



Utah Valley University Mission Fulfillment Baseline Analysis

*University Planning Advisory Committee
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Executive Summary

The University Planning Advisory Committee (UPAC) evaluates fulfillment of UVU's mission, action commitments, and objectives biannually, making recommendations to the university leadership and the Board of Trustees for additional determinations and action as appropriate. This periodic review ensures that UVU regularly evaluates and continuously improves its institutional performance as required under NWCCU standards 1.B.1-4.

The review is based on 42 indicators selected by UPAC as reliable and valid indicators of achievement, each with an associated benchmark for satisfactory performance. Each indicator, objective, action commitment, and the mission overall is evaluated on the extent to which the measures indicate that UVU fulfills each essential element of its mission. The purpose of the 2019-20 evaluation is three-fold: to test the effectiveness of the evaluation process, to provide a baseline against which progress can be judged, and to identify priority areas for university action through 2024.

Ratings Summary

Mission elements are rated on a four point scale: excellent (a point of pride in the university's performance), satisfactory (generally acceptable performance with improvement sometimes recommended), unsatisfactory (unacceptable performance with improvement needed), and developing (insufficient data to support informed evaluation).

- UPAC rated all action commitments satisfactory.
- UPAC rated Achieve Objective 3 (post-graduation success) excellent.
- UPAC rated two objectives, Engage Objective 3 (employee engagement) and Achieve Objective 2 (Assessment of Student Learning) unsatisfactory.
- UPAC rated 10 indicators excellent, 20 satisfactory, 3 unsatisfactory, and 9 developing.

Major Findings

UPAC's major findings included five substantive issues.

1. UVU demonstrates great success overall in executing its Integrated Dual Mission educational model.
2. UVU's students are important contributors to their communities and the state.
3. Completion is an area of both significant concern and significant potential.
4. Due to lack of institutional-level evaluation structures, UVU is currently unable to demonstrate that students achieve program learning outcomes.
5. Many employees perceive a lack of transparency and accountability.

UPAC will conduct a second evaluation in 2021-22 evaluating progress, and a final evaluation in 2023-24 that will form the basis for UVU's Evaluation of Institutional Effectiveness report to NWCCU.

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Introduction

The University Planning Advisory Committee (UPAC) evaluates fulfillment of UVU's mission, action commitments, and objectives biannually, making recommendations to the university leadership and the Board of Trustees for additional determinations and action as appropriate. This periodic review ensures that UVU regularly evaluates and continuously improves its institutional performance as required under Northwest Commission on Colleges and Universities (NWCCU) standards 1.B.1-4. The 2019-20 Mission Fulfillment Self-Evaluation was approved by the UVU President's Council on April 23, 2020 and by the Board of Trustees on <date TBA>.

UPAC will conduct three Mission Fulfillment Evaluations during the 2018-2024 accreditation cycle. The purpose of the 2019-20 evaluation is three-fold: to test the value of each indicator and of the evaluation rubric as the basis for evaluation, revising as needed to make future evaluations more effective; to provide a baseline against which progress can be judged; and to identify priority areas for university action through 2024. UPAC will conduct a second evaluation in 2021-22 evaluating progress, and a final evaluation in 2023-24 that will form the basis for much of UVU's Evaluation of Institutional Effectiveness report to NWCCU.

UVU's Mission

Utah Valley University established its mission statement on approval by the State Board of Regents on May 17, 2019:

Utah Valley University is an integrated university and community college that educates every student for success in work and life through excellence in engaged teaching, services, and scholarship.

This mission statement reflects the institution's commitment to student success through its innovative dual-mission approach to higher education (which integrates structures and practices typically separated into community colleges and teaching universities) and its commitment to engaged learning.

UVU's culture supports our mission of student success. Student success encompasses both completed degrees and the holistic education of students, and we believe that we can fulfill this mission best in an environment that allows all individuals to thrive personally and professionally. To this end, UVU operates in accordance with three core values: exceptional care, exceptional accountability, and exceptional results.

Student Success is the essence of UVU's mission and the focus of the mission statement. Three action commitments—Include, Engage, and Achieve—identify thematic areas of activity that lead toward fulfillment of the mission. Each action commitment is operationalized in three objectives identifying specific actions that UVU will take to achieve its mission. They are not themselves specific, actionable goals for the university, but will be implemented in operational

and organizational plans. Success is defined in relation to quantitative or qualitative indicators that assess achievement of the objectives.

UVU recognizes that mission fulfillment is more than the achievement of numerical values for a set of key performance indicators. Other factors include UVU's dynamic demographic, political, and economic environment and UVU's institutional values. At UVU, mission fulfillment is considered a continuous improvement process rather than a terminal outcome.

