UTAH VALLEY UNIVERSITY

Self-study Report // **2010**

COMPREHENSIVE EVALUATION
SELF-STUDY REPORT

By

UTAH VALLEY UNIVERSITY

800 West University Parkway
Orem, UT 84058-5999

November 3-5, 2010

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Message from the President

It is my pleasure to welcome the evaluation committee from the Northwest Commission on Colleges and Universities (NWCCU) to our Utah Valley University campus. I confess to being quite proud of the leadership, collaboration, and initiative demonstrated across campus as we have prepared for this vital university review.

At UVU, we view the accreditation process as a critical component of our constant commitment to planning, assessment and improvement at all levels of the institution. Having now recently completed the first year of my presidency, I am gratified to celebrate so many of the wonderful accomplishments of our university. UVU has quickly become a quality institution of higher learning. It is a thrill to work with so many competent leaders so focused on establishing an ambitious vision of the future for UVU.

I would like to express my appreciation to the members of the Accreditation Executive Committee and our accreditation liaison, Dr. Moh El-Saidi, for their efforts in producing this report. Specifically, I would like to thank our Chief Planning, Budget, and Policy Officer, Linda Makin, and Associate Dean of Education, Linda Pierce, for their leadership and countless hours of dedication to this process.

I trust that the Northwest Commission on Colleges and Universities will be impressed, as I have been, with the progress, professionalism, and passion for excellence found at Utah Valley University among students, faculty, and staff.

Sincerely,

Matthew S. Holland
President

ROSTER OF PARTICIPANTS

The depth and breadth of the institution's self-study process required participation from all areas of the university. Those faculty, staff, students, administrators, and Trustees who contributed to the writing of the self-study, as well as those who reviewed and provided material, are listed below. Many others contributed in large and small ways, through sharing information and supporting the work involved in preparing the institutional self-study and unit and department self-studies. To each of these, the university offers tremendous gratitude.

ACCREDITATION EXECUTIVE TEAM

Mohammed A. El-Saidi (chair)	*Associate Vice President, Academic Affairs; Accreditation Liaison*
Janice Gygi	*Professor, Woodbury School of Business*
Marc Jorgensen	*Director, Instit. Effectiveness & Planning; Asst. Professor, Univ. College*
Linda Makin	*Chief Planning, Budget, and Policy Officer*
Linda Pierce	*NWCCU Site Visit Coordinator; Associate Dean, School of Education*
Michelle Taylor	*Associate Vice President, Student Services/Enrollment*
David Yells	*Dean, College of Humanities and Social Sciences*
Karen Cushing	*Administrative Assistant, Academic Affairs*

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Terry Shoemaker
Janette Beckham
Carolyn Merrill
Greg Butterfield, Vice Chair

STANDARD ONE
INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Marc Jorgensen (chair)	*Director, Instit. Effectiveness & Planning; Asst. Professor, Univ. College*

Campus Focus Group

Maureen Andrade (chair)	*Associate Dean, University College*
Tim Stanley	*Assistant Program Director, Institutional Effectiveness & Planning*
Kyle Reyes	*Assistant to the President*
Tom Rasmussen	*Associate Vice President, Institutional Advancement*
Paula Tibbitts	*Senior Director, Career & Academic Counseling*
Kathie Debenham	*Associate Vice President, Undergraduate Research/ International Programs*
Marcus Vincent	*Associate Professor, School of the Arts*
Vince Fordiani	*Assistant Director, Center for Engaged Learning*
Anne Arendt	*Director, Web Resources Services*
Dustin Berlin	*Lecturer, Aviation*
Trevor Tooke	*UVUSA Executive Vice President, UVU Trustee*
Laura Snelson	*Senior Research Analyst, Institutional Research/Information*
Elaine Englehardt	*Distinguished Professor; Special Assistant to the President*
Robert Loveridge	*Director, Institutional Research/Information*

