



YEAR ONE SELF-EVALUATION REPORT

September 15, 2011

UTAH VALLEY UNIVERSITY

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Institutional Overview

Home to approximately 33,000 students, Utah Valley University's (UVU) main campus is situated between Utah Lake and the Wasatch Mountains in Orem, Utah, approximately 40 miles south of Salt Lake City. The university primarily serves Utah's Mountainland region (Utah, Wasatch and Summit counties). As the region evolved, so did the institution. The university began as a vocational school in 1941; over the course of seven decades, it has transitioned from a technical school, community college, state college and, finally, to a regional university.

UVU is one of eight institutions of higher learning in the Utah System of Higher Education (USHE) governed by the Utah State Board of Regents (Regents) as well as an institutional Board of Trustees (Trustees). The university is led by Dr. Matthew S. Holland, president, and the President's Council. President's Council is composed of the following members:

- Vice President of Academic Affairs
- Vice President of Finance and Administration
- Vice President of Student Affairs
- Vice President of Development and Alumni
- Vice President of University Relations
- Chief Planning, Budget & Policy Officer
- Associate Vice President of Human Resources
- Faculty Senate President
- Professional Association of Campus Employees President
- UVUSA Student Body President

Representation on this council and participation in various university committees and councils, provides faculty, staff, and students significant voice in the governance of the university.

UVU offers a variety of programs ranging from career training to master's degrees. As defined by USHE, the university's primary concentration is on undergraduate offerings:

... through undergraduate programs at the associate and baccalaureate degree levels, including career and technical education and selective graduate programs in high demand areas. Emphasis is placed on teaching, scholarly and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college. (Regents Policy R312)

In 1966, the institution received approval to grant Associate of Applied Science degrees, followed by Associate of Science degrees in 1969. The institution was given approval to offer Associate of Science degrees in general education in 1985 and Associate of Arts degrees in 1987. In 1993, the institution's mission expanded to include Bachelor's degree programs. The

first Master's degree program began in 2008. Currently, the university offers 3 master's degree, 64 bachelor's degree, 38 associate degree, 35 associate of applied science degree, 4 diploma, and 18 certificate programs.

Academic programs are governed by seven schools and colleges:

- School of the Arts
- Woodbury School of Business
- School of Education
- College of Humanities and Social Science
- College of Science and Health
- College of Technology and Computing
- University College

UVU faculty members have strong educational and professional credentials. During fall 2010, UVU employed 519 full-time faculty (304 who hold doctoral degrees), 989 adjunct faculty, and 982 full-time staff.

The university educates more Utahns than any other university as well as students representing all 50 states and 68 countries. Reflective of its community college role, UVU is an open admission institution and serves many non-traditional students. Though a commuter campus, UVU provides strong student service programs (advising, wellness center, financial aid, academic tutoring) and extracurricular and co-curricular programs (NCAA athletics, intramurals, clubs, internships, service learning). Eighty-seven percent of UVU graduates remain in Utah, contributing to the overall well-being of the state.

The university delivers courses in multiple locations and through a variety of delivery modes. The main campus is located in southwest Orem with additional delivery locations in Heber City, Lehi, northeast Orem, Provo, and Spanish Fork. In addition to traditional day courses, UVU offers a variety of evening, weekend, and distance education courses and programs.

The Carnegie Foundation classifies UVU as a Baccalaureate/Diverse Fields institution with the elective classification of Community Engagement (Curricular Engagement and Outreach and Partnerships). The university promotes a culture of academic rigor and professional excellence as reflected in 14 specialized accreditations, certifications, or acceptances. UVU is recognized as one of the most efficient institutions (expenditures per FTE student) within USHE as a result of active planning and assessment to improve quality and maximize efficiencies.

Preface

Institutional Update

Since UVU submitted its *Comprehensive Evaluation Self-Study Report* under the previous NWCCU Standards in Fall 2010, no significant changes have occurred at the university. UVU reported minor changes (the addition and deletion of a few programs) in its annual report to the Commission.

Three areas of strategic importance have continued to evolve this past year:

- The university community recognizes that achieving a complementary alignment between the sometimes competing forces of becoming an ever more serious and inclusive university presents a challenge. Significant progress has been made on both the *Strategic Plan for Managing Growth* and recommendations from the Advisory Council on our Unique Educational Mission report. Recommendations from both of these efforts have been integrated into a white paper entitled, *Our Unique Educational Mission*. This white paper addresses academic programming, faculty qualifications, student transitions, and strategies for accommodating growth. University leaders have identified eight strategies for further development and implementation.
- Engaged learning has been a defining feature of UVU's evolving identity for the past four years. To deepen its commitment to this distinctive approach to teaching and learning, the university implemented organizational changes. These changes have consolidated leadership for engaged learning within the Office of Academic Affairs.
- As an outgrowth of UVU's business engagement strategy, the university has implemented a number of new initiatives including a "Doing Business with China" conference, a Memorandum of Agreement with Qinghai Normal University in Qinghai, China and has also added an Associate Vice President for Economic Development.