Major Findings

The most important findings of the 2019-20 Mission Fulfillment Evaluation are:

1. Overall, UPAC rated all action commitments satisfactory. The committee rated Achieve Objective 3 (post-graduation success) excellent. It rated two objectives, Engage Objective 3 (employee engagement) and Achieve Objective 2 (Assessment of Student Learning) unsatisfactory. UPAC rated 10 indicators excellent, 20 satisfactory, 3 unsatisfactory, and 9 developing. Ratings are detailed in the Table of Findings below.
2. UVU demonstrates great success overall in executing its Integrated Dual Mission educational model. While the dual mission inventory indicator remains in development, UPAC can point to several aspects of the mission fulfillment evaluation that together show a consistent commitment to integrating the community college and regional teaching university roles in a single institution. UVU supports students at all degree levels; promotes inclusion and affordability; and offers flexible, high-quality academic programs taught largely by full-time faculty members.
3. UVU's students are important contributors to their communities and the state. Community engagement is in most respects a strength of UVU, with high levels of student engagement and graduates making major contributions to the Utah economy. Post-graduation success in employment and further education after graduating from UVU significantly exceeds institutional benchmarks. In a national higher education environment that continually questions the economic value of higher education, UVU students' personal success and contributions to the economy is a point of pride for the university.
4. Completion is an area of both significant concern and significant potential. UPAC recognizes the significant efforts that the university has put into improving completion rates, and the substantial progress that the university has made. Short-term completion rates and contributing measures such as retention and credentials awarded are promising. But UPAC also recognizes that a 45% completion goal by 2025 is deliberately ambitious. Today, UVU is not where it needs to be. Completion needs to remain the university's first focus over the next five years. Through continued efforts, though, completion rates could be a signature success by 2025.
5. Due to lack of institutional-level evaluation structures, UVU is currently unable to demonstrate that students achieve program learning outcomes. This is a foundational requirement of contemporary higher education and one of the central elements of NWCCU's new accreditation standards. While this is somewhat mitigated by UVU's success in

assessing general education, lack of institutionally-coordinated program-level assessment is a significant risk to UVU’s ability to demonstrate mission fulfillment to external stakeholders, including NWCCU. Improvement in this area must be a major institutional priority.

6. Many employees perceive a lack of transparency and accountability, a finding consistent with previous university findings on which the Great University to Work For initiative was based. Continued efforts in this area are warranted.
7. A significant number of data limitations have been identified, especially where important campus groups have not provided data or reports that they had previously agreed to provide. In some cases, unworkable aspects of the benchmarks or rubrics required immediate changes in the evaluation process. Several issues with individual indicators are identified in this report, and more general concerns are discussed with recommendations at the end of the report. The committee was unsatisfied with the number of indicators that were still in development; in future reports, indicators for which data is inadequate will be rated as unsatisfactory.

Table of Findings

	Baseline (2020)	Progress (2022)	Final (2024)	
Key	Excellent	Satisfactory	Unsatisfactory	Developing
Include Action Commitment	S			
Objective 1: Dual Mission	S			
Dual mission practices inventory	D			
Instructional credit hours by faculty type	S			
Academic programs by degree level	S			
Degrees and certificates awarded by degree level	S			
FTE in courses by course level	S			
Faculty degree qualifications	D			
Objective 2: Access and Equity	S			
Demographic representation of students	S			
Demographic representation of faculty	D			
NSSE “Discussions with Diverse Others” indicator	S			
Global/Intercultural Effectiveness Survey	S			
Strategic Inclusion Plan Assessment	D			
Tuition and fees as a share of the state’s median household income	S			
State tax fund support per FTE	S			
Objective 3: Campus Environment	S			
NSSE Supportive Campus Environment indicator	S			
Great Colleges to Work For perceptions of inclusiveness items	S			
Completion of underserved students	U			

					Baseline (2020)	Progress (2022)	Final (2024)
Key	Excellent	Satisfactory	Unsatisfactory	Developing			
Retention of underserved students					S		
Engage Action Commitment					S		
Objective 1: Engaged Learning					S		
NSSE Effective Teaching Practices Indicator					S		
OTL Online/Hybrid Certification					D		
University scholarship portfolio					D		
Student participation in scholarly and creative activity					S		
Participation in co-curricular activity					E		
Engaged Learning Survey participation items					D		
Objective 2: Community Engagement					S		
Carnegie Foundation Community Engagement Classification					E		
Graduates employed in Utah					E		
Credentials awarded in DWS 4/5-star jobs					S		
Credentials awarded in USHE focus areas					S		
Alumni Giving					D		
Objective 3: Employee Engagement					U		
Great Colleges survey employee satisfaction items					S		
Great Colleges survey employee opinions about planning, improvement, and accountability					U		
Great Colleges survey employee opinion about transparency, collaboration, and shared governance					U		
Achieve Action Commitment					S		
Objective 1: Educational Goals					S		
IPEDS Outcome Measures (Completion Rate)					S		
IPEDS Outcome Measures (Positive Outcome Rate)					S		
Total number of credentials awarded					S		
IPEDS student retention rates					E		
NSSE academic support item					E		
NSSE learning support services item					E		
Objective 2: Student Learning					U		
Achievement of Essential and Program Learning Outcomes					D		
Graduate survey evaluation of Essential Learning Outcomes					E		
Objective 3: Post-Graduation Success					E		
College Scorecard ratio of salary to cost of attendance					E		

					Baseline (2020)	Progress (2022)	Final (2024)
Key	Excellent	Satisfactory	Unsatisfactory	Developing			
Employer satisfaction surveys					E		
Continued Education as Reported to NSCH					E		

Methodology

Evaluation Process

UPAC evaluates achievement of UVU's objectives and action commitments based on 42 indicators selected by UPAC as reliable and valid indicators of achievement, each with an associated benchmark for satisfactory performance. UPAC and President's Council have determined these indicators and operational measures are meaningful, assessable, and verifiable in accordance with NWCCU standards. Each indicator consists of a construct, an operational measure, and a benchmark or other standard for success.

