

Northwest Commission on Colleges and Universities

**A Full-Scale
Evaluation Committee Report**

UTAH VALLEY UNIVERSITY

Orem, Utah

November 3 - 5, 2010

***A Confidential Report Prepared for the
Northwest Commission on Colleges and Universities
That Represents the Views of the Evaluation Committee***



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INTRODUCTION

In July 2005, the Commission reaffirmed the accreditation of Utah Valley State College following a comprehensive evaluation. The Commission then reaffirmed accreditation in January of 2007 following a focused interim evaluation. The focused interim evaluation examined the institution's progress in responding to three recommendations involving accommodating growth, learning outcomes assessment, and completing an external audit of auxiliary enterprises.

The Commission next approved a name change to Utah Valley University (UVU), effective 7/1/08. Subsequently, UVU proposed its first graduate degree and on 10/16/08 the Commission approved a first graduate degree, a Master of Education to begin in the fall of 2008, and granted candidacy at the master's level.

The Full-Scale Evaluation Committee report that follows includes a review of Utah Valley University's graduate programs and Candidacy at the master's level.

An evaluation committee of 10 members from the Northwest Commission on Colleges and Universities visited Utah Valley University on November 3 – 5, 2010. After extensive review of the *Self-Study* and the Supporting Documentation presented for each of the Commission's standards, the evaluation committee met with a representative from the State Board of Regents, Trustees of UVU, the president, senior members of the administration, deans and department chairs, faculty, members of various committees in the governance system, staff, and students to validate the findings of the *Self-Study* and confirm that Utah Valley University meets the Commission's *Eligibility Requirements for Accreditation and Accredited Institutions*.

Utah Valley University's presentation of Required Documents and Required Exhibits was relatively complete and accessible. It was useful to have those documents available to reviewers electronically on the Web prior to the visit. The rapid growth of UVU and the institution's response to that growth, however, meant that the reviewers only discovered some important documents after the visit began. The university did assist the reviewers in locating materials and all requested meetings were scheduled effectively. Open meetings were well attended.

The evaluation committee notes with thanks the effective staff work that facilitated its work. Scheduling, technical assistance, and transportation were excellent. The workroom was well organized and the campus community was most willing to assist with our work. In addition to gracious hospitality, the committee

appreciated the thoughtful dialogue that marked our interaction with all campus constituencies.

Self Study Assessment

Utah Valley University's *Self-Study* is an attractive document that was presented in print and electronically to the evaluation committee on a timely basis. Its outline follows the standard outline of NWCCU's Standards throughout. Although it had several voices, it is coherent, readable, and clear. Campus participation in the self-study preparation was a highly participatory, well-organized multi-constituency effort.

The document is more descriptive than analytical. The summaries to each section speak to Strengths and Challenges and Recommendations. The depths of analysis in those assessments varied significantly throughout the document. In part because change is unfolding so rapidly at UVU that the Self Study did not always reflect current rapidly changing reality, for example in the extent of distance learning programs and details of how they are integrated with the discipline areas. The *Self-Study* also omitted text on several Policies such as 2.3, 2.4, and 2.5.

As noted above, some materials not highlighted in the *Self-Study* were provided to the committee during the visit. Two were especially helpful in assessing UVU's planning and self-examination – the Strategic Plan for Managing Growth and the existence of the Unique Educational Mission Advisory Council. Both added significantly to the committee's understanding of vital work underway at UVU.

Because significant reorganization continued to occur after the unit level portion of the self-study was written, the committee needed to do some extensive "sorting out" as members attempted to confirm elements of the *Self-Study*.

REVIEW METHODOLOGY

Prior to the visit, committee members reviewed the *Self-Study* and accessed required documentation and exhibits available electronically. Exploration of the university's extensive Web presence and subsequent review of materials provided in the workrooms was also part of the protocol. Meetings with appropriate campus personnel, open meetings for students, faculty, and staff were held – and were well attended. Committee executive sessions were devoted to discussion of the day's findings and to determining areas for further investigation. Areas for possible commendation or recommendations were discussed. Consensus on those items was reached and confidential recommendations were voted on.

ELIGIBILITY REQUIREMENTS FOR ACCREDITED INSTITUTIONS

At the beginning and end of the visit, the committee members reviewed each of the 20 eligibility requirements. The committee was unanimous in its finding (by vote) that Utah Valley University meets each requirement fully.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

Standard 1.A – Mission and Goals

Utah Valley University's (UVU) Mission was revised in 2006—2007 as part of a process of the institution's request for university status, and the revision continued through Utah Board of Regents approval, legislative and gubernatorial approval, Board of Trustees approval of mission, role statement, and core values for Utah Valley University. Final formal approval came from the Utah Board of Regents effective July 1, 2008. The formal mission approval processes were preceded by several years of deep, multi-constituency campus involvement. The evaluation committee found good evidence that the mission is well understood by the campus community. (1.A.1).

The mission statement in its final form appears prominently in university publications, on its web site, and in numerous department level documents. (1.A.2). Strategic goals for UVU flow from the mission and the institution publically documents its progress in accomplishing mission and goals including the *UVU Fact Book* and *UVU at a Glance* where there are dashboard style performance indicators. The university's Planning, Budgeting, and Accountability (PBA) process is now well established. With direction from the president, the Strategic Directions Advisory Committee (SDAC) develops and recommends strategic directions for an annual cycle of planning and resource allocation that also yields an assessment of progress toward accomplishing goals. (1.A.3). Annually, the SDAC conducts an analysis of strengths, weaknesses, and opportunities (SWOT) that guides adjustments in the strategic directions for the next year based in part of assessment of accomplishments of goals and modification or expansion of the goals. (1.A.4. and 1.A.5.).

For 2010, the institution has adopted four "Core Themes and Objectives" that flow from the mission and provide points of emphasis for planning, budgeting, and accountability. Student success, an engaged university, inclusiveness, and serious (as in academic rigor and professional excellence) all recognize the uniqueness of UVU and its dual mission.

The committee notes with some concern, however, that after accommodating extraordinary growth future establishment and review of goals must in addition to

being consistent with mission focus sharply on whether those goals are consistent with the institution's resources – human, physical, and financial.

The committee notes that this public and transparent process involves the division and departmental levels of the institution, is well documented and understood, and – especially when new resources are available or when reductions are forthcoming – seems to ensure participation and results. (1.A.4 and 1.A.5.). The committee also notes that while the process has led to identification of “core themes” that will be very helpful in adjusting to NWCCU's new standards, the relationship between mission statement and the PBA process is more implicit than explicit, more general than specific.

The self-study elaborates and the committee confirms a number of worthy mission directed factors including the establishment of specific “essential learning outcomes” (ELOs) for the general education program, the admissions policy, and a faculty recruitment process that provides a mission-based context for employment. (1.A.5).

The committee notes a harmonious juncture between mission, role statement, and UVU's public service activities that is further enhanced by the institution's application for and award of the Carnegie Foundation's elective classification of *Community Engagement*. The UVU Center for Engaged Learning (CEL) is a model initiative consisting of many forms of instruction, research, and interaction throughout the region. (1.A.6.).

UVU documents effectively its appropriate interaction with the Commission regarding contemplated changes such as the offering of masters' degrees. (1.A.6.).

Concern: The committee expresses concern, as noted above, that the establishment of new and maintenance of current goals be determined consistent with the institution's resources – human, physical, and financial. (1.A.4)

Standard 1.B – Planning and Effectiveness

Planning at the institution is robust, broad-based and, as evidenced by the progress being made, is effective. The annual Planning, Budgeting, and Accountability (PBA) process that links those elements is well defined and well understood on campus. (1.B.1.). Since the last (2005) review, additional support for the planning, budgeting, and accountability process has been provided by the newly organized Office of Planning and Budget and a PBA Coordinating Committee. Because the multi-constituency Strategic Directions Advisory Committee (SDAC) does engage administrators, faculty, staff, and students, the committee observes that the process is highly participative (1.B.3.). Its annual SWOT analysis and recommendations of directions inform the work of the president, the University Leadership Council and form the basis for planning and budget development at the unit (school/college and administrative division) level. Initiatives generated there

are prioritized and presented to the PBA in annual “conversations” that are open to the university community. (1.B.2). With the output of that process and input from the Leadership Council and SDAC, the president also engages appropriate external groups to gain feedback. Ultimately, the Trustees receive and approve plans and budgets. (1.B.3.).

There is evidence of the institution engaging in systematic planning for and evaluation of its activities. (1.B.2.). Teaching, research and service evaluations such as the Student Ratings of Instruction (SRIs) have been tested and adjusted – in the SRI case to enhance student participation in the process. Teaching and research are supported through such agencies as the Faculty Center for Teaching Excellence and those faculty activities are reviewed thoroughly at the peer, departmental, decanal and vice presidential levels as part of the promotion/tenure process. The Carnegie designation of Curricular Engagement and Outreach and Partnerships has primary campus support through UVU’s Center for Engaged Learning that offers grants to faculty involved in such projects. A performance report is required at the conclusion of the grants.

With support and direction from the Office of Planning and Budget and the PBA Coordinating Committee, UVU’s evaluation and planning processes are being used to influence resource allocation in an ongoing basis. (1.B.4). The PBA process is reviewed and refined through input from the PBA Coordinating Committee, University Leadership Council and SDAC and has focused increasingly on strategic directions. (1.B.8.). Evidence of the PBA process influencing resource allocation includes an upside response to a strategic direction (Manage Enrollment) which led to an improved academic advisor to advisee ratio, and a downside restructuring and reduction of services at the Wasatch Campus during the 2008-2009 budget reductions.

Further, as part of the effort to integrate the planning and evaluation processes to identify institutional priorities for improvement (1.B.5.), each division and department on campus develops outcomes and measurements connected to the unit mission and goals with university mission and core values as critical factors. Outcomes assessment reports are required on a two-year cycle.

Support for evaluation and planning has been highlighted through a significant reorganization. Functions that should ensure the coordination of planning and evaluation now report to the president through a Chief Planning, Budget, and Policy officer who is part of the university’s executive division. Now data from Institutional Research and Information (IRI) and Institutional Effectiveness and Planning (IE) report is reported directly to the chief budget officer and available to the senior officers as the PBA process yields allocations across campus. (1.B.5).

Since additional staffing for Institutional Effectiveness has been provided, the processes for planning, budgeting and evaluation appear adequately supported as well as significantly elevated in the institution’s operations. (1.B.6.).

As institutional research, evaluation processes, and planning activities have evolved over the past few years, the institution has made significant efforts to assess and document their effectiveness. (1.B.8.). The IRI is particularly well staffed and functions as a critical part of planning and evaluation on campus. Many of its reports (e.g., *UVU Fact Book*, *UVU at a glance*) are available to the public and contain evidence of effectiveness. Through its participation in the Voluntary System of Accountability, UVU also communicates NSSE data, student characteristics, undergraduate success and progress rates and the like to the public. Further, the institution communicates its plans and progress in numerous forums and to groups including alumni, the UVU Foundation Board, the Community Relations Council, and the National Presidential Advisory Board.

Concern: The committee found, however, that some of the evaluation processes – program review and assessment of learning outcomes as an example – are not yet fully integrated in the planning, budgeting, and accountability process. In other words, the part of the loop has not been fully closed.

Standard Two – Educational Program and Its Effectiveness

Standard 2.A – General Requirements

The evaluation committee found that Utah Valley University does demonstrate a commitment to high standards of teaching and learning across a very broad program array. On campus and off and through distance delivery program quality was strong, considering the impact of recent growth in student numbers and the recent move to university status with accompanying higher expectations. (2.A.1). The committee observed that a reservoir of enthusiasm and good will on the part of faculty and staff was tapped significantly by the recent growth of the institution and expressed concern that future fulfillment of mission not be compromised if the university lacks sufficient human, physical, and financial resources to meet its goals. (2.A.1).

The goals of UVU's educational programs are compatible with its broad and unique mission. The university has clearly defined processes for program development, approval, and evaluation. A significant effort has been made to re-examine and update policies and procedures to support current realities. Policies and procedures are clear, well organized, and accessible even as some are being reviewed. Most significant here is the president's commissioning an Advisory Council on Our Unique Educational Mission that will develop a set of recommendations regarding academic programs, faculty qualifications, and student transitions under a mission that stretches from access to serious university performance. (2.A.2). The committee found this self-examination process to be highly commendable and an indication that institutional leadership has a deep understanding of UVU's challenges.

All degree and certificate programs reviewed demonstrated an appropriate coherent design on all levels. The curriculum process utilized by the university provides a robust review of all program submissions. Assessment of learning outcomes is evident across programs; utilization of the results is less clear. Use of library and information resources has demonstrated a dramatic increase and acceptance based on the new building. (2.A.3)

Degree designators range from certificate to Master's level programs and appear to clearly define the program content. Degree objectives, content, intellectual skills, creative capabilities and methods of inquiry while not consistently published were available in either the catalog, program website, or program issued materials. (2.A.4)

There were few instances of concentrated timeframes and those that do exist (seven and one half week courses in the College of Technology and Computing) focus on specific skill mastery that are supported by the course objectives. (2.A.5)

The university follows generally accepted practices when assigning an appropriate number of credit hours for a given set of learning expectations. As noted in 2.A.3, the institutional curriculum process serves to monitor consistency in this area. (2.A.6)

The curricular process is well defined and requires that all curricular actions be initiated by program faculty. Each College/School has an internal curricular process to evaluate the request, which then moves to the University level for additional evaluation. There is some concern among faculty and department level administrators that the time frame from initiation to final approval is too long (12 to 16 months). This is particularly true with new program submissions. (2.A.7)

As noted in previous comments, the library is viewed as an extremely positive addition to the campus environment. The combination of the physical aspects of the facility and the access to technology has encouraged faculty members to see this asset as a valuable tool in the learning process. (2.A.8)

The degree and certificate programs offered at UVU are a reflection of the regional nature of the institution. Each program area has demonstrated a need within the service area on the University and is a direct response to an industry need or directive of the Utah State Board of Regents. (2.A.9)

Credit for prior experiential learning practices is consistent with Policy 2.3 *Credit for Prior Experiential Learning*. (2.A.10)

The University curricular process is responsible for all actions in the curricular area. Specific evidence was not presented that there is a systematic review of the policy making process. Changes in the process (policies and procedures) were noted which would indicate that there is some level of ongoing review in this area. The University Policy Office provides specific instruction addressing the development and review of institutional policies. (2.A.11)

UVU relies on Utah State Board of Regents policies (R401-5, 5.5) to provide guidance when programs must be discontinued. This policy clearly denotes the requirements to allow currently enrolled students to complete the curriculum. (2.A.12)

Standard 2.B – Educational Program Planning and Assessment

Utah Valley University has framed its processes for assessing its educational programs effectively (2.B.1). Guidelines for both program review and assessment are in place and the instructions are clear. At this point, however, not all programs have responded. The incompleteness of this effort is also reflected in the publication and assessment of learning outcomes at the degree and certificate level (2.B.2). The institution's provision of evidence that its assessment activities lead to the improvement of teaching is likewise incomplete. (2.B.3).