Response to Commission Recommendations

This section recognizes the recommendations from the Commission in the *Full Scale Evaluation Committee Report*, November 3-5, 2010. The Commission has requested that the institution address the three recommendations in an addendum to its Fall 2013 Year Three Self-Evaluation Report (February 2, 2011, letter from Dr. Sandra Elman, President, NWCCU). Though not required at this time, the following section outlines efforts that are already underway relative to these recommendations.

Recommendation 1. The committee recommends that Utah Valley University complete its work on a strategic plan for managing growth *so it is clear that additional resources must accompany additional growth*. While the institution has accommodated recent rapid growth in

enrollment and has acquired some additional human, physical and financial resources for that endeavor, it is clear to the committee that a goal of additional growth must be consistent with both UVU's mission and its resources. (Standards One – 1.A, 1.A.5; Four – 4.A.3 and Seven – 7.B.5; Eight – 8.A.1). Commission further requested in its letter dated February 2, 2011 “that in addressing Recommendation 1, the institution provide a minimum of three years of projections for revenues, expenditures and capital (Standard 7.A.2).”

Response to Recommendation 1. The university has completed Phase I of the *Strategic Plan for Managing Growth*. President's Cabinet has devoted extensive time and energy developing tactics for both expanding resources (operating funds and facilities) and maximizing existing resources based on this plan. Leaders have integrated strategies from this plan with recommendations from the Advisory Council for our Unique Educational Mission into a white paper, which includes eight strategies for further development and implementation. President Holland is working closely with policy makers across the state to communicate resource needs and the plan to acquire those resources. Further, legislation on higher education funding was passed in March 2011 that requires the Regents to address previously unfunded growth in their budget request to the Legislature.

Recommendation 2. The committee recognizes the progress the institution has made in educational assessment, however, significant work remains. Student learning outcomes for some programs are incomplete, the use of assessment data beyond the program level is limited, and few programs provide evidence that assessment data influences program design or delivery. The Committee recommends that the institution complete its work on assessment and ensure that those data are made part of the PBA process. (Standard Two, 2.B 1-3, Policy 2.2)

Response to Recommendation 2. Over the past several years and, most notably, in the last 18 months, the university has made significant progress in program assessment and the use of that information in program review, improvement, and development. A recent reorganization within Academic Affairs, combined with a new Academic Assessment Specialist position, provides greater energy and focus toward program assessment and student learning outcomes. Discussion is underway with academic leadership and the Office of Institutional Effectiveness to further define and support systematic assessment for program improvement and to better communicate student learning outcomes and assessment results. Some immediate initiatives for program assessment improvement include:

- Integration of multiple program review activities (such as specialized accreditation and cyclical program reviews) into individual department/program portraits
- Development and implementation of a process for evaluating these portraits through greater use of institution and school/college assessment committees

- Development and publication of an internal UVU handbook on planning and assessment

Further, *Our Unique Educational Mission* white paper includes a section with strategies focused on academic program initiation and review processes.

To strengthen the link of planning and assessment to resource allocation, President Holland has directed leaders to more strategically align resource requests with UVU's core themes and objectives and provide evidence of need through the use of assessment.

Recommendation 3. In order to ensure that faculty have the ability to acquire and sustain their expertise, thereby contributing to the validity and vitality of their teaching (Standard 4.B), have sufficient time for professional growth and renewal (Standard 4.A.3), and are able to exhibit major commitment to graduate education, as appropriate (Standard 2.E.4), the evaluation committee recommends that UVU complete a reevaluation of faculty workload policy. While meaningful differences exist across disciplines and across levels of instruction, all forms of contact time are currently treated equally; most service activities are largely unrecognized in the current policy; and significant effort is needed to maintain "inclusiveness" in an open-enrollment environment while contributing to the university's emerging "serious" theme.

Response to Recommendation 3. The current UVU faculty workload policy is not intended to measure all faculty activity. The policy aligns with the Policy of Utah State Board of Regents R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*, which sets an average teaching load for an institution with the designation of "master's university" to be "at least 24 credit hour equivalents each academic year." In accordance with the Utah System of Higher Education, the institution uses Instructional Credit Hour Equivalents to calculate faculty teaching load, which primarily focuses on teaching

Discussions with the deans and the Office of Academic Affairs are being conducted to provide direction for and a greater understanding of faculty workload. Workload factors under review include expected normal responsibilities for faculty as well as the expanded roles of faculty pertaining to graduate programs, student engagement activities, governance and other activities that support the mission of the university. New department-level Retention, Tenure and Promotion guidelines place greater emphasis on annual faculty reviews, which provide department chairs an opportunity to review individual faculty workloads.