The university has formalized quantitative or qualitative benchmarks for each indicator, using a wide range of standards appropriate to the specific indicators and UVU's intentions. UPAC rates each indicator against the benchmark in order to determine a preliminary assessment of achievement. This can be revised based on data quality and additional evidence that contextualizes the indicator data. The evaluation of the indicators forms the basis for ratings of each objective, again considering additional contextual information. Evaluations of the objectives similarly lead to overall evaluation of the action commitment.

Each indicator, objective, and action commitment is evaluated on the extent to which the measures indicate that UVU fulfills each essential element of its mission.

- Excellent. Performance on this aspect of UVU's mission substantially exceeds the standard of acceptable performance and is a point of pride for UVU.
- Satisfactory. Performance on this aspect of UVU's mission is acceptable, but improvement is possible and can be considered within the university's priorities.
- Unsatisfactory. Performance on this aspect of UVU's mission is not acceptable and improvement should be a university priority.
- Developing: Indicators or benchmarks for this aspect of UVU's mission are insufficient to support informed evaluation.

Rubrics adopted by UPAC in 2018-19 define operational standards for each rating at each level of the mission framework (indicators, objectives, and action commitments). Narratives for each objective and action commitment clarify the extent of mission fulfillment and identify strengths or opportunities for ongoing improvement.

The evaluation process uses a triangulation methodology common especially in social scientific research. The set of indicators for each objective are explicitly designed with limited commensurability to evaluate multiple dimensions of an objective, to ensure that findings reflect underlying facts rather than the peculiarities of measurement techniques, and to minimize temptations to "game" specific metrics at the expense of success in overall mission fulfillment. The indicators thus provide a sophisticated picture of performance and support holistic and actionable assessment of mission fulfillment. The narrative evaluations of each aspect of UVU's

mission reflect the committee’s professional judgment as to the best explanation for the full set of indicators and benchmarks.

Evaluation Data

Evaluation data is collected and managed by UVU’s Institutional Research office. It is publicly available at https://www.uvu.edu/iri/action_commitments_and_objectives/action_commitments_and_objectives.html.

Evaluation Rubrics

The following rubrics, adopted by UPAC in 2018, are used in evaluating indicators, objectives, and action commitments:

Evaluation Rubric for Indicators				
	Excellent	Satisfactory	Unsatisfactory	Developing
Data Quality	Sufficient to evaluate effectively	Sufficient to evaluate effectively	Insufficient to evaluate effectively after first evaluation	Insufficient to evaluate effectively during first evaluation
	AND	AND	OR	
Defined Threshold of Achievement	Substantially exceeds	Approximately meets*	Substantially fails to meet	
	AND	AND	OR	
Effects on Objective Achievement**	Demonstrated positive contribution	No demonstrated substantial limitation	Demonstrated substantial limitation	

* Some benchmarks include future dates by which the benchmark will be met. Prior to the goal dates, the benchmark will be evaluated as “met (in progress)” if the data trend provides a reasonable expectation that the benchmark will be met by the goal date. The benchmark will be evaluated as “acceptable progress” if there is a reasonable expectation that actions underway will result in meeting the benchmark by the goal date but those actions are not yet reflected in data trends. Such indicators will be evaluated as satisfactory, but the latter case especially indicates a need for close, ongoing attention to the indicator.

**Based on totality of evidence available, including evidence from beyond the specific indicators.

Evaluation Rubric for Objectives			
	Excellent	Satisfactory	Unsatisfactory
Critical Indicators*	Excellent	Not unsatisfactory	Unsatisfactory
	AND	AND	OR
Unsatisfactory Indicators	None	No more than one	More than one
	AND		
Excellent Indicators	At least one	Not considered. Unsatisfactory indicators cannot be offset by excellent indicators.	
	AND	AND	OR
Effects on Action Commitment Achievement**	Demonstrated positive contribution	No demonstrated substantial limitation	Demonstrated substantial limitation
	OR	AND	OR
Related Unit Objectives	At least 25% rated excellent	Not more than 25% rated unsatisfactory	More than 25% rated unsatisfactory

*Critical indicators are direct measures of outcomes that are essential to the objective. Not all objectives have critical indicators. Critical indicators associated with future goals are considered non-critical prior to the goal date.

**Based on totality of evidence available, including evidence from beyond the specific indicators.

Evaluation Rubric for Action Commitments			
	Excellent	Satisfactory	Unsatisfactory
Unsatisfactory Objectives	None	No more than one	More than one
	AND		
Excellent Objectives	At least one	Not considered. Unsatisfactory objectives cannot be offset by excellent objectives.	
	AND	AND	OR

	Excellent	Satisfactory	Unsatisfactory
Effects on Mission Fulfillment*	Demonstrated positive contribution	No demonstrated substantial limitation	Demonstrated substantial limitation

*Based on totality of evidence available, including evidence from beyond the specific objectives.