See review of Policy 2.2 *Educational Assessment* below.

Standard 2.C – Undergraduate Program: The Schools and Colleges

Because of the extensive reorganization of UVU's academic units, the institution's candidacy at a new degree level, and our required examination of the collegiate foundations for three new masters programs, the committee presents a more complete description and analysis of the academic units than is usual in an evaluation committee report.

Woodbury School of Business

Woodbury School of Business

The Woodbury School of Business includes a Legal Studies program and departments of Accounting, Finance & Economics, Management, Hospitality Management, and Marketing. The school has evidence of quality processes through two forms of external validation. The Legal Studies degree program was reapproved by the American Bar Association in February of 2010, and the school earned AACSB accreditation in December of 2006. In part to help earn AACSB accreditation the college has implemented a number of practices that have increased emphasis on scholarship, improved the qualifications of faculty in step with the changing university mission, increased emphasis on outcomes assessment and "closing the loop." For example, the school has reduced teaching workloads slightly from 10.8 instructional credit hours per semester in 2005 to an average of 10.1 hours in 2009 (UVU Average: 12.5). Faculty members with higher scholarship expectations are assigned responsibility for nine hours of instruction per semester; those with lower scholarship expectations are responsible for 12 hours per semester. There is no workload adjustment for participation in the new Master of Business Administration degree program.

The school has an emerging assessment program that is well grounded in many accepted assessment practices. In addition to a senior exam and a student satisfaction survey, the faculty members have recently implemented a system of gathering work samples from courses and then working collaboratively to evaluate learning outcomes, such as written and verbal communication, critical thinking, knowledge and ethical reasoning using predetermined rubrics. The collaborative nature of the assessment process has a built in mechanism for closing the loop through the inevitable conversation that takes place about the rubrics, the work samples, and the evaluations as faculty work in small work groups evaluating work samples. While there is strong evidence of student and faculty assessment practices, there is no evidence of external review mechanisms (e.g., using advisory boards, local business leaders) to assess learning outcomes.

The school has encouraged a number of current faculty members to earn terminal degrees, and new hires are required to have terminal degrees and maintain AACSB Academically Qualified (AQ) status. The school led the university by implementing "digital measure" software to document, track and easily disseminate scholarship outcomes. In addition, the school sponsors a peer-reviewed journal and organizes regular research seminars and a "working papers" website for disseminating emerging scholarly projects and encouraging dialogue among faculty about scholarship. The obvious collegiality that exists among faculty in the school seems to serve as a "benefit" that balances lower-than-market compensation, and as a mechanism for "greasing the skids" to create a willingness to collaborate on assessment activities. However, it is useful to note that the strong collegial culture also exists as an opportunity for the School of Business to develop a core competency in cross-disciplinary research.

The Woodbury School of Business relies on part-time, adjunct faculty to help meet the needs of a growing student population. The school has at least four explicit quality-control mechanisms in place for managing the quality of instruction by adjunct faculty. First, consistent with UVU policy, adjunct faculty teaching the principles courses are given full-time-faculty-created/determined syllabi, learning objectives, and textbooks (this practice is less directive for more focused upper-division courses). In addition, one faculty member per department is assigned to coordinate the activities of the adjunct faculty within the department. Third, as per policy, adjunct faculty members participate in the Student Ratings of Instruction process. Further, given the school's intention to maintain AACSB accreditation, adjunct faculty members are expected to meet AACSB's Professional Qualifications (PQ) standards.

Commendation:

The Woodbury School of Business is commended for its strong commitment to collegiality. A willingness and desire to collaborate within and across departments provides an excellent foundation that has positive impacts on such things as faculty retention, scholarship, program development and assessment.

School of Education

The School of Education has a clearly defined mission that aligns closely with the mission of Utah Valley University as a teaching institution. Multiple sources of evidence, including the School of Education Self-study, University Self-study, University catalog, and interviews with School of Education administrators and multiple faculty members, were available to verify this alignment and adherence to Teacher Education Accreditation Council (TEAC) accreditation standards.

The School of Education models a high commitment to teaching and learning by providing sufficient human, physical, and financial resources to support its educational programs. Policies and procedures within the School of Education are clearly compatible with the institution's mission and goals. Degree programs demonstrate a coherent curricular design, follow a logical sequencing of courses of appropriate depth, and incorporate multiple sources of appropriate assessment of student learning outcomes. Students utilize library and other information resources to meet degree objectives and enhance the acquisition of necessary teaching skills.

Students in the School of Education are required to fulfill credit requirements to be able to meet licensure requirements and are consistent with other programs in the region and across the University. Courses are offered at appropriate intervals so as to allow students to complete degree requirements in a timely manner, while concurrently allowing adequate time to develop and demonstrate mastery of program goals and course objectives. Curriculum is planned to optimize learning opportunities for students. (2.A)

The School of Education utilizes multiple sources of evidence of learning outcomes to inform a comprehensive assessment plan based on their specialized accreditation requirements. Assessments for well-articulated learning outcomes in some secondary education disciplines are now well developed, as are those in the elementary or early childhood programs. (2.B)

The undergraduate programs in the School of Education incorporate a significant portion of the University General Education requirements. These general education courses require students in Education degree or certificate programs to master competencies for individual learning and develop an awareness of fundamental areas of knowledge. Education majors are required to develop an appropriate level of content and pedagogical knowledge to function effectively in the field. Additionally, elective options within the programs provide students with the opportunity to pursue or enhance other educational interests.

Academic advising and remedial services are readily available to students and represents significant area of emphasis in the School of Education. Policies and

procedures for academic advising and assistance are highlighted in the University Self-study. Interviews with students indicated that advising and academic support services were available and accessible. (2.C)

College of Humanities and Social Sciences

The College of Humanities and Social Sciences houses the following departments: Communication, Behavioral Science, English and Literature, Foreign Languages, History and Political Science, Philosophy and Humanities

The College was formed in July 2008 when the Arts departments formed their own school, leaving the six current departments. The description of the College in the institutional self-study outlines seven strengths. The identification of these strengths was supported through conversations with the dean, chairs, and faculty, and through analysis of college documents. The faculty is active and engaged, and highly dedicated to the education of their students. While faculty loads remain high, the faculty participates both in scholarly projects and in service to the institution. The college provides approximately half of the courses in the current general education program. A supportive staff, effective faculty development, support of student research, community outreach, and participation in program outside the college are also positive attributes of the college.

The College faces issues and challenges common to other academic departments at UVU. The rapid growth of the university has brought students and opportunity, and simultaneously stretched resources, over-worked faculty, and policies that have not caught up with the changes in circumstances. In addition, the faculty identified some inconsistency in policy application, uncertainty over the budget process, and difficulties in determining faculty load as issues that need attention.

The college academic programs are characterized by thoughtful curricula and by faculty engagement in the development of departmental learning outcomes goals and curriculum. Each department participates in student outcomes assessment work and program review. The analysis of data and corresponding use of that data in program improvement is mixed. Rapid changes in some departments (such as Communications) render previous program reviews almost irrelevant. Given the constant growth of the university and the needs of new students, timely and effective program review and assessment data are necessary to both ensure an effective education for students and as data to argue for further resources in the PBA process. Assessment efforts are widespread, but programs vary in their usage of assessment data to revise curricula.

The PBA process is a highly visible and seemingly effective in linking planning, budget and accountability functions, though some faculty remains skeptical of its effectiveness. However, it is clear that alignment with the articulated strategic directions of the college and the linkage between planning, assessment and budget

allocations will help reinforce the importance of data analysis to the well being of each department. What is less clear is the extent to which the focus on the use of data for program improvement, in contrast to program expansion, is seen as central to the PBA process.

The institutional self-study prepared for this review accurately summarizes the strengths and challenges for the College. Attention to the issues faced by the college's departments will allow for program development and increased responsiveness to students' educational needs.

College of Science and Health

Rapidly increasing enrollment has resulted in UVU having to rely heavily on part-time faculty to deliver the curriculum. As reported in the UVU Self Study 67 new faculty hires since 2006 and funding for an additional 44 faculty positions has helped to decrease this dependence on adjunct faculty, but it remains high. The College of Science and Health has seen 10 new faculty hires in the past two years. New hires in biology reduced the adjunct to faculty ratio at UVU, but, as the chair in biology reported, the ever-increasing enrollment is driving this ratio up again. Tuition derived from increasing enrollment has been used to hire adjunct faculty to help meet the rising demand for instruction. Competitive admissions in the Dental Hygiene and Nursing programs has insulated these programs from the adverse effects of increasing enrollment experienced by other programs in the College of Science and Health. Responses of two of the highest demand programs in the College of Science and Health to increasing enrollments include establishing admission criteria to upper division course work in the department of Public and Community Health and offering fewer lower level courses in the department of Exercise Science and Outdoor Recreation.

At least some of the challenges of growing enrollment in the College of Science and Health are related to space. Even though laboratory sessions in chemistry and anatomy and physiology are held at a wide variety of times during the week, including the evenings, not enough laboratory sections in these "bottleneck" courses can be scheduled due to lack of space to accommodate all the students desiring to take these courses. The completion of a 160,000 square foot science building, scheduled to be occupied early in 2012, and another 100,000 square foot building that will house health science programs should substantially relieve the problem of not enough space.

Degree outcomes and objectives for the College of Health and Science were not found in the catalog, but for most programs in this college were available on the department web site. For two programs in the College of Science and Health, Biology and Exercise Science and Outdoor Recreation degree outcomes and objectives, however, were not available from the departmental web site. The

general lack of response from students when asked about the outcomes of their degree programs in the student meeting, suggested that they were unfamiliar with what they should know and be able to do on completing their degree.

While the UVU Self Study stated that 1 credit hour of laboratory equates to 3 contact hours, 46 courses were found in the catalog in the College of Science and Health where the number of laboratory hours deviated from this prescription. The number of these deviations ranged from no deviations in four departments in this college to 14 deviations in Biology. For example, for BIOL 1015, described in the UVU Catalog as a 1 credit course with zero hours of lecture and two hours of laboratory (1:0:2), an examination of the 2010 Fall UVU Schedule of Classes confirmed that this 1 credit laboratory course met for only two hours. Deviations credits and the number of laboratory hours were also found in the other direction with a few one-credit laboratories meeting for four hours.

In response to a NWCCU recommendation in 2005, UVU created a full-time Institutional Effectiveness (IE) position (for which UVU was commended in an interim visit in 2006). However this position has reverted to a 50% faculty release time and Institutional Effectiveness and Planning (IEP) position and a full time assistant director position was created. The College of Science and Health had in the past a college assessment committee, but the functions of this committee are now being handled by one or two individuals who assist departments in developing and reviewing assessment plans. The UVU Assessment Committee stated that it did not review departmental assessment plans.

The UVU Self Study document *RD1 2.2 a,c,d – S&H* revealed that in at least one of the last three academic years seven of nine departments in the College of Science and Health conducted on-going and benchmarked assessment activities. Examples of benchmarks included the use of Mean Field Test scores PAXIS II Pedagogy test scores, and Graduate Record Examination scores. College of Science and Health Department Self Studies gave a clearer picture of a more detailed assessment process in which data was systematically gathered, analyzed, and used to guide programmatic changes. In some cases no data was gathered either because the assessment activities were so new or due to problems in the data gathering methodology.

All degrees offered within the College of Science and Health meet the general education requirement as described on pages 26 to 28 of the UVU Catalog by requiring at a minimum 35 total credits of general education credits divided between 17 core and 18 distribution credits in all Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science degree programs. Some programs required more than the 35 credits with a high of 41 required credits in Chemistry and Public and Community Health. In some instances a portion of the general education requirement was satisfied by courses in the discipline core requirements; see, for example, the B.S. in Earth Science. The Associate of Applied Science in Dental Hygiene requires 20 core credits distributed among English,

mathematics, humanities/fine arts/foreign language, social and behavioral science, biology or physical science, and nutrition. The Certificate Program in Water and Wastewater Operations, contain at least one program related course in communication, computation, human relations. Except for the certificate program, the general education requirements for all degrees in the College of Science and Health are clearly listed in the catalog and are also available from program web sites. While the general education web-site identifies essential learning outcomes of engaged, *integrated, and applied learning; intellectual and practical skills foundation; people of integrity; professional competency; stewards of place, and knowledge foundation* and has developed separate assessment instruments for each of these outcomes, specific assessment of these essential learning outcomes by departments in the College of Science and Health was not yet evident since the first round of general education assessment by departments are not due until November 10th, 2010. The chair of general education committee noted that across the UVU campus only MATH 1030, Quantitative Reasoning, had a completed general education assessment on file at the time of the accreditation visit.

Advisors are assigned to specific departments. These advisors are often shared between programs. These advisors are not necessarily faculty in the particular program. Since its last NWCCU full accreditation, UVU has hired and trained 26 full-time professional advisors to replace faculty advisors in routine advising. An examination of departmental web pages reveals that in the College of Science and Health the number of advisors assigned to each department ranges from 0 (Dental Hygiene) to 3 (Nursing), with most departments being assigned 1 or 2 advisors (UVU departmental web pages). Department chairs in the College of Science and Health note that the switch to assigned discipline specific advisors is an improvement over the system of having advising done by faculty.