The Faculty Qualifications Subcommittee of the Advisory Council on Our Unique Educational Mission recommended the development of an optional faculty role statement for colleges, schools, and departments. These role statements would outline faculty expectations for each area of professional responsibility: teaching, scholarly/creative work, and service.

Chapter One

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements

Requirement 2 – Authority

Utah law and the policies of the Utah State Board of Regents authorize Utah Valley University to operate and award degrees as an institution of higher education. The Regents, the UVU Trustees, and the UVU administrators govern the university in accordance with State Code.

Requirement 3 – Mission and Core Themes

UVU has an established mission that has been created by the university and accepted by both the Trustees and Regents. The mission emphasizes UVU's role as a teaching institution whose primary goals are to provide opportunity, promote student success, and meet regional educational needs.

UVU offers certificate, diploma, associate, baccalaureate, and master degree programs. The educational programs offered are based on recognized fields of study and are of sufficient content, length, quality, and rigor for the degrees offered; these programs are comparable with similar programs nationally. Through educational programs and student services, UVU supports students in achieving their educational, professional, and personal goals.

During 2009-2010, UVU developed and defined its core themes which were reviewed and endorsed by the Trustees (see Standard 1.B). All of UVU's physical resources are devoted to the support of the university's mission and core themes. The core themes guide the allocation of resources through UVU's Planning, Budgeting, and Assessment (PBA) process.

Standard 1.A – Mission

Standard 1.A.1 - Mission Statement

On July 1, 2008, Utah Valley State College officially became Utah Valley University. In conjunction with this name change, a new mission statement was developed and adopted. This mission statement (below) reflects the institution's commitment to regional educational needs, its focus on student success, and its history of engaged teaching and learning.

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

The mission statement is supported by a role statement that aligns with Regents Policy R312. The role statement provides context for the university within USHE including the range of academic offerings, commitment to student access, and role in regional economic development. Specifically, the statement delineates three roles: (a) providing quality academic learning opportunities at the certificate, associate, baccalaureate, and graduate levels; (b) providing access to higher education; and (c) promoting economic and cultural development to contribute to the quality of life of the region and state.

UVU's mission statement was developed through a series of iterations involving the university's Strategic Directions Advisory Committee (SDAC), Leadership Council, President's Council, and Trustees. The SDAC (now the University Planning Advisory Committee) represents faculty, staff, students, and administrators from the various divisions of the university. At the request of the President, the SDAC developed, circulated, solicited input and feedback, and revised drafts of the mission statement in an effort to succinctly and clearly capture the essence of UVU's mission. As the change to university status neared, a final draft was circulated to the campus community, stakeholder groups, and the public for review and comment. This iterative process concluded with the Trustees approving the mission on November 7, 2007, after which the Regents reviewed the mission and approved it on December 14, 2007.

The mission statement is displayed prominently throughout campus and is regularly presented to and discussed with the campus community and stakeholders. The mission has been discussed at Faculty Convocation; State of the University Address; and Planning, Budgeting and Assessment conversations. Further, the mission statement is published in the university catalog, on the website, and in various university and departmental publications and marketing materials.

Standard 1.A.2 - Interpretation of Mission Fulfillment and Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

As an expression of the institution’s mission, UVU articulates essential elements of its mission through core themes and objectives as directed in Standard 1.B. These core themes and objectives clarify the university’s purposes, characteristics and expectations. In defining parameters for UVU’s mission fulfillment, UVU recognizes that mission fulfillment is more than the accomplishment of individual core themes objectives. Other factors influence mission fulfillment including UVU’s dynamic environment (demographic, political, and economic), institutional values, and administrative imperatives (see Standard 1.B.2.) At UVU, mission fulfillment is considered a continuous process rather than a destination.

Given the overlap between and connections among the core themes and the complex interaction of environmental factors and institutional processes, the extent to which UVU fulfills its mission will be evaluated through several perspectives and methods. This “triangulation” effort includes the views of students, faculty, staff, and the community, using both quantitative and qualitative means identified in the core theme objective indicators. Based on a holistic consideration of factors, a conclusion will be reached on whether UVU is achieving a minimum threshold of overall performance in fulfilling its mission. This judgment is largely based on how well UVU accomplishes its core theme objectives. President’s Cabinet, in collaboration with the University Planning Advisory Committee (UPAC) and Trustees, will conduct this assessment. The conceptual model for assessing mission fulfillment, as part of the strategic planning process, is shown in Figure 1 below.