Include Action Commitment

UVU provides accessible and equitable educational opportunities for every student who wants to receive a rewarding postsecondary education. UVU maintains a dual mission approach that integrates roles, functions, and practices traditionally associated with either community colleges or teaching universities. This provides educational opportunities on a non-prejudicial basis: neither social position nor prior educational background bars students from succeeding at UVU. The university ensures that both traditional and underserved students of various backgrounds and perspectives experience a safe and supportive environment in which to pursue their academic goals.

Evaluation of Action Commitment: Satisfactory

UVU effectively operates as a dual mission institution; promotes access, equity, and diversity; and promotes a safe and supportive environment. Some challenges are present, particularly with faculty diversity and completion rates of minority students. There are also several areas where data supporting the objectives needs further clarification or definition by other university working groups.

Objective 1: Dual Mission

UVU integrates educational opportunities appropriate to both community colleges and universities.

The intended outcome of this objective is an institution that by design integrates traditionally distinct roles. This requires that UVU maintain specific practices and structures that are characteristic of community colleges and teaching universities regardless of individual outcomes. The dual mission inventory identifies the most fundamental aspects of its dual mission (e.g., an undergraduate open admissions policy). Faculty qualification and workload determines whether students are studying with university-level faculty, while program and course measures by degree level indicate the integration of community college and university level instruction. The contribution of this structure to student success is evaluated in the Achieve core theme.

Evaluation of Indicators

Indicator		Benchmark	Contextual Factors
Dual mission practices inventory	Developing	UVU will maintain structures, policies, and practices implementing all key areas of its dual mission.	The dual mission practices inventory is currently being developed as part of the Vision 2030 planning process.
Critical indicator			

Indicator		Benchmark		Contextual Factors
Instructional credit hours by faculty type	Satisfactory	55% of non-high school instructional credit hours will be taught by salaried faculty.	Met	
Academic programs by degree level	Satisfactory	Continuous increase at all levels as appropriate to ongoing growth	Met	One-year decline for certificates needs to be monitored. Growth in associate degree programs may not be an appropriate goal given institutional pathways strategies.
Degrees and certificates awarded by degree level	Satisfactory	Continuous increase at all levels as appropriate to ongoing growth	Met	Associate degrees are unstable and requires close monitoring.
FTE in courses by course level	Satisfactory	Continuous increase at all levels as appropriate to ongoing growth	Met	Remedial FTE has declined due to shift from dedicated remedial courses to non-coursework strategies that do not produce FTE (e.g., ALEKS in Developmental Math). This reflects national trends in developmental education and has had considerable success. Remedial enrollment should thus be included in lower division enrollment.
Faculty degree qualifications	Developing	90% of full-time faculty members will have a terminal degree appropriate to their field.		This indicator may establish an unrealistic goal. It requires further revision to consider whether all full-time faculty, all tenure-track faculty, or only tenured faculty should be considered. 90% may be difficult to achieve when including longer-serving faculty members, ABDs, lecturers, visiting positions, and professionals-in-residence. Academic Affairs Council and/or the Faculty Senate could be consulted in resolving this issue.

Evaluation: Satisfactory

The indicators show that UVU is fulfilling both community college and regional university roles. Of six indicators, four were satisfactory. Two were developing, with one being a critical indicator and one raising significant questions about whether the data and benchmark were meaningful in

Indicator data is available at

https://www.uvu.edu/iri/action_commitments_and_objectives/action_commitments_and_objectives.html

the context of UVU's mission. Two indicators met benchmarks but showed signs of concern should trends in the data remain consistent.

Objective 2: Access and Equity

UVU provides accessible, equitable, and culturally diverse learning experiences and resources for students of all backgrounds, including those historically underrepresented in higher education.

The intended outcome of this objective is that UVU will reflect the diversity of its community in participation, affordability, and curriculum. Access and equity are reflected in the presence of underrepresented groups. The evaluation of the UVU Inclusion Committee, which coordinates the university's efforts in this area, recognizes their expertise and familiarity with challenges to inclusion. Economic affordability is a critical dimension of access and equity, ensuring that financial obstacles are minimized. As UVU does not operate on a high-price/high aid model and is a non-residential institution, tuition is the main tool for achieving affordability, with state support being the foremost determinant of tuition growth. UVU assesses opportunities to participate in a diverse curriculum through participation in its Global/Intercultural education program; the pedagogical effectiveness of this is assessed under the Achieve core theme.

Evaluation of Indicators

Indicator		Benchmark		Contextual Factors
Demographic representation of students Critical Indicator by 2025	Satisfactory	At least 21.5% of UVU students will be ethnically diverse as defined by USHE by Fall 2025.	Met (in progress)	Currently 18.2% of UVU students identify as racial or ethnic minorities, and minority representation continues to increase among students. Making the goal of 21.5% by 2025 seems challenging but feasible.
Demographic representation of faculty	Developing	No benchmark established		Faculty minority representation lags both the community and the student body considerably. This may reflect poor representation within many academic disciplines more generally. UPAC recommends review by Academic Affairs Council, Faculty Senate, and the Inclusion Committee for consideration with reference to Vision 2030 goals for racial/ethnic minorities and gender, incremental progress, peer institutions, or other USHE institutions.