Licensure examination pass rates are tracked by Dental Hygiene, Nursing. The 2010 Nursing Department Self Study reported an NCLEX pass rate of 85% averaged over 10 student cohorts extending back to 2005. The Dental Hygiene Program reported 100% pass rates on both the National Boards and the Western Regional Examining Board exam in Local Anesthesia for both the written and clinical portions of the exam. Only on the Western Regional Examining Board Clinical Dental Hygiene Board exam have pass rates dipped below 100% to a 94% first time pass rate in two out of the last four years.

In 2007 when the Legislature changed the name and status of Utah Valley State College to Utah Valley University the Regents subsequently approved development and offering of a Master of Education, Master of Science in Nursing (MSN), and a Master of Business Administration. The MSN is designed to produce nursing educators. The curriculum for the MSN was developed by a faculty committee, who, in addition to examining other MSN programs, relied on input from surveys of B.S. prepared nurses and the Nursing Advisory Council. As noted in the UVU Self Study general considerations for admission to the MSN and other graduate programs were developed by graduate committee consisted of deans, associate

deans, department chairs/faculty, and representatives from areas on campus likely to be involved with graduate program such as admissions and records, financial aid, and other student services. While the MSN is too new to appear in the current UVU Catalog, the UVU nursing web page contains an admission application form for the M.S. in Nursing degree, which spells out the requirements for admission.

A UVU Nursing Graduate Student Handbook is also accessible from the nursing website and addresses domains of instruction, outcomes for these domains, accommodation for students with disabilities, grading progression and graduation requirements, academic honesty, scholastic appeals, professional conduct, selection of the thesis/project committee, research policy, requests for leave of absence, and requests for readmission. Total credits required for an MSN degree vary from 33 to 37 spread out over 4 semesters.. The student's project or thesis committee will consist of a chair, holding a doctorate in nursing, and a minimum of two other faculty, one of which must be a nursing faculty. Graduates receiving a MSN degree will be required to pass a comprehensive exam and to successfully orally defend their MSN project or thesis.

The MSN admitted its first cohort of eight students in fall of 2009. Six of these students remain in the program. Recruitment to the fall 2010 cohort had so few applicants that the MSN program did not develop a cohort for the 2010-2011 academic year. Among the reasons given for failing to develop the anticipated 12-18 student cohorts in these years was the loss of support from a regional hospital group that was tied to the downturn in the economy. Instruction in the MSN program will be provided by the nine out of twenty one nursing faculty who hold doctorates in nursing or a closely related field. The number of nursing faculty holding doctorates appears sufficient to deliver the required curriculum in any given semester. Supervising projects and theses, delivering graduate level instruction, and continuing to instruct in the ASN and BSN programs, may stretch the current nursing faculty holding doctorates. The chair of the nursing program indicated that they have requested and expect to be granted the authority to search for and hire another faculty member holding a doctorate in nursing. The nursing program has applied for candidacy to seek NLNAC accreditation of the MSN.

UVU has an extensive program in continuing education. In 2009 1054 FTE were delivered at off-site locations, 1,952 FTE delivered in evening programs, 1,997 FTE delivered via the internet, 568 FTE delivered via interactive video, 135 FTE delivered via television, and 506 FTE delivered in high schools. According to the UVU Self Study, *"Credit courses offered at all sites are approved by academic department chairs through close consultation with the Office of Extended Studies. In the case of credit-bearing courses, the same textbooks, syllabi, tests, and course requirements as other classes offered by departments on campus are used."* While department chairs in the College of Science and Health confirmed that the same textbook was used in delivering courses at off campus sites, the chairs acknowledged that adjunct faculty teaching at these sites often constructed their

own syllabi, albeit insuring the key topic coverage was the same, and wrote their own tests, again insuring that key assessment questions were the same as those found in tests given on the UVU main campus. According to the Dean, in the College of Science and Health these extended study courses are now under the control of the departments in the college, an organizational strategy that helps insure that the quality of these off-site offerings remains high. Significant assistance in delivering these courses is still provided to the departments by the UVU Office of Extended Education and Studies. Interestingly faculty in the College of Science and Health commented that students who took initial course work at off campus sites often performed at a higher level on later coursework taken on the main UVU campus than did students who taken all their coursework on the main UVU campus.

School of the Arts

The School of Arts houses the following departments: Art and Visual Communication, Dance, Music, and Theater

The School of Arts is relatively new, having been formed in July of 2008. In that brief history, the School has undergone significant leadership changes. The 2010-11 academic year opened with a new dean and three new department chairs in the School. However, this new leadership is tackling the issues of the school with enthusiasm and dedication.

The departments reviewed have operations, procedures and delivery systems that are compatible with the mission of the University and the mission of each department. The past five years has seen extensive planning efforts in the area of curriculum development and the initiation of new degrees. Each department has struggled with the explosive growth of the university. Each department faces the issues of offering enough sections to accommodate the number of students pressing to enter their courses, the necessary (though unfortunate) over-reliance on adjunct faculty, and most significantly, inadequate physical space.

The physical space needs of the departments deserve close attention as each department currently experiences space limitations that severely hamper potential growth. Each department needs more classrooms, better practice facilities, more studio space, and increased performance and display settings. The lack of effective facilities has caused some quality students to seek other institutions.

The departments face other issues common to many academic departments at UVU, but are exacerbated here by the type of programs offered. For example, three of the departments are material-intensive. Art, Music, and Theater all have specific supply needs that are not accommodated by current base budgets. Each department needs more full-time faculty, each department suffers from a lack of

senior faculty to mentor new faculty, and each department has an over-reliance on adjuncts. In addition, each department offers numerous non-lecture classes, creating issues in calculating faculty load. These issues impact quality of instruction.

While facing a variety of problems, the departments achieve a great deal. Programs are characterized by thoughtful curricula and by faculty engagement in the development of curriculum. The faculty is highly committed, competent, and takes advantage of professional development opportunities. The departments offer a wide range of performances, concerts, and shows that enhance both the university and the surrounding community.

The PBA process has been highly visible and seemingly effective in linking planning, budget and accountability functions. The process receives relatively good reviews from the chairs and the faculty. The departments participate in program review and outcome assessment with generally positive, though mixed, results. Each program has shown some evidence of analysis of assessment data and the incorporation of this analysis in program improvements. However, it is very clear that alignment with the articulated strategic directions of the college and the linkage between planning, assessment and budget allocations will help reinforce the importance of data analysis to the well being of each department. All programs within SOA under this review are participating in student outcomes assessment work. The analysis of data and corresponding use of that data in program improvement remains problematic. Assessment efforts are universal, but programs vary in their usage of assessment data to revise curricula.

The institutional self-study prepared for this review accurately summarizes the strengths and challenges for the School. Attention to the issues faced by the school's departments will allow for program development and increased responsiveness to students' educational needs.

College of Technology and Computing

The College of Technology and Computing was formed in 2008 as part of the transition to university status. The formation of this college was actually a "renaming" of the School of Technology and the addition of a number of programs that weren't good fits in other colleges. An additional step in the re-organization process involved the creation of three schools: The School of Applied Technology & Construction, the School of Computing, and the School of Public Service. This effort has produced a wide range of content areas ranging from time-honored legacy programs to traditional academic programs. While it appears to be a very collegial effort, it has produced some very unique policy and procedure issues.

The School of Applied Technology and Construction has become the home of the legacy programs (Automotive, Construction, and Engineering) and serves to meet

the academic and technical needs of the respective industries. The School of Computing is the home of Computing and Networking Sciences, Digital Media, and Information Systems and Technology. The focus of this unit is fairly well contained in the names of the departments. The final school is the School of Public Services that houses the academic based Criminal Justice/Law Enforcement department along with the non-traditional Department of Emergency Services and The Institute of Emergency Services and Homeland Security. The Emergency Services department offers degrees and certificates that are based on the National Fire Protection Association (NFPA) professional standards and are eligible to test for national certification. The Institute of Emergency Services and Homeland Security is the sole source of fire and rescue training in the state of Utah and also serves as a sanctioned provider of the Utah Law Enforcement Academy basic training for law enforcement officers.

The general requirements of Standard Two (2.A.1 – 12) are met by the College of Technology and Computing. The programs' missions are focused on preparing students for successful entry into and progression within their chosen careers area. The programs support the University's global mission of providing programs that meets the needs of students and industry (2.A.2).

The College of Technology and Computing provided evidence that the College's programs demonstrate coherent design, depth, and breadth of content covered in their course sequence as appropriate for the content area and degree/certificate level (2.A.3). All programs are designed to provide to the student substantial, coherent, and articulated exposure to the program content. Exit points are established at the certificate, AA/AS, AAS and BS degree levels (not all programs offer all levels). Degree programs are based on a model that provides a technical curriculum, general educational requirements, and electives. AAS degrees and certificates contain appropriate levels of related instruction in communication, computation and human relations. Advisory committees' members provide the faculty guidance and support for program development (2.A.4).

There is an abundance of anecdotal evidence that individual program faculty members assess student learning via multiple methods including oral exams, standardized third-party skills testing, capstone courses, exit interviews, employer surveys and follow up student surveys. Evidence of quality and achievement of instructional goals includes external accreditation for the programs in Aviation Science (FAA), Automotive (NATEF), Culinary Arts (ACF), Emergency Services (IFSAC, CAAHEP) Computer Science and Information & Technologies (ABET). Other programs while not externally accredited noted that they teach to some nationally recognized standard.

The Program Review documents (November 2009) indicates that College of Technology and Computing program goals and objectives are well defined in each field of study. The individual program plans for each degree/certificate clearly outline the content to be covered by students and the technical competencies

achieved by students completing the programs. In all programs, the College requires that students demonstrate career-preparation competencies in addition to technical skills (2.B.2).

Evidence and interviews indicates that faculty have a major role in and responsibility for the curriculum and all related instruction, credit and noncredit, including content, design, quality, and instructional implementation. They also play a major role in the selection and review of adjunct faculty that teach in the program (2A.7, 9).

There is anecdotal evidence that across the College there is a uniform effort by faculty to base their program planning on an assessment of programs. Each program provides a statement of degree objectives and student outcomes. All programs articulate the intent to place graduates in jobs in industry based on the education they receive. The anecdotal evidence of data collected to measure student success in mastering learning objectives is based on several sources including; third-party certification exams, professional skill evaluation and certification, along with performance satisfaction studies completed by alumni and the employers of graduates in each program. The evidence indicates that employers and alumni are typically satisfied with the graduate's knowledge and skills for success in the workplace (2.B.1).

The College of Technology and Computing offers credit and noncredit programs off campus. The Aviation Science, Emergency Services and Culinary Arts programs are located away from the main campus. These programs' goals and missions are compatible with the College and University's mission. The academic and continuing education curriculum and instruction in these programs are designed and approved by full-time faculty. Instruction is assessed consistently with campus practice and outcome data included in program assessment. Programs provided program review evidence that they have resources, including library and information technology, sufficient for delivering the College's programs from these sites (2.G.1 – 5).

The Aviation Science program offers their degree programs on-line. The distance-delivered, online associate and bachelor's degree programs are "self-funded" with student fees by agreement with the University administration. The Aviation Science faculty and staff have developed distance-delivered student services and academic support for the distance students to ensure a quality academic experience equal to the on-campus student experience (Policy 2.6).

Commendations: The College of Technology and Computing is commended for developing and maintaining high-quality, creative industry/state partnerships in its programs during stressful economic times. This strategy has been effective at increasing the resources that are available to the faculty and students in the college's programs.

The College of Technology and Computing faculty are commended for their focus on student learning and commitment to the use of program advisory groups to ensure the quality and relevance of their programs in meeting the needs of regional, state and global employer's.

Concern:

While evidence and discussion of the methods of assessment at all levels of learning is presented in the individual program reviews, there limited data presented and less discussion of how the results were utilized to inform decisions in curriculum, planning and budget needs. The process of using the assessment information to guide the programs is not being consistently documented in a manner for external audiences to access. Faculty should look for ways document the innovative changes that are made in their programs as a result of the assessment efforts (2.B.3).

University College

The following programs are housed in the University College: College Success, Tutoring and Academic Skills Services, Developmental Mathematics, Basic Composition, and Academic Tutoring.

The University has undergone rapid growth and change over the past decade. The University College has not escaped that change. The College has recently undergone significant shifts in responsibility with four major areas leaving the unit: University Library, Integrated Studies, Interdisciplinary Studies, and the Honors Program. Currently, its mission is to provide an early educational home for students assisting with exploring their academic careers, transferring to degree-granting programs, or continuing for enrichment and career enhancement. Academic advisement, supplemental instruction, and tutoring support student retention. The University College leadership has developed a proposal to bring other units into the college with a continuing focus on supporting student success. The College would like to offer support services that cover the entire range of a student's academic career. It remains to be seen if this proposal is acted upon.

None of the programs of the University College are degree granting. Each may be seen, however, as instrumental in helping UVU to facilitate student success. The programs have each engaged in systematic self-evaluation, planning and in the implementation of changes based on the analysis of a wide variety of data.

Evidence of the use of student satisfaction data, external reviews and self- studies exists to support the belief that these programs provide appropriate academic support for the students of UVU. The College, through the department self studies, has a wealth of data in each area that analyze strengths and weaknesses. These are clearly identified in all departments, and measures are being implemented to rectify weaknesses.

The faculty is a strength of the college. The basic composition and developmental mathematics faculty have generated a very impressive array of instructional support documents and data. This material is very well developed and can serve as a model for other departments in generating both curriculum materials and assessment data that greatly strengthens the instructional program offered to students.

The College has excellent programs and fulfills an evident campus need. However, the future is somewhat uncertain for the University College. Attention should be paid to developing a clear mission for the College and in determining with all reasonable speed what programs should fall under its purview.

Standard 2.D – Graduate Programs

The Utah Board of Regents expanded the role of Utah Valley University (UVU) to include offering master's degrees, based on regional education and economic needs, in three different areas. UVU currently offers a Master of Education (M.Ed.) in Curriculum and Instruction in two emphasis areas, two emphasis options in the Master of Business Administration (MBA), and a Master of Science in Nursing (MSN) with an emphasis in nursing education.