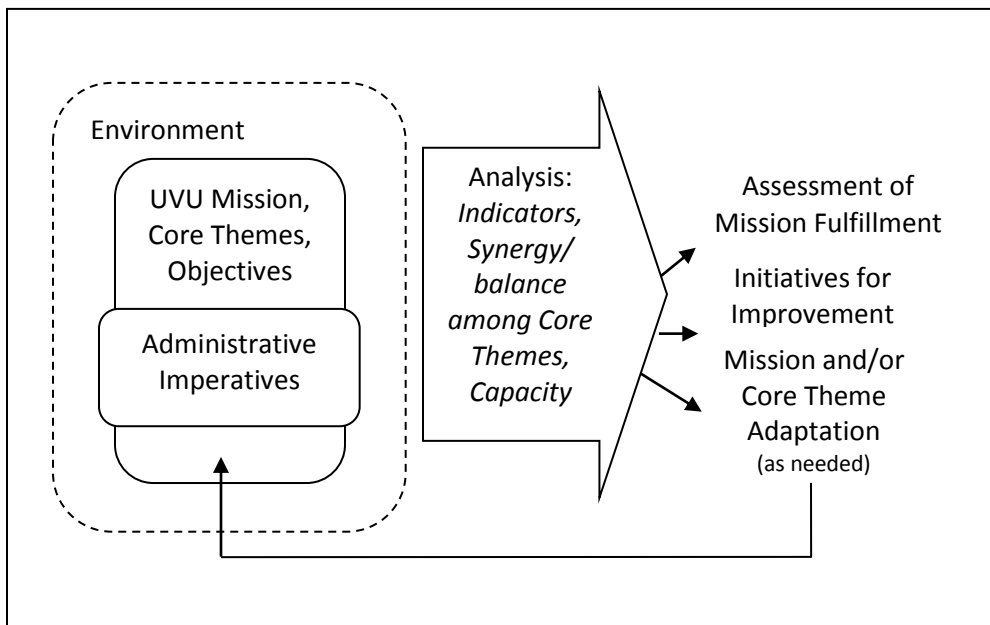


Figure 1. UVU Mission Fulfillment, Initiatives, and Adaptation

A holistic determination of the university's overall performance will be made based on the core themes, the synergy and balance between and among the core themes, and the institution's underlying capacity to support its mission. The process is outlined below.

1. The objectives for each core theme are evaluated using the identified indicators (see Standard 1.B) and by comparing that evidence to performance expectations.

Accomplishment of each core theme is then rated as follows:

- a. *Satisfactory*. The indicators for the core theme objectives are judged to show that overall performance is acceptable in meeting student and community needs.
 - b. *Unsatisfactory and under review*. Performance is judged to be below that necessary to meet student and community needs. Core theme indicators are carefully reviewed to determine steps to improve performance and/or to reevaluate the appropriateness of the objectives or indicators.
 - c. To achieve the threshold of mission fulfillment, all core themes must be rated satisfactory.
2. In addition to individual core theme performance, core themes must work in concert to achieve mission fulfillment. Available data regarding core themes, as well as broad organizational perceptions, are examined to determine the degree to which core themes are working synergistically or conflicting with each other.
 3. The institution's underlying capacity to support its mission is assessed through ongoing examination based on UVU's administrative imperatives. These administrative imperatives, along with associated objectives and indicators, measure the sustainability and effectiveness of the underlying administrative operations of the institution.

Additionally, this analysis may lead to a) improvement initiatives for reaching beyond the minimal threshold in pursuit of aspirational goals or b) adaptation of the mission, core themes, objectives, and/or administrative imperatives.

Standard 1.B – Core Themes

Standard 1.B.1 – Connection of Core Themes to Mission

In June of 2009, Dr. Matthew Holland began his presidential administration with an initiative to integrate UVU's mission statement and several other key guiding documents. This effort involved campus leadership as well as broad input from faculty, staff, and community. The integration effort identified four concepts that collectively encompass the mission and reflect key concepts from other guiding documents.

During this same time period, NWCCU published its revised standards for accreditation. These new standards included the requirement to develop core themes and objectives. A small representative task force was created to work with the President to explore the application of his integration efforts to the development of core themes. After considerable review and upon recommendation of the task force, the determination was made that the four concepts represent the essential elements of UVU's mission statement and, therefore, are appropriate to serve as UVU's core themes. (Figure 2)

Utah Valley University's core themes are:

- **Student Success:** UVU supports students in achieving their educational, professional, and personal goals.
- **Inclusive:** UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.
- **Engaged:** UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning
- **Serious:** UVU fosters a culture of academic rigor and professional excellence.