Indicator data is available at

https://www.uvu.edu/iri/action_commitments_and_objectives/action_commitments_and_objectives.html

Indicator		Benchmark	Contextual Factors
NSSE "Discussions with Diverse Others" indicator	Satisfactory	UVU's score will be at least 35.	Met
Global/Intercultural Effectiveness Survey	Satisfactory	UVU's After-G/I score will be at least 4.33.	Met
Strategic Inclusion Plan Assessment	Developing	As determined by the Inclusion Committee (no benchmark established at this time)	
Published tuition and fees as a share of the state's median household income	Satisfactory	Published tuition and fee rates will be no more than 10% of the state's median household income.	Met
State tax fund support per FTE	Satisfactory	State tax funding will exceed \$4,300 per FTE.	Met

Evaluation: Satisfactory

The indicators show that UVU promotes access, equity, and diversity in most respects. This continues a long-standing trend at UVU, which has nearly doubled the proportion of student of color since 2008 and is now more diverse than its service region generally. UVU continues to receive awards for its inclusion initiatives, recently receiving the CUPA-HR 2018 Inclusion Cultivates Excellence Award and the Rose Duhon-Sells Award for Program of the Year from the National Association of Multicultural Education. UVU remains inclusive not only through diversity initiatives but also through affordability. Faculty diversity lags student diversity but lacks a well-defined benchmark and faces a number of constraints coming from outside of the university.

Objective 3: Campus Environment

UVU fosters an inviting, safe, and supportive environment in which students, faculty, and staff can succeed.

The intended outcome of this objective is that UVU creates an affective sense of security in students, faculty, and staff. The perception of UVU's environment is as essential to inclusion as any practices: Students and employees whose experiences leave them feeling unsafe and unsupportive will not succeed. Perceptions of the environment is a major factor in retention and completion of underserved students.

Evaluation of Indicators

Indicator	Benchmark	Contextual Factors
NSSE Supportive Campus Environment indicator	Satisfactory UVU's score will be at least 28.	Met
Great Colleges to Work For perceptions of inclusiveness items	At least two-thirds of employees with give positive responses on average.	Met Positive response rates fell from 72.0% in 2016 to 65.9% in 2018. While still substantially meeting the benchmark, a continued trend would lead UVU to unsatisfactory performance.
Completion of underserved students	Completion rates for minority, first-generation, and low-income students will equal that of all students (currently 35.7%).	Not met While met for low-income students, first-generation students (32.1%) and especially minority students (25.3%) did not meet benchmarks.
Retention of underserved students	Retention rates for minority, first-generation, and low-income students will equal that of all students (currently 63.2%).	Met The gap between underserved students and students generally is consistent but less than 4 percentage points and trending positively, indicating substantial achievement of the benchmark.

Evaluation: Satisfactory

The indicators show that UVU succeeds in fostering an inviting, safe, and supportive environment, but that there are significant weakness in this area that risk an unsatisfactory rating in the future. The completion rate for minority students is substantially below that of students generally, and employees are less likely to perceive the university as inclusive now than in 2016. There is reason to expect improvement in the future, with closing retention gaps suggesting future improvements in completion, and evidence that 2018 data may have been anomalous. Nonetheless, this objective requires close monitoring in the future.

Engage Action Commitment

UVU delivers rigorous, meaningful, and experiential learning opportunities driven by a shared responsibility for student success. UVU engages students with their academic subjects through real-world, practical educational experiences by, staff, the business sector, and the community to prepare students for successful careers and to contribute to society. UVU's community of scholarship, creativity, and professional practice contributes to the excellence of teaching and provides students with opportunities to learn collaboratively with faculty. The University's civic engagement through community partnerships and its academic programs gives students opportunities to learn from practice and makes UVU a responsible steward of the diverse communities of which it is part.

Evaluation of Action Commitment: Satisfactory

UVU uses effective, engaged teaching and learning practices and engages its communities in myriad ways, making positive contributions to Utah's economy and society. It faces significant challenges, however, with employee engagement. There are also several areas where data inadequacies limit the ability to evaluate objectives.

Objective 1: Engaged Learning

UVU faculty, staff, and students practice excellent, engaged teaching and learning activities as a community of scholars, creators, and practitioners.

The intended outcomes of this objective are teaching practices, and the environment within which students study. NSSE data provides nationally normed measures of teaching practices on which there is general agreement about effectiveness, while online certification ensures effective teaching in all programs, wherever offered and however delivered. Scholarship is not a general component of the UVU mission, but learning within a community of scholarship in which undergraduate students may participate is as essential to engaged learning as classroom pedagogy. Participation in co-curricular activities, especially those related to global/intercultural learning, reflects extension of the engaged learning environment beyond the classroom.

Evaluation of Indicators

Indicator		Benchmark	Contextual Factors
NSSE Effective Teaching Practices Indicator	Satisfactory	UVU's score will be at least 36.	Met
Office of Teaching and Learning Certification for Online and Hybrid Courses	Developing	All faculty teaching online or hybrid courses will be certified through OTL.	Given onboarding time, 100% is probably an unrealistic goal. Since data was last reported, OTL notes a significant increase in the number of certified faculty members.