As chronicled in the University's Self-study Report and supported through interviews with administrators and key faculty in each of the master's programs and evidence contained in the Self-study Reports provided by the School of Education, The Woodbury School of Business, and the Department of Nursing within the College of Science and Health, the development of the Master's programs followed a similar process. Each program was developed by a task-force composed of faculty and a graduate coordinator within the respective school or department in consultation with appropriate and relevant stakeholders. The University also organized a Graduate Development Committee within the Office of Academic Affairs to oversee University-wide graduate issues including application and admission procedures, academic guidelines, and graduate policies.

2.D.1 – Mission and Goals

Consistent with the teaching mission of UVU, each of the master's programs was designed to develop student competencies needed to interpret, organize, and communicate knowledge as well as to develop the student's analytical and performance skills necessary to enhance their professional practice. The task-force for each program researched similar programs at peer-institutions as well as the requirements from regional and national accreditation organizations.

2.D.2 – Educational Objectives

Each of the master's programs has developed well-defined and appropriate educational objectives of greater depth, representing increased demands on the

student's intellectual capabilities. Program designers used appropriate regional and national standards and program requirements at peer-institutions to identify desired learner outcomes and course objectives. Additionally, each of the master's programs has created guidelines and expectations for an end-of-program or capstone experience that requires students to engage in a rigorous application of the program's content.

2.D.3 – Doctoral degrees

Utah Valley University does not currently offer any doctoral degrees.

2.E - Graduate Faculty and Related Resources

Consistent with UVU's mission as a teaching institution, faculties in graduate programs are expected, at a minimum, to meet the University's standard for excellence in teaching. Faculty members teaching in each of the master's programs at UVU are expected to possess a terminal degree in their respective fields. There is a written commitment in the University Self-study to require a higher level of scholarship and research for faculty teaching in the graduate programs.

The faculty members are assigned to teach in both the graduate and undergraduate programs.

2.E.1- Graduate Program Resources

The University Self-study indicated, and program administrators corroborated, that programs offering master's degrees have received an initial allocation of funds to support the needs of emerging graduate programs. Funds allocated by the Legislature have been used to hire additional faculty and program administrators, enhance library and information services, and update office and classroom space.

2.E.2 – Continuing Commitment of Resources

In the McKay Education Building, two computer labs were created to enhance classroom instruction and support student learning. SmartBoard® technology has been added in other classrooms to provide opportunities to utilize emerging forms of educational technology. In addition, two new faculty members were hired to support the master's program.

Renovation has similarly occurred in the Woodbury School of Business building. Several classrooms have been remodeled to support instructional delivery and enhance the learning environment. Offices and classrooms have been redesigned to maximize the use of available space and simulate authentic working environments. An administrator has been hired to oversee the development and implementation of the MBA program.

Teaching space for the Masters of Science in Nursing will benefit from the construction of the new Science Building.

2.E.3 – Full-time Faculty

Representatives for each of the master's granting programs indicate that with the addition of recent faculty hires there is currently sufficient on-site faculty to meet existing course and program requirements. Only doctoral prepared faculty are assigned to teach graduate courses in the M.Ed. and MSN programs.

Given the rapid growth of the undergraduate programs at UVU and the practice of utilizing existing faculty in both undergraduate and graduate courses, even anticipated growth in the current graduate programs will rapidly tax the availability of faculty to meet the teaching expectations in each program. This practice, coupled with the increased level of support needed for graduate 'capstone' projects has the potential to quickly overwhelm faculty and jeopardize graduate students and programs.

2.E.4 – Faculty expertise

Two primary criteria are considered in making graduate teaching assignments; content area expertise, based on training and discipline specific research and the possession of a terminal degree in the field. Program directors and faculty representative indicated that each of the masters granting program currently have sufficient faculty to meet existing course obligations and program requirements. The School of Education has recently hired two full-time, tenure-track faculty members who have significant responsibilities in the M.Ed. program.

2.E.5 – Off-campus Programs

UVU does not currently offer any graduate programs off of the main campus.

2.E.6 – Doctoral Programs

UVU does not offer doctoral programs.

2.F – Graduate Records and Academic Credit

A comparison of the University Self-study with documentation contained in the University catalog and web-site indicated that the policies ensuring student qualifications and expectations are compatible with the institution's mission and goals. Discussions with graduate program coordinators and faculty similarly indicated that program's faculty were engaged in the development of admissions criteria, transfer credits, and graduation requirements. This analysis also indicated that admissions requirements to graduate programs were notably more demanding than for undergraduate programs.

2.F.1 – Graduate Admissions Policies

Admissions policies were posted on the University's web-site and in the University's catalog. Based on evidence provided in the University and program Self-studies and verified through interviews with program administrators and key faculty, these program requirements were compatible with the institutional mission and were consistent across programs.

2.F.2 – Admission Requirements

Admissions requirements as described in the University Self-study and the Program Self-studies, as well as listed in the University catalog include formal application requirements. Admission to each of the masters programs included an application for admission, a Bachelor degree from an accredited institution providing evidence of background knowledge specific to the discipline, submission of appropriate Graduate Records Exam (GRE) or Graduate Management Admission Test (GMAT) scores, and letters of recommendation providing evidence of the applicant's potential as a graduate student.

2.F.3 – Admissions Criteria

From evidence provided in the University Self-study and verified through interviews with graduate program coordinators and key program faculty, it was determined that criteria for admission to graduate programs was determined by a graduate committee composed of faculty, Chairs, and administration.

2.F.4 – Graduation requirements

As determined from narrative provided in the University Self-study, the program descriptions listed in the University catalog, and verified from interviews with program administrators and key program faculty, graduation requirements were developed in accordance with specific Board of Regent and UVU policies. Each of the masters programs (M.Ed., MSN, & MBA) require discipline-specific prior knowledge, a sequence of required courses, minimum Grade Point Averages (GPA), and a culminating project for successful completion of the degree. Also included in the graduation requirements are elements which comply with additional NWCCU graduations requirements including time to degree completion, minimum number of credits earned at UVU, at least 24 credits earned for the degree, an acceptable minimum GPA, and the successful completion of a capstone project or thesis.

2.F.5 – Transfer credits

The M.Ed. program at UVU has developed a policy and procedure for accepting transfer credits from another institution. The M.Ed. degree will accept only the transfer of a graduate level statistics course from an accredited institution which is less than five years old and recorded at minimum grade of B- or better. The MBA program has adopted a policy that will accept no more than nine credits for transfer, preferably from an accredited program. The MSN degree has not articulated a policy for transfer credits.

2.F.6 – Credit for Prior Experiential Learning

As stated in the University Self-study and verified through interviews with graduate program leaders and key faculty, UVU does not grant credit in their graduate programs for experiential learning.

Standards 2.D – 2.F Commendation: In summary, the committee found that UVU – while still in the developmental stage with some programs – was proceeding effectively in the offering of graduate programs at the masters level.

Standard 2.G – Continuing Education and Special learning Activities, Off-Campus and Other Special Learning Programs Providing Academic Credit

Utah Valley University has well established Distance Education, Extended Education, Concurrent Enrollment, evening, and Weekend College programs. The administrators of these programs ensure the students have access to advising, library, and other support services. Students report they are very satisfied with the quality and ready availability of these. It is not evident that all academic departments are “involved in the.....evaluation of the institution’s continuing education and special learning activities.” (2.G.3) Adjunct faculty at an off-campus site report relationships with their academic departments that range from attentive and collegial to nonexistent. Students complete course evaluations that are sent to the academic departments on the Orem campus but there may or may not be any follow-up with the adjunct faculty. As UVU works towards its first year report under NWCCU’s new standards, this issue needs to be addressed.

Standard 2.H – Non-Credit Programs and Courses -- Off-Campus and Other Special Programs Providing Academic Credit

UVU has an unusually broad range of non-credit programs. Equity in Education, Turning Point, Child Care Resource and Referral Services, Community and Continuing Education, and others very capably and with great enthusiasm fulfill the mission of the University in community outreach and involvement. They also provide needed services to UVU students they assist.

Policy 2.1 General Education/Related Instructional Requirements

The general education program as described on pages 26 to 28 of the UVU Catalog provides in an introductory paragraph a very concise description of the objectives of general education at UVU. A much more detailed list of essential learning outcomes or ELOs, as they are known at UVU, for general education can be found on the UVU general education web-site. A minimum of 35 total credits divided between 17 core and 18 distribution credits are required to satisfy the UVU general education

requirement in all Bachelor of Arts, Bachelor of Science, Associate of Arts, and Associate of Science degree programs. The core requirements for these degrees were distributed across writing, mathematics, American institutions, ethics and values, and personal health and fitness. Distribution credits required selecting at least one course from a list of courses approved by the general education and curriculum committees in biology, physical science (with a laboratory course only recommended), humanities, fine arts, and social/behavioral science. Students graduating under the fall 2008 or later catalog are required to complete a minimum of one course satisfying the global intercultural requirement as listed on page 25 of the catalog. The Associate of Applied Science requires 16 core credits distributed among English, mathematics, humanities/fine arts/foreign language, social and behavioral science, biology or physical science, and physical education/health/safety. Certificate programs, as is recommended in this policy statement, contain at least one program related course in communication, computation, and human relations.

All UVU general education courses are at the 1000 numbered level or above implying that they are all college level courses. As noted on page 26 of the UVU Catalog general education requirements completed at UVU fulfill on transfer the general education requirements at any other college in the Utah System of Higher Education, with the exception that some programs at other institutions may require specific general education courses.

Except for certificate programs, the general education requirements were clearly listed in the catalog for each degree and also are available from program web-sites. Course descriptions in the UVU catalog indicate with a two letter designator, e.g., SS for social science, whether a particular course satisfies a particular general education requirement.

In 2006-2007 the General Education Committee, which includes representation from all of the schools and colleges, undertook a comprehensive review of general education and defined six essential learning outcomes or ELOs that were to be mapped and assessed in all general education courses. These ELOs are 1) engaged, integrated, and applied learning; 2) intellectual and practical skills foundation; 3) people of integrity; 4) professional competency; 5) stewards of place, and 6) knowledge foundation. Realizing that faculty would likely be challenged in mapping these outcomes to existing course material, the General Education Committee held a series of workshops to assist faculty in this process.

All degrees offered within the College of Science and Health met the general education requirement as described above, although some programs required more than the 35 credits with a high of 41 required credits in Chemistry and Public and Community Health. In some instances a portion of the general education requirement was satisfied by courses in the discipline core requirements; see, for example, the B.S. in Earth Science.

While the general education web-site identifies essential learning outcomes and has developed separate assessment instruments for each of these outcomes, departmental level assessments of these outcomes are not due to the General Education Committee until November 15th, 2010. As a result no across the UVU campus aggregation, analysis, or use of the results of the essential learning general education outcomes assessment has yet occurred, although the chair of the general education committee indicated that all of these assessment steps, aided by the assistance of the General Education Committee, are planned. Once the assessments have been aggregated and analyzed, the General Education Committee will submit a report to the Assistant Academic Vice President and will initiate an iterative process to assess the assessment. Looking to the future the General Education Committee envisions having ELOs permeate, be mapped to, and assessed, not just in general education courses, but in all course work. The ACT CAPP Exam, which assesses achievement in general education, is required for admission to several business degrees. This instrument or other global measurements do not appear, however, to be used to globally assess general education at UVU.

Policy 2.2 Educational Assessment

The intent of Commission policy is to stress outcomes assessment as an essential part of the ongoing institutional self-study and accreditation processes, to underline the necessity for each institution to formulate a plan which provides for a series of outcomes measures that are internally consistent and in accord with its mission and structure, and finally, to provide examples of a variety of successful plans for assessing educational outcomes. Consequently, each institution has an obligation to evaluate the effectiveness of educational programs in terms of the change it brings about in students, and to make improvements in the program dictated by the evaluative process. (Adapted from Policy 2.2).

The UVU accreditation self study does not directly address Policy 2.2, but discusses educational outcome assessment in self-study section 2.B. The self-study also briefly responds to two previous NWCCU recommendations regarding assessment.

The spring 2005 Comprehensive Evaluation Report included the following recommendation (2) assessment: *The Evaluation Committee recommends that UVSC conduct learning outcomes assessment and demonstrate program improvement based upon analysis of outcomes assessment data for all instructional programs* (Policy 2.2 and Standard 2.B). The Interim Visit in 2006 included the following recommendation (2): *Although progress has been made in the use of Student Learning Outcomes Assessment, and efforts are underway to instill a better appreciation for assessment in several of the schools, it is recommended that UVSC continue to closely monitor the progress of the programs with their cycles and resultant use of data to improve programmatic activities.*

In response to a NWCCU recommendation in 2005, UVU created a full-time Institutional Effectiveness (IE) position (for which UVU was commended in an interim visit in 2006). However, this position has reverted to a 50% faculty release time. This provides a strong faculty link to the position, but also leads others to suggest, perhaps, a decreasing institutional commitment to assessment.

Utah Valley University addresses the above recommendations by developing two types of program assessments: Academic Program review (since 1993) and the Institutional Effectiveness program assessment. Each will be briefly discussed below.

Program Review: UVU has developed a set of guidelines for program review and has developed a five-year schedule for such reviews. The guidelines are based on Regent's Policy R401. The guidelines were last revised in 1993 and do not directly address strategic planning or student outcome assessment. The guidelines could be updated to reflect the significant changes in the university, include updated information needs, and adapt to the PBA process. The evaluation team noted that the exhibits provided in the exhibit room and on the supplied exhibit CD included program reviews from the program review cycle of 2005-2007. Only one of these reviews was current. However, print copies of more recent departmental self-studies were provided in the college/school binders. The team questioned the logic of including the older reviews.

The program reviews provided demonstrate detailed analysis of each program. While the program reviews appear to be a positive step in the evaluation of programs, three areas need attention within the program reviews. 1) Program review guidelines do not directly mention student learning outcome assessment, consequently little assessment data is reported in the examples provided. Some programs mention student learning outcomes, but the listing of them is inconsistent. 2) Beyond the School of Education, there is scant indication of university review of the documents or action taken based on the program review. The program reviews appeared at times to be "cut and paste" from previous reviews. As an example, one department's current review indicated that it would develop its assessment plan in 2004. Are the reviews analyzed by the administration? Are changes made based on the reviews? A system for review follow-up should be more evident. 3) The word "program" appears to have multiple meanings. It is used to identify an academic course of study, but it is also used to identify a department. Indeed, the two uses of the term also are reflected in the administrative responsibilities. "Program assessment" is the responsibility of Institutional Effectiveness. "Program review" is the responsibility of the associate vice president for academic affairs. Attention should be given to the titles and foci of the review processes.