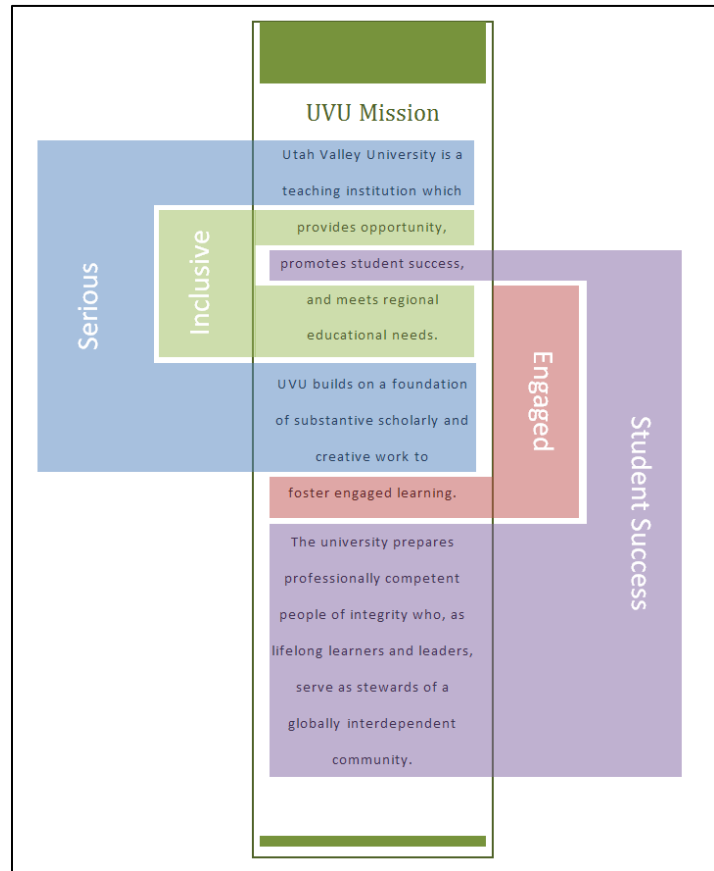


Figure 2. Connection of Core Themes to Mission Statement

Standard 1.B.2 – Objectives and Indicators for Core Themes

The core themes task force, working with leadership councils and planning committees across campus, developed 14 objective statements in conjunction with these four core themes. Early drafts of core themes and objectives were distributed for feedback throughout campus. The core themes and objectives were endorsed by the Trustees on June 10, 2010. Since then, the core themes and objectives have been communicated across the institution, including at faculty convocation, the President’s State of the University Address, and in Planning, Budgeting, and Assessment conversations.

Beginning in October of 2010, UPAC divided into four subcommittees to develop indicators for each objective. On June 16, 2011, the Trustees reviewed these indicators. Similar to the development of the mission statement itself, UVU has made the development of the core themes, objectives, and indicators a deliberate, intentional, and inclusive process.

An additional outcome from the President’s integration process was the identification of three administrative imperatives – Secure Resources, Manage Growth, and Operate Effectively. These imperatives do not represent the mission but are key to UVU’s mission fulfillment and sustainability. Internally, UVU is developing these imperatives using a process similar to the core themes, including objectives and indicators.

In the pages that follow, UVU presents its core themes and objectives. Attached to each objective are the indicators and measures that form the basis for ongoing evaluation of the accomplishment of each core theme. Additionally, rationale is provided for the indicators and measures.

Core Theme: Student Success

UVU supports students in achieving their educational, professional, and personal goals.

Student Success Objective 1

UVU supports students' preparation for* and achievement of academic success at the university.

**Indicators related to academic preparation are included in Inclusive Objective 1*

Indicators	Measures	Rationale
A. Retention rates	IPEDS standard (first-time, full-time, bachelor degree seeking) and targeted including first-time, part-time bachelor degree seeking; first-time, full-time associate degree seeking; first-time, part-time associate degree seeking; first-time degree seeking requiring remedial and/or developmental education.	First-to-second year retention of first-time, full-time degree seeking students is a common benchmark for persistence of students in higher education. Students who return after their first year are more likely to meet their degree-seeking goals. Examining the rate of retention by subgroups provides opportunity for more focused attention on specific segments of UVU's student population.
B. Graduation rates	IPEDS standard (completion of baccalaureate degree within 6 years for first-time, full-time bachelor degree seeking students) and targeted as outlined in Indicator A above with appropriate and multiple completion targets (years and credits to graduation).	Graduation signals the successful completion of a student's academic program of study. Graduation rates for first-time, full-time students is a common benchmark for completion in higher education. Examining the graduation rate of subgroups over multiple periods provides opportunity for focused improvement for specific segments of UVU's student population. Total number of credits earned at graduation provides an additional measure.

Core Theme: Student Success (Continued)

UVU supports students in achieving their educational, professional, and personal goals.

Student Success Objective 2

UVU provides a meaningful and well-rounded university experience.