Indicator		Benchmark		Contextual Factors
University scholarship portfolio based on activity reported in Digital Measures or included in the institutional repository	Developing	The portfolio will demonstrate that the university and each school or college creates a community of scholarship, creative activity, and professional practice.		The scholarship portfolio has not been developed, in part due to limited adoption of Digital Measures. However, numerous examples of faculty scholarship and creative work can be identified, making clear that most students will be regularly exposed to scholarly and creative work over their academic careers.
Student participation in scholarly and creative activity as reported in the NSSE Senior Survey	Satisfactory	A majority of UVU students will report participating in scholarly and creative activities.	Met	Five-year trends remain essentially flat, but show that the majority of students participate in scholarly and creative activity during their academic careers.
Number of students who report participating in at least one co-curricular activity on the Student Opinion Survey	Excellent	At least two-thirds of non-concurrent enrollment students will participate in at least one activity per semester.	Met	At 80%, student participation significantly exceeds the established benchmark, and has for four of the past five years. This participation is believed to have a significant effect on retention.
Engaged Learning Survey participation items	Developing	Two-thirds of graduates will have at least two engaged learning experiences.		The Office of Engaged Learning reports that it is still in the process of collecting this data.

Evaluation: Satisfactory

Available evidence suggests that UVU provides an engaging educational experience for its students. Students regularly participate in co-curricular activities, have classroom experiences built on engaged learning practices, and learn within a community of scholarship. This objective, however, has some of the most serious data limitations identified in the mission fulfillment report. Both unsatisfactory indicators reflect unrealistic benchmarks that confuse evaluative with aspirational goals. The developing indicators reflect data needs that have been unmet since the previous core themes framework was adopted. This objective is the top priority for improved data.

Objective 2: Community Engagement

UVU develops relationships and outreach opportunities with students, alumni, and community stakeholders.

The intended outcome of this objective is that UVU will work in partnership with its community. The Carnegie elective Community Engagement Classification relies on peer review of an extensive documentation framework to recognize institutions for participation in their

communities. Employment in Utah, especially in high-demand fields, demonstrates UVU's contributions to the state economy. Alumni contributions reflect the commitment of UVU's community to ongoing partnership with the university.

Evaluation of Indicators

Indicator		Benchmark		Contextual Factors
Carnegie Foundation Community Engagement Classification	Excellent	UVU will maintain its classification as a Carnegie Community Engagement Institution.	Met	The 2015 renewal of the classification praised UVU for alignment across campus in support of community engagement and excellent demonstration of engagement in the application.
Graduates employed in Utah	Excellent	At least 80% of employed UVU graduates will work in Utah at one year after graduation.	Met	
Credentials awarded in high market demand occupation-related programs	Satisfactory	UVU will award at least 4,500 degrees or certificates in DWS 4- and 5-Star job fields by 2025.	Met (In progress)	UVU is progressing appropriately to its 2025 goal.
	Satisfactory	UVU will award at least 950 degrees or certificates in USHE focus areas by 2025.	Met (In progress)	UVU is progressing appropriately to its 2025 goal.
Alumni Giving	Developing	At least 2,000 alumni will give to UVU each fiscal year.		Raw numbers are not a common measure of alumni engagement. Definitions of alumni have varied over time. IA will suggest a more appropriate benchmark.

Evaluation: Satisfactory

UVU develops strong relationships with the communities it serves. UVU continues to hold the prestigious Elective Community Engagement designation from the Carnegie Foundation for the Advancement of Teaching, which was renewed in 2015. It graduates make major contributions to the Utah economy. Alumni giving, however, continues on a downward trend indicating lower engagement with alumni.

Objective 3: Employee Engagement

UVU employees demonstrate a commitment to student success, professionalism, ethics, and accountability.

The intended outcome of this objective is that UVU employees will be professionally engaged in their work. UVU achieves this by making employees satisfied and empowered. The Great Colleges to Work For Survey provides nationally normed data on employee engagement.

Indicator data is available at

https://www.uvu.edu/iri/action_commitments_and_objectives/action_commitments_and_objectives.html

Evaluation of Indicators

Indicator	Benchmark	Contextual Factors
Great Colleges survey employee satisfaction items	Satisfactory	At least two-thirds of employees will give positive responses on average.
Great Colleges survey employee opinions about planning, improvement, and accountability	Unsatisfactory	At least two-thirds of employees will give positive responses on average.
Great Colleges survey employee opinion about transparency, collaboration, and shared governance	Unsatisfactory	At least two-thirds of employees will give positive responses on average.

Evaluation: Unsatisfactory

UVU continues to face challenges in employee engagement, particularly with regard to relationships between front-line employees (whether faculty or staff) and management. The university noted dissatisfaction in many areas of the 2018 Great Colleges survey. While believing that these results may in part reflect uncertainty around the 2018 presidential transition and an increasingly confrontational social climate nationally, university leaders have recognized the need for improvement. UVU implemented its Great University to Work For and People Management Excellence initiatives to reduce obstacles to employee engagement. UVU hopes these initiatives will be reflected in increasing scores in the 2020 Great Colleges survey.

