | Academic Advising Services | Employee Engagement | Annual Goals |
| Teaching Practices | Completion | Library and Information Services | Employee Evaluations | Internal Audit |
| Learning Outcomes | Outcome Measure | Student Development And Well-Being | Employee Turnover | Executive and Community Education |
| USHE Evaluations (R401, R411) | Regional and National Peer Comparisons | Educational Support Services | Mandatory Training Course Completion | Physical and Technology Infrastructure |

Appendix B: Academic Program Assessment Plan Template

Academic Program Assessment Plan Template

Purpose

Academic program assessment is crucial at UVU, with faculty central to evaluating and enhancing instructional programs. These efforts inform continuous improvements in student learning outcomes through academic and learning-support planning on a three-year cycle.

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.

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

Assessment methods and targets must be specific and measurable. Use direct, indirect, or a combined approach. Ensure assessment targets are specific and reflect the desired outcomes.

Program Learning Outcome #1: Estimate the number of students who will be included in the evaluation.

Program Learning Outcome #1: 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 #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

Assessment methods and targets must be specific and measurable. Use direct, indirect, or a combined approach. Ensure assessment targets are specific and reflect the desired outcomes.

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

Assessment methods and targets must be specific and measurable. Use direct, indirect, or a combined approach. Ensure assessment targets are specific and reflect the desired outcomes.

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 C: Academic Program Assessment Report Template

Academic Program Assessment Report Template

Purpose

Academic program assessment is crucial at UVU, with faculty central to evaluating and enhancing instructional programs. These efforts drive continuous improvements in student learning outcomes. Assessment reports reflect findings on a program's learning outcomes within each assessment cycle.

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: 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 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 Annual Academic Program Assessment Plan.

What Essential Learning Outcomes map to this program learning outcome?

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

- Communication
 Critical Thinking
 Digital Literacy
 Ethical Reasoning
 Inclusion

- Information Literacy
- Quantitative Literacy
- Scientific Literacy
- None

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 D: 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 E: Administrative Unit Assessment Plan Template

Administrative Unit Assessment Plan Template

Purpose

Assessing administrative units is key to UVU's integrated institutional effectiveness, fostering collaborative planning and evaluation to align goals with strategic priorities, allocate resources effectively, and enhance student learning and achievement. For the 2024-2025 academic year, the President has established the following as top institutional priorities:

Top Priorities

Performance Funding

1. Access/Enrollment, Retention, Completion
2. 4 and 5-star jobs

Revenue Generation

1. EverGREEN
2. Alumni
3. Project Valley Forge (School of Health Professions, HCI, developers, initial anchor tenants)
4. Revenue Diversification/Leveraging new AVP for Revenue Generation

Higher Education Innovation

1. Rolling out the new GenEd
2. Growth Programs (Nursing, Applied AI, Social Work, etc.)
 1. Use of AI at UVU
3. Innovation Academy
 1. Project-based learning
 2. Jobs CEO Council
 3. Career Accelerator (with Koch Foundation, potentially)
 4. InnovAcademy as the data hub for ALL engaged learning and project-based learning at UVU
4. Three-year Bachelor's Degrees
5. Credit for Prior Learning
6. RTP: Differentiation of Research, Scholarly, Creative Requirements

Exceptional Care, Accountability and Results (Mindset and Habits)

1. Essentialism Habit
2. Entrepreneurial/Problem-Solving Mindset
3. Follow-Through Excellence

Additionally, the following action commitments align with the university's strategic plan, [Vision 2030](#):

- *Include: Through open admission and other practices, UVU provides accessible and equitable educational opportunities for every student who wants to receive a rewarding post-secondary education.*
- *Engage: UVU delivers rigorous, meaningful, and experiential learning opportunities driven by a shared responsibility for student success.*
- *Achieve: UVU champions a university experience that helps student realize their educational, professional, and personal aspirations.*

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)

- Performance Funding
- Higher Education Innovation
- Revenue Generation
- Exceptional Care, Accountability, and Results

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)

- Performance Funding
 Higher Education Innovation
 Revenue Generation
 Exceptional Care, Accountability, and Results

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

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.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <input type="checkbox"/> Resource re-allocation <input type="checkbox"/> Other _____ <input type="checkbox"/> No budget request is needed | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--|

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)*

- Performance Funding
- Higher Education Innovation
- Revenue Generation
- Exceptional Care, Accountability, and Results

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

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 F: Administrative Unit Assessment Report Template

Administrative Unit Assessment Report Template

Purpose

Assessing administrative units is key to UVU's integrated institutional effectiveness, fostering collaborative planning and evaluation to align goals with strategic priorities, allocate resources effectively, and enhance student learning and achievement. For the 2024-2025 academic year, the President has established the following as top institutional priorities:

Top Priorities

Performance Funding

1. Access/Enrollment, Retention, Completion
2. 4 and 5-star jobs

Higher Education Innovation

1. Rolling out the new GenEd
2. Growth Programs (Nursing, Applied AI, Social Work, etc.)
 1. Use of AI at UVU
3. Innovation Academy
 1. Project-based learning
 2. Jobs CEO Council
 3. Career Accelerator (with Koch Foundation, potentially)
 4. InnovAcademy as the data hub for ALL engaged learning and project-based learning at UVU
4. Three-year Bachelor's Degrees
5. Credit for Prior Learning
6. RTP: Differentiation of Research, Scholarly, Creative Requirements

Revenue Generation

1. EverGREEN
2. Alumni
3. Project Valley Forge (School of Health Professions, HCI, developers, initial anchor tenants)
4. Revenue Diversification/Leveraging new AVP for Revenue Generation

Exceptional Care, Accountability and Results (Mindset and Habits)

1. Essentialism Habit
2. Entrepreneurial/Problem-Solving Mindset
3. Follow-Through Excellence

Additionally, the following action commitments align with the university's strategic plan, [Vision 2030](#):

- *Include: Through open admission and other practices, UVU provides accessible and equitable educational opportunities for every student who wants to receive a rewarding post-secondary education.*
- *Engage: UVU delivers rigorous, meaningful, and experiential learning opportunities driven by a shared responsibility for student success.*
- *Achieve: UVU champions a university experience that helps student realize their educational, professional, and personal aspirations.*

Goal #1: Goal

Include the goal specified on the Administrative Unit Assessment Plan.

Goal #1: What institutional priority areas does the goal link to? (Select all that apply)

- Performance Funding
- Higher Education Innovation
- Revenue Generation
- Exceptional Care, Accountability, and Results

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

Goal #1: Objective(s)

Include the objectives specified on the 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 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 Administrative Unit Assessment Plan.

Goal #2: What institutional priority areas does the goal link to? (Select all that apply)

- Performance Funding
- Higher Education Innovation
- Revenue Generation
- Exceptional Care, Accountability, and Results

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

Goal #2: Objective(s)

Include the objectives specified on the 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 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 Administrative Unit Assessment Plan.

Goal #3: What institutional priority areas does the goal link to? (Select all that apply)

- Performance Funding
- Higher Education Innovation
- Revenue Generation
- Exceptional Care, Accountability, and Results

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

Goal #3: Objective(s)

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