Specialized accreditation is one option for program review; about 40% of the programs use their specialized accreditation reports in lieu of program review. This is a positive option, as it helps reduce duplicate work. However, specialized

accreditations may not always work well with the university strategic planning system, data aggregation, and feedback.

Assessment: The assessment model provided to departments is an effective model for developing quality assessment programs. Instructions for completing assessment record were revised last in 2006. The instructions are effective, though it seems that current thinking about assessment has evolved since those guidelines were developed, and they might be reviewed.

Educational outcome assessment begins with clearly identified student learning outcomes. This goal has not been fully met for all departments. In addition, identified student outcomes for the academic programs are not widely published or known. Degree outcomes and objectives for all academic programs are not found in the catalog, though for some programs, are available on the department web sites. A few departments listed their student learning objectives in the current self-studies; others listed them in the reports generated around 2006. Some departments list no student learning outcomes. Students attending the student open forum were unfamiliar with student learning outcomes in their majors or what they should know and be able to do on completing their degree.

Some of the course syllabi provided generally do a good job identifying student learning outcomes and the measures used to assess those outcomes, but these are generally not tied to overall program outcomes.

Departments need to a) complete the formation of student learning outcomes specific to their discipline, and b) include these SLOs in department literature and communicate them to the students.

For the departments that do describe assessment methods, these methods do provide useful information. For example, most departments in the College of Science and Health conducted on-going and benchmarked assessment activities such as Mean Field Test scores, Praxis II Pedagogy test scores, and Graduate Record Examination scores. These assessment practices (and similar ones) provide useful and applicable data.

In addition, most departments have some kind of capstone experience for their major, but that experience wasn't always tied to goals of the major. In addition to a senior exam and a student satisfaction survey, some departments implement a system of senior exams, student satisfaction surveys, and gathering work samples from courses and then working collaboratively to evaluate learning outcomes. However, these practices are not universal. Continued work will be needed to identify and implement assessment methods.

During the various meetings with faculty and administrators, it is apparent that the information is being used in an appropriate manner. However, the process of using the assessment information to guide the programs is not being consistently documented in a manner for external audiences to access. Faculty should look for

ways document the innovative changes that are made in their programs as a result of the assessment efforts.

The Institutional Effectiveness Committee is a group of dedicated people all who believe in assessment—some quite enthusiastically. They are responsible for working with department chairs on assessment plans and getting them up to speed in the system. They are attempting to develop a culture of assessment where it becomes part of the fabric of the institution. These efforts are beginning to succeed, and the university has developed a clear and consistent message about the value of assessment. A general committee evaluation of institutional assessment progress is that the university will take another two to three years to be fully up to speed in student learning outcome assessment. Some areas (such as Business and Education with specialized accreditation adding motivation) are doing well. Others are further behind. The committee has no role as yet in reviewing and providing feedback to department about their assessment plans and reports.

The committee also reports a need for regularized and consistent data to make analysis meaningful. The committee does believe that assessment has caught on, and faculty resistance is mostly gone. Some departments are clear about the use of assessment data to improve courses and provide data about classes in addition to commonly used methods such as the student rating of instruction. Assessment has helped some departments improve academic quality and rigor. The focus is evolving from simple compliance with producing an assessment report, to using assessment as a mean of making a difference to the individual department or unit. Faculty are beginning to see assessment as part of their role, rather than as something that is “added-on.”

The institution has made significant strides in the past few years. However, work needs to be done. The primary work falls into three areas: 1) complete student learning outcomes for all educational programs and make them known to students, 2) complete the development of the assessment mechanisms to assess those outcomes, and 3) develop and implement an effective and useful feedback system. It is clear that some departments are using their assessment results internally to improve their instructional programs. This needs to become more widespread and feedback about these efforts needs to be more consistent.

Recommendation Policy 2.2 – 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 2.B 1-3, Policy 2.2)

Policy 2.3 – Credit for Prior Experiential Learning

Limited credit to experiential learning is available in Aviation Science. Procedures are clear and appropriate.

Policy 2.4 – Study Abroad Programs

UVU has a number of study abroad programs, all of which are related to the institution’s mission, provide credit through the current campus curriculum and faculty, and have clear policies regarding cost and financial assistance.

Policy 2.5 – Transfer and Award of Academic Credit

UVU’s transfer of credit policies and procedures are reflect adherence to common practice and are available from the Transfer Services Office where evaluations are done. Lower division classes from accredited institutions may substitute for UVU lower division offerings but not for the upper division.

Policy 2.6 – Distance Delivery of Courses, Certificate and Degree Programs

The Extended Education, Distance Education, and Concurrent Enrollment programs provide opportunities to all UVU students to complete coursework off the Orem campus. Its explosive growth has and will continue to increase the University’s heavy reliance on these programs. All three programs have excellent leadership and staffing which will be able to provide the 20% increase in course offerings the President has mandated. This should be accompanied by increased resources to ensure the quality of the courses is not compromised.

Standard Three – Students

Standard 3.A – Purpose and Organization

The organization of student services supports the mission of *student success* through a variety of services. The TRIO program, which has had a presence on this campus for many years, is an excellent example of such services, and several of the past program initiatives from TRIO are now institutionalized and sustained within the university’s student services such as Math Online, the Latino Initiative, the Summer Bridge program, and Peer Tutoring. (3.A.1)

The Academic Counseling Center that is staffed by eighteen Master’s level counselors, all bring to their positions, career counseling backgrounds. (3.A.2) Currently this center is part of Student Affairs, and these counselors work primarily with undeclared students. (This track for undeclared students is referred to as *University Studies*.)

Policies and procedures for programs and services are in place. Physical resources for these programs are allocated on the basis of need. However, in regards to 'human and financial resources' there are some inadequacies. Presently, the ratio of Academic Counselors in University Studies, to "pre-professional" students receiving counseling, is 1:574. With Accessibility Services, the deaf student population alone has grown 50% over the past 3 years and with an average of 900 students per semester requesting accommodations through this department, the lack of additional counselor is a concern. (3.A.3, 4)

Standard 3.B – General Responsibilities

The institution identifies characteristics of its student population through a variety of resources including Records and Admissions, departmental/school/college student surveys such as Freshman Programs Surveys, and Institutional Research. The institution then works to meet the various students' needs through a variety of programs and services including, but not limited to: Accessibility Services, Women's Resource Center, an on campus Vet office, and student health center, and others. (3.B.1) Students have an opportunity to be involved with governance through the UVU Student Association and student senate. Student representation is invited --but not always evident-- on various councils such as the Academic Advising Council or the Student Success and Retention Committee. (3.B.2) A comprehensive catalogue is published and available to all either in hard copy or on the website. It includes information on student's rights and responsibilities, as well as provisions for campus safety and security. (3.B.3, 4, 5) Periodic institutional evaluation of student service programs is evident in the 2010-2011 Student Affairs planning document: A Strategic Vision for Creating an Extraordinary UVU Experience, which looks at the missions and current goals for all areas of Student Affairs. The Non-Returning Student Survey and Beginning College Survey of Student Engagement also provide evaluations of services, and directs program development. (3.B.6)

Standard 3.C – Academic Credit and Records

Academic policies and standards are clearly stated in the UVU catalog, as well as on the website. This includes grading policies and the awarding of credit. Academic records were comprehensive and secure, and contained (paper-based) in locked file cabinets. (3.C.1) Criteria for evaluating student performance are appropriate to the degree level and clearly stated. (3.C.2) Criteria for degree and non-degree credit is made clear, (3.C.4), and transfer credit is accepted from other institutions and clearly stated in the General Transfer Credit Acceptance Policy. There is also a Transfer Articulation database online, whereby a student can identify the school from which they wish to transfer the credit in from as well as the course they wish to transfer, and a list of equivalent courses for like credit, compared to the selected school, may be presented. Confidentiality and security of student records is maintained. (3.C.5)

Standard 3.D – Student Services

UVU has an open-enrollment admissions policy. Students are placed in courses and programs based on admission test scores (ACT, SAT, and Accuplacer) If they declare a major, they will be assigned a departmental advisor; if they are undecided, they will be assigned to a counselor within University Studies. Graduation requirements are clearly stated, and departmental advisors and counselors assist with assuring that students are clear on these requirements as well. The catalog clearly states what is required for continuation in programs, as well as the appeal process for termination. (3.D.1, 3.D.3, 3.D.4, 5)

Particular attention is given to students who may bring to the campus, issues of diversity. The *Student Success and Retention Center* focuses on meeting the needs of the potentially at-risk student. *Turning Point* welcomes community members, encourages, and nurtures prospective students. The *Wee Care* childcare facility is a part of this program and provides the needed child care so that the students/participants can be more fully engaged in the programs and services. The Women's Resource Center works in partnership with the *Equity Center* to mentor and coach women-- young and old-- to move forward and achieve their goals at UVU. These programs also serve to educate the community and campus regarding issues of oppression and abuse. The *Multicultural Center* "... helps create and sustain an inclusive community that appreciates, celebrates, and advances multiculturalism, internationalism, and diversity." Currently, there is a Latino presence with this center, as well as a Polynesian dance group. The ten-year strategic plan for this center includes program support for Asian, African American, Native American, Pacific Islander, and LGBTQ students, as well as enhanced advising for students.

Information regarding Financial Aid opportunities is made available online, as well as in the newly established One Stop Center on campus. A variety of funding opportunities are available to students. One student remarked in one of the open student meetings, that his experience with the UVU Financial Aid office was the best he had ever had. He had attended other universities, and this particular one was-- in his experience--seamless and efficient.

Categories of financial assistance are made clear and include: grants, work study, loans, and scholarships for transfer students, freshmen, and continuing students. The institution meets federal and state financial guidelines and requirements for accountability. (3.D.6, 7, 8)

Orientation of new students consists of a mandatory "Smart Start" which is an online orientation, as well as an additional, but optional, face-to-face orientation called "Jump Start." A Freshman Survey in 2009 indicated that students who participated in both orientations and were paired with a Retention Mentor through the Title III project of Student Success and Retention, had a better rate of retention. Graduate school Orientation is managed by the individual school/colleges. (3.D.9)

Student Advisement and Support Services are very systematic. As a division of Student Affairs, the mission is to foster personal, seamless and intentional advisement and support services through student-focused collaboration. There are sixty primary school/college advisors for students who have declared majors. Students are assigned to their advisors based on their majors. The website has a Find Your Advisor quick search link as well, which then lists both the email and phone number of the advisor. (Advisors are part of Academic Affairs.) In addition, there are academic counselors. Counselors (part of Student Affairs) are assigned to the undeclared students and are part of what is called the "University Studies" program. Mandatory advising for all freshmen was just implemented this Fall 2010 semester. The Academic Advisor Certification Program, effective September 2010 as approved by the Advisement Council and the President's Cabinet, has established a certification program for all incoming advisors. This program will provide basic training opportunities and measure competence via exams that certify and individual's knowledge of academic advisement concepts and best practices at UVU. Those seeking certification will be required to demonstrate an understanding of technical competency, academic advising best practices, and effective student interaction. (3.D.10)

The career counseling and placement services, operating out of the Career Development Center, reflect the mission of an engagement through their extensive efforts to build partnerships with employers throughout the community. There are currently 135 new or renewed potential employers/partners with the Career Services Department. Workshops to build employment readiness skills for students are held on a regular basis, as are Job Fairs, Technology Fairs, and Graduate School Fairs. Student surveys evaluating the Career Services guide program development. This department works closely with the Internship program at UVU as well. (3.D.11)

Student Health Services offer a comprehensive menu of services including suicide prevention, women's health, lab services, prescriptions, wellness programs, self help resources, and much more. (3.D.12) Food services on campus include a professionally trained food service (cafeteria) program, commercially contracted food vendors across campus, vending machines, and a food court. (3.D.14) Although student housing is not available on campus, there are many apartment complexes built close to campus that specifically rent to UVU students. A booklet is produced with information about off campus housing (also available on the website), and there is an Off Campus Housing office on UVU campus. The Honors Program and the Center for the Advancement in Leadership have a housing component at one of the apartment complexes whereby one level of one of the apartments rent to the Honors students, and the second level rents the Leadership students. Both UVU programs offer students rental discounts in these facilities as part of the program.

Co-curricular activities has included providing UVU bus transportation from these predominantly student apartment complexes to on campus activities such as games in the sports center. Other co-curricular activities include the over one hundred student clubs and organizations on campus a student can become involved with. (Examples include ethnic, religious, gay/straight alliance, sports, and performing arts clubs) Students are also encouraged to start a club that may not already exist. (3.D.13,15,16) The Outdoor Adventure Center offers low cost equipment rentals (snow boards, canoes, sleeping bags, etc.), a calendar of events, adventure trips, and resources on where to plan your next adventure or outdoor trip. (3.D.17) The UVU bookstore is a full-service operation and is stocked with the latest textbooks, UVU clothing for the loyal athletic fans (or anyone else!), and various sundries. (3.D.18) The institution's relationship to student publications and other media is clear. (3.D.19)

Standard 3.E – Intercollegiate Athletics

Presently, there are forty-six full time and forty part-time employees in the Athletic Department, working under the guidance of the Athletic Director, who has held that position for twenty-seven years. The athletic program at UVU, which has grown tremendously, is evaluated regularly and maintains NCAA standards. The goals and objectives of the program are in writing, as are the job descriptions for the various staff. There is a sense of loyalty and pride within the department, and it was reported that many staff go above and beyond their scope of duty to ensure success of the programs. Training of staff occurs three to four times a year and includes the NCAA training on advising and student support. There is one full time person in the UVU Financial Aid office specifically assigned to assist the athletic scholars and their financial aid processing and transcript evaluation. There is active recruiting of student athletes; 70% of the athletes are non-residents. The athletic department works closely with the student's other academic advisor on campus, and there is mandatory study hall time every week for the athletes. Adjunct faculty are hired as tutors to support the students in their academics, and the scheduling of practices and events is coordinated as much as possible with academic commitments for students; students continue their studies, even while away to a sports event. Peer tutoring is incorporated as well.