Achieve Action Commitment

UVU champions a university experience through which students can realize their educational, professional, and personal aspirations. UVU promotes the success of its students in learning that leads to completing their academic programs and other educational goals. The entire university community adheres to high academic and professional standards and pursues quality at all levels of the university to ensure competence, professionalism, and integrity and provide the best possible education for all students.

Evaluation of Action Commitment: Satisfactory

While UVU's performance in this area is acceptable at this stage in the evaluation process, significant improvement is needed. UVU's students' success after graduation as employees and continuing students is a point of pride for the university. Eight-year completion rates are below the university's 2025 goal of 45%, but the university's intense efforts to improve completion would not yet show in eight-year cohorts. Intermediate completion rates, retention rates, and total credentials awarded suggest that the university's efforts are having a substantial effect. This progress must be sustained in order to make this objective a signature success by 2025. The lack of institutional processes for evaluating the achievement of student learning outcomes is a major challenge that jeopardizes UVU's ability to demonstrate that it is fulfilling its mission to external stakeholders.

Objective 1: Educational Goals

UVU supports students in completing their educational goals.

The intended outcome of this objective is that students will complete their academic programs. Outcome measures and total number of degrees awarded are broadly inclusive measures of completion more suited to UVU's dual mission than the IPEDS Graduation Rate Survey metrics. Academic and learning support are essential inputs to student success for UVU's student body.

Evaluation of Indicators

Indicator	Benchmark		Contextual Factors
IPEDS Outcome Measures Critical Indicator in 2025	Satisfactory given ongoing progress	45% of students will complete a degree or certificate within eight years by 2025.	Acceptable Progress Completion rates have remained stable recently, well above prior levels but below the 45% goal. Shorter-term outcome measures for recent cohorts are well above the pace of previous cohorts.
	Satisfactory	At least two-thirds of students will show a positive outcome (graduated, transferred, or still enrolled) at eight years	Met

Indicator		Benchmark		Contextual Factors
Total number of degrees and certificates awarded	Satisfactory	UVU will award at least 10,400 degrees and certificates in 2018-19 and 2019-20, and will adapt this benchmark to goals adopted by USHE after 2019-20.	Met (in progress)	Data for 2018-19 is not yet available. If UVU continues on pace from 2017-18 for the next two years, it will exceed its goal by more than 15%.
IPEDS student retention rates	Excellent	The IPEDS retention rate will be at least 65% by 2025.	Met	UVU has already achieved its target retention rate for 2025. This should ultimately be reflected in significant increases in completion rates as the retention cohorts progress through their academic careers.
NSSE academic support item	Excellent	UVU's score will be at least 2.1.	Met	UVU substantially exceeds the benchmark for this indicator.
NSSE learning support services item	Excellent	UVU's score will be at least 1.98.		UVU substantially exceeds the benchmark for this indicator.

Evaluation: Satisfactory

UVU's completion rates remain problematic, but there is significant evidence that rapid improvement is likely over the next five years. UVU has a comprehensive completion plan, which is a priority initiative in the Vision 2030 plan, that identifies the areas for improvement. Progress in retention and completion is being made and critical data points are in a positive trend. Shorter-term graduation rates for cohorts that have not yet reached eight years from entry are well above the pace of previous cohorts. Four-year completion rates rose from 20.6% for the now-completed 2010-11 cohort to 26.3% for the 2014-15 cohort (currently in its fifth year), and the four-year completion rate for the 2014-15 cohort is nearly equal to the six-year rate for the 2007-08 cohort. At the growth pace of the 2010-11 cohort, the 8-year completion rate is projected to be 45.7% for the 2014-15 cohort and 48.6% for the 2015-16 cohort. UVU has already met its retention goal for 2025, and looks to significantly exceed its goal for total degrees and certificates awarded. Keeping in mind the need to sustain this progress, UVU may be able to point to this objective as a signature success by 2025.

Objective 2: Learning

UVU students master the learning outcomes of the university and their programs.

The intended outcome of this objective is student learning. The assessment of student learning is a complex task in which, under NWCCU standard 1.C.5, faculty have a central role. Direct assessment of student learning outcomes is coordinated by the Academic Program Assessment Committee and reported annually. The use of Graduating Student Survey data complements the UAC report by evaluating students' perceptions of their learning.

Evaluation of Indicators

Indicator		Benchmark		Contextual Factors
Achievement of Essential and Program Learning Outcomes	Developing	As determined through the University Assessment Committee process (in development).		Development of this process remains stalled, with no firm implementation date identified.
Critical indicator				
Graduate survey evaluation of UVU's contribution to personal achievement of Essential Learning Outcomes	Excellent	For each area of personal and intellectual growth evaluated, at least two-thirds of graduates will indicate a meaningful UVU contribution.	Met	UVU has substantially exceeded the benchmark, with values near or in excess of 80% for all items.

Evaluation: Unsatisfactory

While the indicator for which data is available has consistently shown that UVU is successful in encouraging personal and intellectual growth in its graduates, data remains unavailable for the critical indicator. Efforts to develop an institutional process for evaluating achievement of student learning outcomes have not yet come to fruition. This is a substantial limitation on UVU's ability to demonstrate student learning, which will be a major focus of future accreditation efforts. In the current higher education environment, not having this data may be seen as a critical institutional weakness that in itself may jeopardize UVU's ability to demonstrate fulfillment of its mission.