Indicators	Measures	Rationale
A. Student participation in extracurricular activities	Student surveys	Regular student surveys (Fall and Spring semesters) gauge participation rates and frequency of participation in a broad range of extracurricular activities, gather feedback on student satisfaction with those activities, and solicit input for future activities.
B. Interactions outside the classroom with faculty regarding academic ideas	National Survey of Student Engagement	Faculty have a direct impact on students not only in the classroom, but also in interactions outside the classroom. The National Survey of Student Engagement (NSSE) section "Student-Faculty Interaction" assesses items such as discussing grades, readings, career plans, and other activities with faculty outside of class. NSSE provides benchmarks with similar Carnegie institutions and peers.
C. Profile of meaningful experiences students have at UVU	Student Focus Groups	Discussions with student focus groups provide meaningful insight on the UVU experience, both inside and outside of the classroom. President's Cabinet annually collects and reviews information from focused conversations conducted within classrooms each year.

Core Theme: Student Success (Continued)

UVU supports students in achieving their educational, professional, and personal goals.

Student Success Objective 3

UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits including serving as leaders, people of integrity, and stewards of their communities.

Indicators	Measures	Rationale
A. Success of graduates	Alumni and Graduating Student survey	Two common indicators of student success after graduation are the ability of alumni seeking employment to become adequately employed and the educational participation rate of alumni seeking to further their education. Additional graduate success measures would include successful completion of other personal goals, relationship of employment with education, and salary of employed alumni.
B. Evaluation by graduates of UVU's contribution to their success	Alumni and Graduating Student survey	Surveys of Alumni and Graduating Students, both as they graduate and at appropriate intervals after graduation, provide useful insight into how well UVU prepared them for life after graduation, contributed to their general well-being, allowed them to benefit their community and family, and contributed to their life-long desire to learn.
C. Employers' perceptions of UVU's graduates	Employer survey	As a regional university, UVU is sensitive to the workforce needs of employers in its service region. Regular surveys of major employers in the region provide valuable insight on UVU's preparation of graduates who are professionally competent, serve as leaders, and demonstrate integrity.
D. Community perceptions of UVU graduates	Community survey	UVU's graduates and alumni contribute to the overall well-being of the region. Regular surveys of the community at-large provide valuable insight on UVU's preparation of graduates and alumni to serve as leaders, people of integrity, and stewards of their communities.

Core Theme: Serious

UVU fosters a culture of academic rigor and professional excellence.

Serious Objective 1

UVU champions learning through outstanding teaching in an academically rigorous environment.

Indicators	Measures	Rationale
A. Evaluation of faculty teaching	Student Ratings of Instructors, Peer evaluations	Outstanding teaching can be assessed through a combination of student rating and peer evaluation. These evaluations play an important role in retention of all faculty and in tenure, promotion and post-tenure reviews for salaried faculty. In aggregate they are one measure of outstanding teaching.
B. Utilization of Active and Collaborative Learning Techniques	National Survey of Student Engagement	Research has shown that learning is positively impacted through active and collaborative learning techniques. The National Survey of Student Engagement (NSSE) section “Collaborative Learning Techniques” assesses items such as contributing to classroom discussions, making class presentations, and working with other students outside class.
C. Level of Academic Challenge	National Survey of Student Engagement	A rigorous academic environment demands challenging intellectual and creative work. The National Survey of Student Engagement (NSSE) section “Level of Academic Challenge” scale includes items such as time spent preparing for class, number and length of papers written, amount of reading required, and expected effort for the course.
D. Student achievement of Essential Learning Outcomes (ELOs)	Outcomes assessment including Collegiate Assessment of Academic Proficiency (CAAP), e-portfolios	UVU has identified institutional Essential Learning Outcomes (ELOs). The General Education committee oversees the assessment of the accomplishment of these outcomes at the course, program, or institutional level. The summary of findings from these assessment efforts, which currently includes the CAAP standardized, nationally normed assessment program from ACT, serve as an institutional indicator of student learning.

Core Theme: Serious (Continued)

UVU fosters a culture of academic rigor and professional excellence.

Serious Objective 2

UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic and co-curricular/extramural endeavors.

Indicators	Measures	Rationale
A. Faculty/staff involvement in scholarship and creative work	Faculty activity and employee survey	University data systems (Digital Measures/Professional Pages) store information regarding faculty and staff publications, presentations, and creative activities. These data systems can be queried for summary information providing evidence of scholarship and creative work. These queries can be supplemented as needed with items on regularly scheduled employee surveys.
B. Student involvement in scholarship and creative work	Participation data	Some of student's most powerful educational experiences come as they make meaningful contributions to their own fields of study. The Office of Undergraduate Research and Creative Activities generate a summary of student involvement in research and creative work, including the number of faculty/staff involved, the number of students participating, and venues in which their projects are presented, as well as university resources that support these activities.
C. UVU hosting/ sponsorship of cultural events, lectures, and symposia	Events and attendance data	In order to establish itself as a cultural and academic center, UVU hosts many events each year. An annual report will summarize both the number and variety of these events, the targeted audience, and the number (estimated) of participants.
D. Perception of UVU's role as a hub of cultural activity	Student, employee, and community surveys	Regular student surveys, employee surveys, and community surveys gather feedback on perceptions of UVU's contribution to the cultural vitality of the region.