The Women's Basketball team has a cumulative GPA of 3.63, the highest in all of the NCAA Division One for women's basketball. In addition, they won the conference championship! Gender equity is honored and support services and resources are available to all students. Currently, there are eight female athletic teams, and seven male teams. Policies are published, budgets are developed and follow accepted practices of documentation, and admission and degree requirements follow the university standards. Compliance resource documents are available on the UVU Athletics website. (3.E.1-6)

Policy 3.1 – Institutional Advertising, Student Recruitment, and Representation of Accredited Status

The institutional advertising and promotional literature's focus is on educational programs and services. They are accurate and current. The graduate and undergraduate information is in one publication (catalog). The publication is comprehensive in its content and is also available online on the UVU website. Recruitment for admissions follows the stated policy guidelines.

The representation of accredited status is appropriate. Although it is mentioned on the website and in the catalog, it is not evident in any of the student recruitment/marketing materials.

Standard Four – Faculty

4.A – Faculty Selection, Evaluation, Roles, Welfare and Professional Development

A common theme that permeates the self-study material and the comments of faculty, students and administrators is that as a group UVU faculty members are dedicated to the university mission to be “a teaching institution which provides opportunity, promotes student success, and meets regional educational needs”. Faculty display a sincere commitment to student success, and student comments helped validate these displays, reporting that faculty commitment translates into actions students see inside and outside the classroom.

A second common theme that appears in the supporting documents and from statements by faculty and administrators about UVU faculty qualifications (4.A.1), performance (4.A.5) and workloads (4.A.3) is that faculty “do amazing things with the little resources that they have,” and “we are very efficient”. These comments and responses to probing questions reinforce the positive conclusions drawn from evaluating more “concrete” evidence in the self-report of faculty qualifications and performance (e.g., increasing percentage of faculty with terminal degrees since the previous accreditation report). Achieving successful performance outcomes in an environment of scarce physical, financial and human resources suggests that the faculty members are a very capable and very motivated group.

On the flipside, the common theme of doing-more-with-less also points to challenges associated with sustaining such high levels of performance in an environment of continued commitment to access through an open enrollment policy and a changing university mission. Standard 4.B states that faculty members need to “have the ability to acquire and sustain their expertise, thereby contributing to the validity and vitality of their teaching” and Standard 4.A mandates the need for “sufficient time for professional growth and renewal”. The current workload policy combined with the significant growth of the institution has created a situation where many faculty members are stretched to their limits. In many cases, faculty effort is directed at the immediate need to meet daily and weekly workload requirements at the expense of activities such as renewal,

reflection and scholarship critical for meeting future instructional needs (4.B.5). For example, in the College of Technology and Computing faculty teaching loads start at 15, but some are higher. Many of the programs teach in 7.5 week blocks (2 classes per block – 2 blocks per semester), and some blocks based on associated labs can run 12 credits per block. Similar challenges were noted in the time-intensive performing and visual arts courses found in the School of Arts and in the method for assigning workload credit for students involved in mentor- and supervision-intensive undergraduate research in the College of Science and Health (4.A.3).

While many faculty and administrators acknowledged recent increases in faculty compensation and efforts to make adjustments for equity, “below-market” compensation was mentioned as an important issue across a variety of faculty groups (4.A.3). It is interesting to notice that while self-study data noted that Professor compensation is 11.69% below peers, Associate Professor compensation is 13.70% below peers, Assistant Professor compensation is 5.17% above peers and Instructor compensation is 25.99% above peers, many faculty reported that their primary concern with compensation is the ability to attract and retain high-quality colleagues to help support the changing mission and the university’s core themes.

Faculty members reported feeling a strong sense of academic freedom at UVU (4.A.7, 4.B.7) and that their role in faculty governance and in particular, the development of policies is valued (4.A.2, 4.B.3). In addition, the willingness of all parties (e.g., administration, faculty) to maintain a culture of shared governance appeared to be genuine across our interviews with faculty, administrators and senate leadership. Recently, as the university’s mission has changed, faculty members have been actively involved in many significant changes to policy through participation in standing senate committees, through the actions of senate leadership and through open comment periods. For example, the tenure policy was recently reevaluated to increase consistency across the university and to be in line with the greater emphasis on scholarship and creative activity. The new policy maintained the decentralized nature of RTP committees of the previous policy, but the role of the department or school/college-level RTP committees now includes a heavier mentoring responsibility and the process of moving toward tenure has a greater emphasis on faculty development through regular feedback and support. In addition, the university-level RTP committee has displayed an interest in helping establish consistent application of the new policy through involvement of and communication with department and school/college-level representatives (4.A.5).

One critical policy process that appears to be in a holding pattern is the promotion policy. The university’s unique mission and its recent changes have created a very diverse faculty with a wide variety of professional and institution expectations. UVU faculty include a significant number of adjunct faculty, a highly valued set of professional and technical faculty, a set of academic faculty who have performed under a set of evaluation, promotion and tenure criteria unique to the previous

mission, and a newer set of faculty who have entered with higher research, scholarship and creative performance expectations. The institution seems to be wrestling with how to create an equitable and consistent policy or set of policies that honor the contributions of all three sets of full-time, permanent faculty. It is clear from our interviews that there is considerable commitment dedicated to developing an optimal promotion policy. However, some faculty reported that it is also important to notice that while new policy may be able to “hold” as the shared governance process takes place, existing policy is available to guide development and evaluation of current faculty. There was some concern stated that some faculty might be put on hold or that criteria and processes might change from what current faculty were told at the time of hire (4.A.5).

As stated above, the adjunct faculty members are a valuable resource at UVU; they contribute a large percentage of teaching responsibilities for very low compensation (e.g., \$2000 for 3-credit course, with Ph.D. or B.S./M.S. Plus Experience) and they often contribute to the engagement theme through connections to practice and to the community. Students consistently reported that adjunct faculty members added value to students’ education, and that most problems associated with adjunct faculty were either classroom and course management inconsistencies or access to the faculty member outside of the physical classroom (4.A.8, 4.A.9).

While adjunct compensation was increased recently, the low total compensation may create more recruitment and retention problems as the university continues to grow and its demand for adjuncts increases (4.A.4). The strategic plan for growth places a significant reliance on the availability of interested and qualified adjunct faculty to help meet the demands.

The voice of adjunct faculty at the institution-level was diminished somewhat in recent years with the elimination of funding for the Adjunct Council, and there is no evidence of current systematic reviews of policy concerning adjunct faculty (4.A.10). However, in some departments and school/colleges there are examples of “local” attempts to include and inform adjunct faculty. For example, in the Basic Composition department adjunct faculty are paid to attend monthly development and coordination workshops alongside full-time faculty in the department, and a valuable online resources is being created to help adjunct faculty receive access to information and teaching-oriented resources (i.e., basiccomposition.com). In addition, university policy mandates that departments supply adjunct faculty with syllabi, learning objectives, textbooks and other forms of support for their courses. While this policy serves the need for consistent coverage and quality across course sections, anecdotal evidence suggests that to implement this policy some departments create structural processes that also facilitate communication and interaction between adjunct faculty and between adjunct faculty and full-time faculty (e.g., assigning a faculty member to serve as department adjunct coordinator). However, adjunct faculty connection and integration varies widely across and within departments. Many adjuncts reported feeling included and informed, while others, including some who perform instruction duties at off-

campus sites reported receiving little information and low responsiveness from their assigned departments (4.A.2, 4.A.9, 4.A.10).

4.B – Scholarship, Research and Artistic Creation

With respect to Standard 4.B, faculty appear to be embracing the challenges associated with balancing an increasing emphasis on scholarship and the need to maintain dedication to the university's primary teaching mission and commitment to access; and while research, scholarly and creative performance varies across individuals, there is consistent evidence of faculty engaged in scholarly and creative activities in all school/colleges and departments (4.B.1).

In recent years many senior faculty members have contributed significantly to the changing university culture and responsibilities by participating in activities that are preparing the university to increase scholarship performance. For example, many senior faculty members who had not previously held terminal degrees are pursuing or have recently completed terminal degrees. In addition, faculty members have played critical roles in the process of updating UVU tenure policies and are currently participating in discussions (i.e., in standing faculty committees and through the President's taskforce evaluating the university's unique mission) about necessary changes to promotion policies. Further, many senior faculty members have actively participated in the process of recruiting, selecting and mentoring new colleagues (consistent with the new tenure policies and anticipated changes to promotion policies) who bring the qualifications needed to perform high quality scholarly and creative responsibilities (4.A.6).

Research and scholarly review processes and standards are easily accessed, clearly stated and well organized on the Institutional Review Board website (4.B.2); and the university promotes and supports faculty research, scholarly and creative activities through department and school/college funds (controlled by deans and department chairs) and through a variety of other committees and university units. For examples, the Office of Undergraduate Research & International Programs, the Faculty Senate Faculty Development Committee and the Director of Faculty Development are among the available sources to help support scholarship. Interviews with faculty across the campus produced mixed answers to the question of whether or not support was sufficient. In many cases faculty members reported that support was sufficient for their needs while others reported that some funds were available but insufficient. In all cases, faculty members expressed a belief that the institution understands the need and has a desire to offer support as resources become available (4.B.4). However, as mentioned in section 4.A, for many faculty member the current challenges of workload assignments creates a situation that favors meeting immediate instructional commitments at the expense of scholarship activities needed to maintain current to serve future teaching responsibilities.

Policy 4.1 – Faculty Evaluation

The university has recently revised its policies regarding the evaluation of Tenure (i.e., UVU Policy 637, effective June 10, 2010). The revised policy was developed with significant faculty involvement, including faculty senate leadership, senate committees and during discussion in two faculty senate meetings (i.e., March 9, 2010 and March 23, 2010). Tenure awards are based upon the recommendations of the Retention, Tenure and Promotion (RTP) Committee, Department Chair, Dean, Vice President for Academic Affairs (VPAA), and the President of the University. The RTP committee is a decentralized group (e.g., department, School/college). Criteria for tenure are developed by each department, and according to the policy must be evaluated at least every five years. Criteria include expected performance levels in three specific areas, customized according to discipline standards: Teaching, scholarly and creative endeavors and service. The tenure process starts when a faculty member is hired; within one month of employment the department chair is required to provide the new faculty member with a copy of UVU Policy 637 and the approved tenure criteria. Subsequently (within the first semester of employment) the chair of the RTP committee, the department chair and the newly-hired faculty member are required to meet to develop a “tenure plan”. Anecdotal evidence (from interviews with newly hired and tenured faculty) suggests that the new procedures outlined in the revised policy are widely distributed and well understood. In addition, there are some individual cases where the process of developing a tenure plan highlights some confusion between “new” criteria and the “old” criteria (e.g., developing a plan that would be appropriate for earning tenure under the previous criteria). In addition, as an untenured, tenure-track faculty member proceeds toward tenure review a midterm evaluation takes place that is both a decision point (i.e., the RTP recommends for or against retention of the faculty member) and developmental, providing comments and recommendations from the RTP committee to the faculty member with respect to progress toward tenure.

The current Assignment and Advancement in Academic Rank policy (UVU Policy 632) was last revised in July of 2005. Conversations with UVU administrators, senate leadership and general faculty suggest that there is a strong need for and commitment to revising the rank policy, given the changing mission of the institution. However, at this time the revision process is “on hold”. As stated above in reference to Standard 4.A.5: The university’s unique mission and its recent changes have created a very diverse faculty with a wide variety of professional and institution expectations. UVU faculty include a significant number of adjunct faculty, a highly valued set of professional and technical faculty, a set of academic faculty who have performed under a set of evaluation, promotion and tenure criteria unique to the previous mission, and a newer set of faculty who have entered with higher research, scholarship and creative performance expectations. The institution seems to be wrestling with how to create an equitable and consistent policy or set of policies that honor the contributions of all three sets of

full-time, permanent faculty. Currently the RTP Committee, as with the tenure process, is the central entity in the promotion process. The RTP establishes and updates a Department Rank Policy that includes the criteria for promotion and the procedures for evaluating an individual's "Rank Advancement File" relative to the criteria. In addition, the RTP responds to requests for advancement, evaluates the candidate's "Rank Advancement File" and submits a recommendation to the Department Chair or Dean. The promotion decision is made by the Board of Trustees based upon recommendations of the Retention, Tenure and Promotion (RTP) Committee, Department Chair, Dean, Vice President for Academic Affairs (VPAA), and the President of the University.

A major component of the tenure, rank and post-tenure evaluation processes is the annual review. Annual evaluation of faculty, including an "appraisal interview" is conducted by Department Chairs (UVU Policies 631, 638, 644). The evaluation considers teaching, scholarship, and service. There is some inconsistency in wording between UVU Policy 631 and UVU Policy 637 (Tenure) with respect to the frequency and quantity of course evaluations. UVU Policy 631 states the following: "First- and second-year faculty will be evaluated in two or more classes each semester. All faculty will be evaluated by students at least one semester per year in at least two classes/laboratories/shops." UVU Policy 637 states the following: "Evaluation of teaching by students shall take place each semester for each course assigned to the faculty member."

Standard Five – Library and Information Resources

Standard 5.A – Purpose and Scope

The landscape for information technology, library resources and technology services has changed dramatically since 2005. The Office of Information Technology (IT) and the Library have admirably anticipated and responded to the rapidly changing needs of their students and faculty in a period when the growth of the institution has had tremendous impact on library resources and technology services.

UVU's centralized IT approach provides an integrated strategic plan, appropriate deployment of resources and a comprehensive operation of services to support the university's educational programs and services with nearly 5000 computers and 300 servers on campus (5.A.1). Major expansion of library services has been accomplished through physical improvements such as the new library and information commons that opened in 2008 and the growth of the library's collections and services (5.A.1).