Objective 3: Post-graduation Success

UVU prepares students for success in their subsequent learning, professional, and civic pursuits.

The intended outcome of this objective is that UVU students will be prepared for work or continued education after graduation. College Scorecard data demonstrates that students' employment success represents a worthwhile investment, while reported employer satisfaction demonstrates that students are prepared to succeed in, not just secure, work. Continued education measures student success in fields where graduate degrees are the norm or where UVU has raised students' ambitions.

Evaluation of Indicators

Indicator		Benchmark		Contextual Factors
College Scorecard ratio of salary to cost of attendance	Excellent	UVU's ratio will be at least 4.8 (one standard deviation above the average for public four-year institutions).	Met	UVU far exceeds the benchmark and has the highest salary to cost-of-attendance ratio in the state.

Indicator data is available at

https://www.uvu.edu/iri/action_commitments_and_objectives/action_commitments_and_objectives.html

Indicator		Benchmark		Contextual Factors
Employer satisfaction surveys	Excellent	For each skill area, at least 75% of employers will evaluate graduates as at least adequate.	Met	UVU far exceeds the benchmark, being above 95% in 13 of 15 areas.
Continued Education as Reported to NSCH	Excellent	At least one-third of graduates will continue their education after receiving a degree or certificate from UVU.		UVU far exceeds the benchmark, with more than 40% of graduates continuing their education.

Evaluation: Excellent

Post-graduation success is a point of pride for UVU. Students are successful in all areas, demonstrating the highest return on their educational investments in themselves of any Utah public, degree-granting institution. Employers of UVU graduates consider them capable employees who are assets to Utah's vibrant economy.

Recommendations for Procedural Improvements

An important aim of this baseline analysis was to examine the adequacy of data and methods for evaluating mission fulfillment. Most indicators proved effective, thanks in no small part to the efforts of Institutional Research in developing data sources and dashboards. Several aspects of the methodology and data require further development.

Current Evaluation Cycle Revisions

UPAC determined that two issues in evaluating benchmarks associated with future goals rather than current performance (e.g., the goal of a 45% completion rate by 2025) were sufficiently critical to warrant immediate revision of the evaluation rubrics. These standards were applied in this evaluation cycle, and are included in the rubrics described above. This is consistent with the intent of using this preliminary evaluation to test indicators and evaluation procedures.

- UPAC found that the evaluation rubric for indicators needed to account for progress toward future targets. Because there was no explicit rule for this in the rubric, some groups considered these goals unmet while others considered them developing. The committee further articulated the definition of meeting benchmarks, identifying standards for “met (in progress)” and “acceptable progress” as described in the evaluation rubric for indicators.
- UPAC found that evaluating objectives with critical indicators that had future goal dates as unsatisfactory resulted in an inability to effectively evaluate ongoing progress. The committee determined that critical indicators with future goal dates should not be treated as critical prior to the target date.

Future Evaluation Cycles

UPAC recommends that several aspects of the evaluation process be improved before the 2021-22 mission fulfillment progress report.

- After the bulk of the evaluation was completed, NWCCU released a rubric for evaluating institutional effectiveness as required under standards 1.B.1-4. The evaluation process should be revised as needed to maximize performance according to this rubric. Each mission fulfillment report should be evaluated against this rubric by UPAC in the following year.
- The evaluation rubric should develop clearer standards for “contribution to mission fulfillment.” This component of the rubric is intended to allow contextual or qualitative information to provide additional insight beyond the indicators themselves. This serves as an important check on tendencies to “game the numbers,” a significant problem in purely quantitative approaches. However, UPAC members were not clear on what this meant and, as a result, applied this standard inconsistently. Describing this as “additional contextual factors” might be more effective.

- The rubric's standard for excellent performance on an indicator should include consideration of substantially exceeding the benchmark. Currently, the rubric only asks evaluators to determine whether the benchmark was met or not met, with excellence determined by contribution to mission fulfillment. This does not clearly identify indicators on which UVU has excelled relative to the benchmark.
- Benchmarks for indicators where trends or time series data is important (e.g., continuous growth over time) should include a specific time standard (e.g., 3-year average or average annual growth since a base date).
- As general education assessment is well developed, an annual summary of achievement of essential learning outcomes in general education courses would be an effective additional indicator of student learning that would not require major efforts to develop additional processes.
- Several individual indicators have problems noted with the evaluation of the indicator. These problems should be resolved before the next evaluation.

University Planning Advisory Committee

The University Planning Advisory Committee (UPAC) plays an essential role in the university's planning, assessment, and accreditation processes and serves in an advisory capacity to the President and other senior leaders on university planning and effectiveness. Members represent a broad range of programs and services in an effort to effect ongoing and participatory planning that reflects the interdependent nature of the institution's operations, functions, and resources and to promote broad ownership for the university's plans and achievements. UPAC is comprised of representatives of the administration, faculty, staff, and students. General committee members are appointed by the President and serve two-year terms; some members serve by virtue of their position. The committee is co-chaired by a faculty member and the Director of Institutional Effectiveness, Planning, and Accreditation Support; the Vice President for Planning, Budget, and Human Resources, serves as the executive sponsor.

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Linda Makin, Vice President of Planning,
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