Core Theme: Serious (Continued)

UVU fosters a culture of academic rigor and professional excellence.

Serious Objective 3

UVU attracts, develops and retains high achieving students* and highly qualified faculty, staff, and administrators.

** Indicators related to retention of students are covered in Student Success Objective 1*

Indicators	Measures	Rationale
A. College of choice assessment	ACT Survey	Students generally take the ACT test as juniors in high school. At that time, students may select up to four institutions to send their ACT scores to for free. This selection information is available to institutions to determine patterns of student choice. The percentage of incoming students who select UVU as their first choice is a helpful indicator of UVU's "attractiveness" to new students.
B. Faculty/staff profile	Staff/faculty qualifications	University data systems can be maintained and queried for information regarding employee qualifications. These qualification reports summarize educational degree attainment, professional experiences, etc.
C. Employee Satisfaction	Employee Survey	Employee satisfaction is a strong correlation with both productivity and loyalty. Regular surveys reveal overall employee satisfaction, including professional development, compensation, and personal commitment to UVU.
D. Employee retention	Retention rate by employee type	Employee retention rates are common measures of employee satisfaction and the university's ability to compete in the market. Human Resources provides data by employee type regarding retention and turnover rates which can be assessed longitudinally against peer benchmarks.

Serious Objective 4

UVU is recognized for high quality, efficient, and effective programs and services.

Indicators	Measures	Rationale
A. Recognized as high-quality by community	Survey of Employers and Community	Regular surveys of the community and regional employers provide valuable insights into the perceptions of UVU's quality. These surveys include items measuring the perception of academic rigor, the appearance of campus, and quality of programs and services, etc.
B. Regional / national industry recognition	Significant accomplishments and recognitions	Accomplishments and recognitions provide evidence of institutional quality. An annual report would summarize various awards, achievements, distinctions, specialized accreditations, and affiliations of the university, departments, faculty/staff, and students.

Core Theme: Inclusive

UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

Inclusive Objective 1

UVU provides educational opportunity for a broad range of students.

Indicators	Measures	Rationale
A. Demographic representation	Students and regional demographics	As a state institution, UVU primarily serves students from its region and state. Demographic data such as residency, gender, age, and ethnicity are typical measures to assess the breadth of student population. Such demographic information can be compared with regional and state demographics to identify underserved populations.
B. Student characteristics	Admissions and registration data and student surveys	As an open admissions institution, UVU is committed to providing opportunities to students entering with a broad range of backgrounds. University data and survey information allow for trending of students by educational preparation (i.e., incoming test scores and GPA), family educational history (i.e., first generation students), economic status, employment status, marital status, dependent children, etc.

Inclusive Objective 2

UVU provides an inviting, supportive environment and a balance of activities and services for people from a wide variety of backgrounds and perspectives.

Indicators	Measures	Rationale
A. Student perceptions of Supportive Campus Environment	National Survey of Student Engagement	The National Survey of Student Engagement (NSSE) section “Supportive Campus Environment” includes items such as quality of relationships with faculty, staff, and other students; academic support; and opportunities for social growth.
B. Campus climate assessment	Student and Employee Surveys	Regular surveys of students and employees would assess the campus climate for welcoming of individual differences and divergent perspectives.
C. Availability of support services and activities	Student and Employee Surveys	Regular surveys of students and employees provide insight into the availability of key support services and activities that reflect the needs and perspectives of a diverse population.

Core Theme: Inclusive (Continued)

UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

Inclusive Objective 3

UVU offers an array of programs from certificates to masters, including non-credit programs, designed to reflect students' goals and the region's needs.

Indicators	Measures	Rationale
A. Participation and completion of existing programs	Declared majors and graduates by programs	Examining patterns in participation and completion can both provide evidence of the initial demand for programs offered (majors) and program success (graduates). This data is used in academic program review.
B. Demand for programs not offered	ACT data; non-returning student, current student, and community surveys	Student program interests submitted on the ACT test application combined with regular surveys of non-returning students, current students, and the community can identify programs in demand not currently offered at UVU.
C. Assessment of region's needs for degrees, skill sets, languages, etc.	Employer Survey and workforce services data	Regular surveys of regional employers combined with the Division of Workforce Services information can identify workforce needs and potential new degree or training programs.

Core Theme: Inclusive (Continued)

UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

Inclusive Objective 4

UVU utilizes a variety of schedules, locations, and delivery methods that best meet students' needs.