In the past 5 years, the library's collection has had significant growth in number, accessibility and breadth. With a significant addition of 10,000 volumes per year

since 2004-05 currency of the collection is a major advantage for students and faculty. Students and faculty commented that the library is a welcoming place with a multitude of student services available for the work they need to accomplish (5.A.2). Librarians are assigned to serve as a direct contact with each academic department to address collection development for the library's collections, with funding allocated using a formula that addresses the needs of the institution's educational programs (5.A.3).

Standard 5.B – Information Resources and Services

The UVU Office of IT and the library ably support the teaching, learning and research needs of the students, staff and faculty through balanced and responsive services. The library's program of collection development, faculty and student instructional services and organization of materials encourage and facilitate use of the resources. Each of these units has a commitment to respond and plan proactively for the future needs of UVU's constituencies (5.B.1).

The UVU libraries have constructed an impressive collection of print and electronic resources that includes local, regional and national library catalogs, full-text periodical databases that provide a rich array of resources to support the curricular and research projects of students and faculty. The libraries have significantly broadened access to digital resources in recent years as students and new faculty arrive with ever increasing digital expectations. With a technology-enhanced library and information commons and the additional student support services available in the new building, students and faculty are better able to use the resources independently and effectively. (5.B.2)

Library Instruction (5.B.2)

The library is to be applauded for its thorough and responsive programming that directly addresses the standard for "developing the ability of students, faculty and staff to use the resources independently and effectively." The library's commitment to teaching library research skills is evident with librarians teaching over 140 sections of English 2010/2020 Intermediate Writing as well as creating online tutorials for the Distance Education courses for English 2010/2020. Library instruction for advanced courses targets all disciplines where students learn about resources in their majors and discipline-specific materials and databases. Approximately 200 students enroll in the Library Research available for one-credit in the classroom and online.

Info Commons (5.B.2)

Technology is widely used in the context of library resources and services. Student response to the new library is overwhelmingly positive, and faculty also emphasized the impact the new library has made on student work. High quality PCs, Macs and printers are readily available in the building on all levels and the wireless access throughout the building enables students to use resources independently and effectively. Library staff and technology support is directly

available at the Reference Desk so students are able to get help with their library research and assistance with technology. Also found in the library is the Technology Enhanced Training Center that provides basic to advanced training for faculty to enhance their classroom use of instructional technology.

Policies and procedures for library services such as library acquisitions, Interlibrary Loan, collection development and weeding of library materials are well documented with details provided for library staff and library users, including students and faculty. (5.B.3).

Librarians commented that the campus has moved toward a culture that enables the library to be more involved in the curriculum process as librarians will serve on the campus curriculum committee that will encourage a more consultative model of collection development that is pro-active. Librarians are assigned to work with specific academic departments to make sure that faculty input for library purchases of books and other materials is included in the process (5.B.4).

Office of IT -- Planning and Development (5.B.4)

Several key decision-making bodies on the UVU campus manage the development of information technology on campus. Administrative oversight of IT is managed by several campus-wide committees, including the Executive Infrastructure Planning Committee and the Academic Technology Steering Committee (ATSC) that includes a 25-member representative group that ensures broad input from students, faculty, staff and IT. In addition the IT Center for Student Computing provides student input and works on student priorities for services. Opportunities for input from faculty, staff, and students such as these meet the standard.

Courses are provided by IT staff to assist faculty in learning how to use Blackboard and other web-based technology, as well as other instructional technology through the TETC and Distance Education (DE). DE staff develop and support online courses via Blackboard VISTA course management system and currently support over 200 Distance Education course sections and more than 6,200 sections of traditional courses offered on campus via the Blackboard system. These efforts meet the standard of using computing and communications services to extend the boundaries of the university's information services. (5.B.5)

5.B. Concern

IT concern: Addressing the concerns and technology needs of the academic areas is an important next step in the development of IT services.

Library Concern: Given the growing student body and the addition of new faculty, the library will need to explore ways to promote the library's resources and

services more comprehensively across the campus constituencies in a regular on-going fashion.

Concern: Library services for distant learners need to be fully developed at the broadest level, and expansion of library services would benefit from a librarian dedicated to distance learners.

Standard 5.C – Facilities and Access

The new library has dramatically changed the academic climate and attitudes of faculty and students about what the library can contribute to the daily life of the university. The new \$48 million, 210,185 square foot building is the “greenest” state building and provides a contemporary learning and study space for faculty and students. Since the opening of the new library, the circulation of materials increased 25% from 2008 to 2009. Clearly the Library’s Information Commons is very attractive to students as a place to work with technology and to interact with other support services for students (5.C.1)

Features of the building include 3 seminar rooms, 4 classrooms, a faculty lounge, café, a 161-seat auditorium, an art gallery, 31 group study rooms, 3 computer lab classrooms and room to triple the size of the circulating collection. The building is collaborative in its nature and includes the following academic support and student services departments: Writing Center, Visual Arts Lab, Deaf Studies Lab, Assistive Technology Lab, the Campus Data Center, Faculty Center for Teaching Excellence, Teaching Enhanced Technology Center and the Media Engineering Department (5.C.1).

Standard Six – Governance and Administration

Standard 6.A – Governance System and 6.B – Governing Board (6.B.1, .3, & .4)

Because Utah Valley University’s system of governance is multi-level with authority delegated variously from State to campus level, the following description and analysis combines elements of Standards 6.A and 6.B.

The system of governance at UVU is framed at the top level by that of the Utah System of Higher Education (USHE), state statutes, and Regents policies. Flowing downward, the authority (Utah Code, Title 53B, Chapter 01) for USHE begins with the Board of Regents whose responsibility is maintenance of quality, efficiency through “centralized direction and master planning. (6.B.1). Regents appoint and evaluate presidents (6.B.4) and delegate institutional administrative authority to the president. None of the Regents are employees of the university. (6.B.1). The *Bylaws of the State Board of Regents* (Regents Policy R120) defines clearly the duties, responsibilities, ethical conduct requirements, and organizational structure of the Regents. (6.B.3). The 16 of the 19 member Regents are gubernatorial

appointees; two are members of the Utah State Board of Education and one represents the Utah College of Applied technology Board of Trustees. Those three are non-voting members.

A commissioner of Higher Education serves as chief executive officer of the Board (Regents Policy R141-3) and serves as Chair of the Council of Presidents. Utah Code and a series of Regents policies also establish and delegate local authority and responsibility to a Board of Trustees. (6.A.4 & 6.B.1). At this top level, the committee finds governance functioning appropriately under the Commission's standards.

Within their delegated authority, Trustees assist with external relations, approve degree candidates, exercise limited but important curriculum approvals, and approve financial performance reports, tuition and fees, investments and leases, property exchanges and improvement projects, and review institutional audits. (6.A.4 & 6.B.1). Trustees are governed by the bylaws of UVU, available on the website. (6.B.3.).

Administrative authority is again established by Utah Code and Regents policy that delegates to the president standard authority for personnel, institutional organizational, and enactment of implementing rules. (6.B.7) The latter authority includes establishing a prescribed system of instruction and examination, admission, and classification of students. The president is also for implementing rules for administration and operation of the campus, including the establishment of governance committees. (6.A.3).

Position descriptions and organization charts detail the responsibilities of other administrators.

University Policy #635 (*Faculty Academic Freedom, Professional Rights, and Responsibilities*) outlines expectations for faculty and UVU Policy #322 (*Employment Responsibilities and Standards*) provides responsibilities and standards for executive, administrative, professional, and classified staff. Both documents appear clear in language and are familiar to employees. Both describe participation in governance at the highest institutional level. (6.A.3).

Faculty members participate in governance through Faculty Senate, various unit level committees, and on significant university level committees. Senate chair represents the faculty as a member of the President's Council and Leadership Council and attends Trustee meetings. (6.A.3). Faculty participation was observed to be extensive and shared governance to be healthy.

The Professional Association of Campus Employees (PACE) represents full-time and part-time employees (excluding student employees, faculty, and administration) providing input to the administration. Its members serve on a wide variety of campus committees and the PACE president is a standing member of the President's Council and Leadership Council and attends Trustee meetings.

(6.A.3). The committee finds ample opportunity for staff involvement in appropriate governance issues.

Student involvement in governance channels through the Utah Valley University Student Association (UVUSA). The student body president serves on The President's Council, the Leadership Council, and the UVU Board of Trustees as well as other committees throughout the university. UVUSA is a delegate assembly with schools and colleges represented by an elected senator. UVUSA officers serve on various committees across the campus. Responsibilities and duties of the organization are published in the *Utah Valley University Constitution of the Student Association*. (6.A.1. and 6.B.3.). Student participation seemed enthusiastic.

Standard 6.B – Governing Board

In addition to the analysis of Standard 6.B integrated above. The committee notes that the Regents and Trustees act only as a committee of the whole (6.B.2). When the legislature enacted statutory change establishing UVU as a university, both the Trustees and the Regents reviewed the new mission statement. (6.B.5) and the Regents will review institutional missions and roles every five years under Regent Policy R312. Program approval and substantive changes are first approved by the Trustees and then submitted to the Regents for final action. (6.B.5).

Under direction of the Regents, a quality improvement initiative led by a "Roles and Authority Task Force" began work in 2009 to improve and clarify relationships among the Regents, institutional Trustees, the commissioner of higher education, and presidents. (6.B.5). The general direction of that study was to move additional authority and responsibilities to local Trustees and institutions. The UVU Trustees also conducted a self-evaluation in 2009 and reviewed the outcomes with an eye to improving its effectiveness. Trustees also indicated that they have ongoing discussions of their roles. (6.B.6).

Trustees have the delegated authority to ensure that the institution is appropriately staffed and organized and they approve academic and administrative organization, review key staffing indicators, and resource allocations. (6.B.7).

While the Regents approve annual operating budgets, the Trustees also review and approve mid-year budget adjustments. Similarly, Regents review annual audit reports but have delegated mid-year reviews to the Trustees. (6.B.8). Trustees also review UVU's financial statements and regularly assess the internal control environment.

Both Regents and Trustees are kept informed of the accreditation status of both specialized programs and the institution writ large. Trustees participated directly in the current NWCCU evaluation by reviewing Commission standards and pertinent sections of the self-study. (6.B.9).

Standard 6.C – Leadership and Management

The university president has played a strong leadership role in helping the institution inculcate its new mission, identify core themes, and he has challenged the campus to both recognize and make manifest what is unique in UVU's mission. To that end the president has created an Advisory Council on Our Unique Educational Mission to address the inevitable issues of academic programs, faculty qualifications, and student transitions faced by institutions with a dual mission – access and traditional community college functions on one hand and university status that demands a serious institution with growing “academic” quality and limited graduate programming.

Under Regent Policy R201.3.1 (*First Responsibility to the System*), the UVU president's full time responsibility must be to the institution. (6.C.1). Further under Utah Code, the president's duties and responsibilities include assurance of efficient administration and operation of the institution through appointing administrative officers and prescribing their duties. As with all state employees, administrators are subject to additional codes specifying expectations for ethical conduct and avoidance of conflict of interest. (6.C.2). At the campus level, the position descriptions of administrators are maintained by Human Resources and are publically available on the institution's web-site. (6.C.2). UVU Policy #322, *Employment Responsibilities and Standards* outlines numerous employee standards regarding ethical department that apply campus-wide.

Committee members found that the interviewed administrators provide effective educational leadership and management. They displayed a thoughtful awareness of the institution's challenges, described alternative approaches to those challenges, and demonstrated collegial relationships in their approach to joint problem solving. Although some of the Executive Staff members are new to the campus or to their current positions, many had multi-year histories with UVU, often in multiple senior positions. All administrators are evaluated at least annually by immediate supervisors under UVU Policy #331, *Performance Management System for Non-faculty Staff*. The president who meets regularly with executive staff to review work plans, provides on-going evaluation of performance, and also reviews with them their reviews of the staff they supervise. (6.C.3).

Advancement activities at the institution have received renewed emphasis supported in part by the award of the Carnegie elective classification of *Community Engagement*. The committee reviewed the By-laws of the Utah Valley University Foundation, but was not able make a more comprehensive review of materials from UVU's Division of Development and Alumni. (6.C.4).

Decision-making through the institution's various administrative processes appears to be timely, especially in the highly participatory PBA process. (6.C.5). Administrators have a growing appreciation for collaboration and coordination across unit lines, and, ultimately, cross unit understanding has been enhanced

through the public presentations that are part of the PBA process. (6.C.6). With “open dialogue and transparent decision making” now a core value of the institution that will function as part of planning and budget, that spirit of collaboration should strengthen.

Heightened attention to the use of institutional research is evident since the last accreditation review. The Office of Institutional Research and Information (IRI) is now part of the Office of Planning and Budget, a part of the institution’s Executive Division. Now represented in the Leadership Council and the Strategic Directions Advisory Committee, IRI conducts numerous surveys and studies that are shared widely on campus for planning purposes. (6.C.7).

UVU’s Policy Manual, Section 300, *Human Resources*, is the source for information on policies, procedures, and criteria for administrative and staff employment, promotion, and termination. (6.C.8) It is available on the web with some searching. While State budget issues have constrained UVU’s efforts to improve administrative and staff salaries and benefits, the institution has appropriately classified its positions and benchmarked them with comparables in higher education and beyond. At current levels, the institution has not been experiencing serious difficulties in attraction and retaining staff and administrative employees. (6.C.9).

Standard 6.D – Faculty Role in Governance

Faculty participation in governance at UVU occurs at all levels of the institution. From department, school and college committees to the executive councils, faculty is engaged. The primary campus-wide avenue is through Faculty Senate that is given an institutional budget to support its activities and responsibilities. The Senate Chair is a voting member of the President’s Council and serves on numerous other significant administrative committees and represents the faculty at Trustees meetings.

Senate’s involvement in policy creation is significant, including such important matters as rights and responsibilities, post-tenure review, faculty appeals, and institutional data collection and research. Additional policies on advancement in rank, classroom management, grievances, and instructor and course evaluation demonstrate Senate’s serious participation.

Other faculty are members of the Strategic Directions Advisory Committee, the Benefits Committee, University Curriculum Committee, and the PBA Coordinating committee.

The committee found faculty members and especially Faculty Senators taking their role in governance seriously and approaching it constructively. There is, for example, a high level of faculty/administration collaboration in areas of policy development. While the iterative process of developing new policies that fit UVU’s

new university status is sometimes slow, the deliberative nature of it reflects the determination of faculty and administration to get it right.

Standard 6.E – Student Role in Governance

The Utah Valley University Student Association (UVUSA) is organized under a strong constitution. The UVUSA president is a voting member of the Trustees, President’s Council, and Space Allocation and Change Committees. The vice president of academics attends Dean’s Council and Faculty Senate and each school/college has student participation at staff and department chair meetings. The institution feels that enhancing further student participation is important and is incorporating the goal into the new UVU Core Themes and Objectives. Despite being a commuter institution, UVU has done well in fostering student engagement in governance.

Policy 6.1 Affirmative action and Nondiscrimination

In addition to compliance with state and federal statutes regarding nondiscrimination, UVU Policy #301, *Equal Employment, Educational Opportunity, and Affirmative Action* speaks clearly to diversity efforts, fairness, and equal opportunity. Recently, the president reaffirmed that policy in a campus-wide email.

Policy 6.2 Collective Bargaining

There are no collective bargaining units at Utah Valley University.

Standard Seven – Finance

Standard 7.A – FINANCIAL PLANNING

The evidence demonstrates that financial planning and budgeting are ongoing, realistic, and based upon the mission and goals of the institution. The transitions in institutional type and significant growth will require the institution to be vigilante in planning at every level. Utah Valley University (UVU) is one of eight institutions governed by the Utah System of Higher Education (USHE) as defined by Utah state statutes and Board of Regent’s policies. The Utah State Board of Regents and the UVU Board of Trustees are appointed by the Governor. State statutes and Regents policies guide the authority, responsibilities, and relationships between and among the Boards, Presidents, faculty, staff, and students. The trustees who met with members of the evaluation team had a very clear understanding of the mission and unique culture of UVU and were very knowledgeable of the operations and current issues of the university. The Board

of Trustees has approved UVU policies, strategic plan, master plan, annual operation and budget requests, the annual budgets, and all debt. Utah Code Annotated Title 53B, Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*, provides the appropriate autonomy to the institution for financial planning and budgeting.

UVU has a highly developed budgeting process that began in 2003 called Planning, Budgeting, and Accountability (PBA). The PBA process links planning, budgeting, and assessment with the mission and strategic directions of the university focusing the resource allocation on accountability and evidenced based decision-making in line with the strategic plan. It is done annually with the full cycle proceeding though each year with involvement of all departments and units on campus. The process is well explained with annual guidance given to all involved and the evidence suggests it is a very inclusive and transparent process. The PBA process, guidelines, and the current operating budgets are available on the UVU web site. The continued growth of the university makes completing the tie between assessment, strategic planning, and resource allocation even more critical in this process especially as it relates to issues such as faculty and staff workload, maintenance, etc.

Capital planning is based on an excellent new Master Plan that reflects the institution's visions and continued anticipated growth. Major capital projects are prioritized through the trustees, Regents, State Building Board, Division of Facilities Construction and Management and go to the Governor and Legislature. UVU has had a positive record of receiving major projects and annual maintenance funds to grow the campus and create additional sustainability based on its short and long term capital planning.

Debt is carefully controlled and approved through appropriate Utah statutes and Regent policies. The financial report and planning documents demonstrate there are currently appropriate and sufficient revenue streams for UVU's current debt load.

Standard 7.B – ADEQUACY OF FINANCIAL RESOURCES

UVU has a history of financial stability in spite of reductions in both one-time and base tax funds in 2009-2010 due to recent national economic challenges that have affected most states. The reduction in state funding was partially off-set with increased tuition revenue from continued significant enrollment growth. Strategic reductions were made based on guiding principles to ensure the long-term health and viability of the university. Despite this challenge net assets have increased and no accumulated deficit exists. UVU was also helped during this period by the transition to University status which included an additional legislative appropriation of \$10M base tax funds over two years to support goals outlined in the transition document, *The Rationale for University Status*.

The university receives grant funds, auxiliary funds, service enterprise funds, interest on investment, and funds available through fund raising efforts of the Foundation in addition to tuition and state appropriation. Transfers among the funds and interfund borrowing are guided by clearly stated rules and policies and audited annually. The institution does not rely on auxiliary or service enterprises to support the general operations of the university or use general operating funds to support the auxiliaries and enterprise funds. Although Utah does not permit an active reserve of institutional operating funds, the budgeted contingency of approximately 2 to 3 percent of tax revenue serve as an annual reserve. Net revenue from auxiliary services and enterprise services are transferred and reserved as appropriate for debt service and projects.

Through student financial aid planning and annual data reporting, UVU actively seeks and applies for additional student aid funding from federal, state, and institutional resources. UVU received significant new work study dollars this year and continues to grow institutional scholarships. In a ten year period the number of FISAPs processed has grown from 26,636 to 46,999 with award dollars growing from \$15million to \$139million. This significant growth along with the new complex changes in federal financial aid compliance requires continued focus on financial aid planning in all aspects.

UVU planning, the PBA process, program reviews and specialized accreditations provide adequacy of financial resources for support of all university offerings. Private support has also provided new equipment and upgrades for programs. UVU does an annual study of instructional costs by program cluster and level of instruction along with an internal cost per departmental FTE study that provide valuable information regarding the allocation of resources.

Significant growth is and will remain the major challenge to the adequacy of financial resources. Securing adequate resources must remain a major priority of the institution. President Holland charged the Strategic Plan for Managing Growth Task Force to develop a case for action and identify potential strategies and tools to begin addressing these issues. This planning is critical to the future of UVU.

Standard 7.C – FINANCIAL MANAGEMENT

Exhibits reviewed and discussions with key financial administrators and staff verified the assertion of the self-study that the organization, management, appropriate policies and reporting systems ensure the integrity of the institutional finances, internal controls, and provide a basis for sound financial decision-making. As with all institutions, internal controls must be in a process of continual review. UVU is well served by a respected veteran team that includes the Vice President for Administration and Legislative Affairs, the Chief Officer of Planning & Budget, and the Associate Vice President for Finance and their respective staffs. Both observation and confirmation from the Board of Trustees provides evidence that conservative, innovative and strategic financial planning and good management is a strong point at UVU. The hard-working, optimistic culture of

UVU that involves communication, collaboration, and regular reporting by the President or designee to the state, Board of Regents, Trustees, and the campus community is reflected in the sound financial management of the university.

UVU has a full and appropriate schedule of both external and internal audits per federal and state law, BOR policies, and best accounting practices. A review of the past audits, internal audit plan, and discussions with trustees about the audit committee and formal risk assessment indicates UVU fully meets the standards regarding audit. UVU showed evidence to responding and correcting findings in audit management letters.

The evaluation team recognizes the good work of the budget & planning, administration and financial staff in managing financial resources carefully and transparently in a culture of continuing growth.

Standard 7.D – FUNDRAISING & DEVELOPMENT

UVU engages in a professional program of fund raising and development through the Division of Development and Alumni. The additional resources generated through private donations support quality academic programs, student scholarships, and other campus needs. Fundraising activities are guided by UVU Policy #231, *Fund-Raising Coordination*. The UVU Foundation is a separate, but affiliated, 501(c) 3 as required by Utah law. Investing of donated funds received through the UVU Foundation follows the State of Utah Money Management Act, Sections 51-7-18.2. The new experienced Vice President for Development and Alumni is creating a strategic vision and plan, staff and Board development training, and policy review to further enhance the important work already done by the institution and Foundation in this area.

The evidence showed that each part of Standard 7.D was met. There are appropriate policies, sound management practices, and the relationship with the Foundation follows the requirements for public institutions as described in Utah law. With continued growth, static state appropriations and the change to university status, the role of this division and the Foundation Board will become increasingly important.

Standard Eight – Physical Resources

Standard 8.A – INSTRUCTIONAL AND SUPPORT FACILITIES

The UVU main campus is efficiently designed into a hillside with connecting halls between each building at corresponding campus levels. The buildings and campus are very well maintained and managed to achieve the institutions mission and goals. Providing sufficient physical resources in a cultural of significant yearly growth continues to be a challenge for UVU. Space is currently a limiting factor in program development and response to enrollment growth. There is a

demonstrated need for additional classrooms and laboratories. Creative and innovative planning results in adequate instructional facilities each year appropriately furnished for teaching and learning. This includes not only significant growth in new facilities and land for future growth realized and planned both on the main campus and at off-campus sites; but also includes the hard work of the Academic Class Scheduling Office, on-line learning programs, the University Space Allocation and Change Committee and many others. Adequate parking is a major concern of students, faculty and staff.

During the last four years several facilities have been added to support UVU programs. A new energy-efficient library, a Culinary Arts Department facility, Alumni Center and Marketing House, Utah County Academy of Science building, Capitol Reef Field Station, a regional theatre center, Kern House, 400-meter track, intramural fields. Construction has started on a 160,000 sq. ft. addition to the Science building to be followed by a Student Health & Wellness center with a parking garage.

All UVU facilities comply with applicable federal and state codes and regulations including ADA regulations. The responsibility of continued safety maintenance is well managed by several departments in the Division of Facility Services and several campus committees. UVU has produced appropriate safety and emergency procedures to protect both the human and physical resources of the campus. UVU includes several sites away from the main campus that are regularly reviewed for appropriateness to the programs being delivered.

Providing sufficient and appropriate space for instruction, student services, and other programs must be a major component of the strategic plan for managing enrollment growth.

Standard 8.B – EQUIPMENT AND MATERIALS

The evaluator agrees with the University's conclusion that it has equipment in sufficient quantity and quality to fulfill its educational goals. The university has made significant strides most notably in the availability of technology across campus. This includes 180 media-enhanced classrooms, wireless network throughout campus, four open computer labs on the main campus and one on the Wasatch campus, and physical network connections in almost all classrooms and laboratories. Recent outcomes of the PBA process that confirm the university's commitment to providing suitable equipment for educational and administrative functions include initiatives such as digital signage across campus and equipping an additional 72 media-enhanced classrooms. The equipment is well maintained. While there is some evidence that the equipment is inventoried and there are maintenance plans, this is an area that may need to be further developed and coordinated. A significant portion of the equipment renewal and replacement involves one-time funding that must be requested annually through the PBA process. The institution recognizes the need to base budget equipment R&R as funds are available.

The University is in compliance with all regulations regarding the use, storage, and disposal of hazardous materials through the Office of Risk Management.

Standard 8.C – PHYSICAL RESOURCE PLANNING

The unique and growing campus of UVU testifies to its success in physical resource planning. The campus has a new updated Master Plan that was approved by the Board of Trustees on June 10, 2010. A component of the PBA process includes a Physical Space Summit that focuses on facility needs. Based on input from this summit in 2009-2010, UVU worked with an architectural firm to update and provide a new comprehensive master plan firmly based on the strategic vision and goals of the university. This excellent master plan will guide the short and long term capital project funding requests and the physical growth of the university to serve its unique mission and growing population.

Physical resource planning includes special constituencies, safety and security, sustainability and appropriate program use. The State of Utah provides annual funding to each institution for pressing deferred maintenance needs. UVU includes affected constituents, governing boards, committees, and established processes in facilities planning.

The evaluation team commends the entire Divisions of Facilities and Information Technology for creativity, innovation, and hard work evidenced by the beautiful and very well maintained facilities and equipment of UVU and for their efforts in helping plan for the continued growth of the institution.

Standard Nine – Institutional Integrity

The committee found that the institution proceeds in its operations both subscribing to and demonstrating high ethical standards. (9.A.1). In the on-going process of updating its policies to reflect new mission and university status faculty and administration alike are adhering to State Code (Utah Code Title 67, Chapter 16, *Utah Public Officers and Employees Ethics Act*) and crafting internal policies that establish solid expectations of ethical conduct. (9.A.2). Since 2004, more than 90 policies have been created or reviewed and revised. UVU Policy #635, *Faculty Academic Freedom, Professional Rights, and Responsibilities*; UVU Policy #541, *Student Rights and Responsibilities Code*; and a series of additional policies that insist on compliance with Federal law in such areas as Title IX and equal employment opportunity all speak to lawful and ethical standards.

Representation of the institution in publications and to its publics in general is accurate (9.A.3), and two university policies (#114, *Conflict of Interest* and #322, *Employment Responsibilities and Standards*) govern conflict of interest (9.A.4).

Policy 9.1 Institutional Integrity

The committee finds that from its mission statement, to Regent policy, to UVU policy, academic freedom is established and respected. Within its general education program UVU requires a course on ethics and values. A third-party hotline reporting system called "Ethics Point" exists to give the university access to anonymous expressions of concern regarding organizational or employee ethical misconduct.

The committee finds that UVU fully meets the expectations of Standard Nine.

Commendations and Recommendations

COMMENDATIONS

1. The Committee commends Utah Valley University on the success of its transitioning to university status, noting that the accompanying growth of the institution is in itself another transition.
2. The Committee commends the faculty, staff, administration and Trustees of UVU for their extraordinary efforts to accommodate the rapid growth of the institution, for their willing spirit as they have consequently done more with less, and for their engagement with the institution and its programs.
3. The Committee commends UVU for remaining student centered throughout the transition in status and the transformation in size.
4. The Committee commends the institution for undertaking important additional work on academic, faculty, and student issues required for the maintenance of its unique dual mission through the "Advisory Council on Our Unique Educational Mission."
5. The Committee commends Utah Valley University for its response to a recommendation from the 2005 NWCCU visit and hiring 26 new full-time discipline specific advisors and creating an Office of Student Advising and Support Services and implementing an Academic Advisor Certification Program. Reports, including off-campus, from students and faculty alike indicate that this model has greatly improved advising at Utah Valley University. (Standard 2.C.5)
6. The Committee commends UVU for its maintenance of a very attractive campus that creates a model environment for teaching and learning.
7. The Committee commends the institution for the development of the new library and information commons, a building that has dramatically changed the academic climate at the university. With its emphasis on expanding the use of technology by students and faculty, the building is also recognized for its energy efficiency that provides an important cost-saving benefit to the university.
8. The Committee commends UVU on the development of the One Stop Student Services, for its creative physical layout, and for implementing the concept of consolidated services for students.

Recommendations

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).
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)
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.