Indicators	Measures	Rationale
A. Delivery of programs and courses by time, day, and semester	Enrollment in courses by delivery day and time	UVU serves many non-traditional students (working adults). Examining patterns in enrollment can provide both evidence of the demand for and diversity of offerings and help identify offerings that are increasing or declining in demand.
B. Demand for desired courses by time, day, and semester	Student and non-returning student surveys	UVU must remain sensitive to changing needs of the students it serves. Regular surveys of non-returning students and current students assess demand for courses by semester and general timeframes (morning, afternoon, evening, day of week). This data can directly inform scheduling planning and delivery decisions.
C. Delivery of programs and courses by delivery method and location	Enrollment in courses by delivery method and location	UVU serves an expanding population base. Examining patterns in enrollment by location and delivery method can help identify offerings that are increasing or declining in demand.
D. Demand for desired courses by delivery method and location	Student and non-returning student surveys	Regular surveys of non-returning and current students assess demand for courses by delivery method and location. This data can directly inform curriculum planning and delivery decisions.

Core Theme: Engaged

UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.

Engaged Objective 1

UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.

Indicators	Measures	Rationale
A. Enriching Educational Experiences	National Survey of Student Engagement	Engaged learning includes complementary learning opportunities both inside and outside the classroom. The National Survey of Student Engagement (NSSE) section "Enriching Educational Experiences" includes items such as participation in internships, co-curricular activities, community services and volunteer work, experiencing diversity, etc.
B. Enrollment in Project/Service Based Courses	Participation in specific courses	Specific courses at UVU have been designed to provide engaged learning experiences. Enrollment in courses designated as service learning, internship/coop, student teaching, field experiences, clinical experiences, etc. provide a measure of student participation in formalized engaged learning experiences.

Core Theme: Engaged (Continued)

UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.

Engaged Objective 2

UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.

Indicators	Measures	Rationale
A. Partnerships developed and maintained through internships, clinical programs, donors, etc.	Community partners	UVU utilizes a wide range of activities and initiatives to engage the various communities it serves. The Office of University Relations is responsible for documenting these efforts and their impact in an annual partnership report. One section of this report catalogues community partners with the institution, including not-for-profit organizations, government, business, and other organizations and clubs that are involved in UVU internships, clinical programs, etc.
B. Programs and outreach events	Community engagement activities report	The annual partnership report prepared by the Office of University Relations (in conjunction with the Office of Engagement) documents various programs and events which foster outreach into the community. These efforts may include study abroad experiences, exchange programs, programs to spotlight various countries, hosting of dignitaries, targeted international partnerships, Grants for Engaged Learning projects, and local outreach efforts such as legal and auto clinics, expos, workshops, community education, conferences, etc.
C. Community involvement in university committees, boards, and councils	Community members serving on university committees	The Office of University Relations includes a list of community members serving on university committees, boards, and councils in the annual partnership report.
D. Employee involvement in community service activities	Employee Survey	UVU values individual employee's engagement in the community. Regular surveys of employees collect and measure participation in various community boards, professional organizations, civic positions, and other service activities.

Core Theme: Engaged (Continued)

UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.

Engaged Objective 3

UVU serves as a portal of civic engagement and an engine of regional economic and business development.

Indicators	Measures	Rationale
A. Graduates living/employed in the region/state	Graduating Student and Alumni Surveys	Regular surveys of alumni identify the percentage of UVU graduates who choose to live and work in the region and state.
B. Economic impact and the return on investment of state dollars	Economic Impact Study	The presence of a large university affects the surrounding region in many ways. Economic impact studies are conducted on a regular basis in an effort to accurately assess the impact UVU has on the economy of the region and state.
C. UVU business development and support	Alumni survey, Business development activities report	UVU directly supports the region and state economy through support of new businesses. The Business Resource Center and other development centers on campus annually report on these programs and activities. These reports are supplemented with regular surveys of alumni to assess alumni success in business development.
D. Civic engagement activities	Civic Engagement activities report	UVU hosts a variety of civic activities (such as political debates, voter registration campaigns, etc.), which are compiled annually in a Civic Engagement Report.

Conclusion

UVU has articulated the specific and essential elements of its mission through the identification of core themes and objectives. In addition, meaningful and assessable indicators have been developed for each of the objectives. These indicators form the basis for evaluating the level of accomplishment of each of the core themes. The development process included a series of conversations over a two-year time frame with various constituent groups from the campus and community. This process has resulted in a clearer, more unified understanding of the university's mission and objectives.

The work thus far has established a solid footing for ongoing planning and assessment of accomplishments, progress toward meeting core theme objectives, as well as evaluation of the resources and capacity to fulfill our mission. This continuous analysis will help UVU adapt, as needed, to sustain mission fulfillment over time. Future activities include:

- Utilization of indicators to assess Core Theme achievement
- Evaluation of the adequacy of UVU's resources and capacity
- Integration of Core Theme objectives with departmental strategic and operational planning
- Assessment of progress in support of mission fulfillment and in implementing innovation and improvement

The UVU community believes that these new approaches will provide critical evaluative tools and processes to assist the university as it continues to fulfill its mission.