STANDARD TWO
EDUCATION PROGRAM AND ITS EFFECTIVENESS

David Yells (chair)	*Dean, College of Humanities and Social Sciences*

Campus Focus Group

Abraham Teng (chair)	*Associate Dean, College of Technology and Computing*
Danny Horns	*Professor, College of Science & Health*
Bart Poulson	*Associate Professor, College of Humanities & Social Sciences*
Eric Linfield	*Associate Professor, College of Technology & Computing*
Julian Smit	*Assistant Professor, University College*
James Bailey	*Professor, Woodbury School of Business*
Mike Patch	*Assistant Professor, School of Education*
Mary Sowder	*Assistant Professor, School of Education*
Susan Simmerman	*Associate Professor, School of Education*

STANDARD THREE
STUDENTS

Michelle Taylor (chair)	*Associate Vice President, Student Services/Enrollment*

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Standard 3A

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Liz Childs	*Senior Director, Enrollment Management*
Michelle Kearns	*Program Director, Student Success/Retention*
Lars Eggertsen	*Assistant Professor, College of Humanities & Social Sciences*
Hayley Martin	*Student*

Standard 3B

Bob Rasmussen (chair)	*Dean of Students/Assistant Vice President, Student Life*
Phil Clegg	*Assistant Dean of Students*
Beka Grulich	*Director, Student Activities*
Trevor Tooke	*UVUSA President; UVU Trustee*
Kathy Black	*Associate Professor, Woodbury School of Business*
John Brewer	*Director, Public Safety*
Eva Bernfeld	*Director, Academic Scheduling/Curriculum*
Andrea Brown	*Assistant Director, Institutional Research/Information*
Ashley Robertson	*Administrative Support, Judicial Affairs*

Standard 3C

Liz Childs (chair)	*Senior Director, Enrollment Management*
Margaret Bellon	*Director, Graduation & Transfer Services*
LuAnn Smith	*Registrar, Registration Records*
Michelle Chatterly	*Assistant Registrar, Registration Records*
Vaughn Armstrong	*Associate Professor, Woodbury School of Business*
Allison Serafine	*Student*

Standard 3D

Shad Sorenson (chair)	*Assoc. Vice President, Student Advisement/Support Services/ Wasatch Campus*
Michelle Taylor	*Associate Vice President, Student Services/Enrollment*
Paula Tibbitts	*Senior Director, Career & Academic Counseling*
Bob Rasmussen	*Dean of Students/Assistant Vice President, Student Life*
Ryan Burton	*Director, Admissions*
Gwen Anderson	*Director, Multicultural Center*
Barney Nye	*Coordinator, Multicultural*
Adam Black	*Assistant Director, Career & Academic Counseling*
Jan Klingman	*Program Director, Academic Support*
Margaret Bellon	*Director, Graduation & Transfer Services*
Joanna McCormick	*Senior Director, Financial Aid*
Rheta McCammon	*Assistant Director, Financial Aid & Compliance/Training*
Carla Morgan	*Program Manager, Financial Aid Scholarships*
Andrew Stone	*Program Coordinator, Student Senate*
Cary Boon Jones	*Senior Director, Career Services & Student Employment*
Bill Erb	*Senior Director, Student Health Services*
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Ken Mathews	*Senior Director, Auxiliary Services/Student Center*
Grant Flygare,	*Program Director, Student Involvement*
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Louise Bridge	*Director, Bookstore*
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Kathy VanWagoner	*Manager, Math Lab*
Ty Meredith	*Student*

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Policy 3.1

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Kirk Young	*Assistant Director, Enrollment*
Liz Childs	*Senior Director, Enrollment Management*
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**STANDARD FOUR
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Mohammed El-Saidi (chair)	*Associate Vice President, Academic Affairs (4A)*
David Yells (chair)	*Dean, College of Humanities & Social Sciences (4B)*

Campus Focus Group

Deborah Marrott (chair)	*Professor, University College*

Numsiri Kunakemakorn	*Assistant Professor, School of Education*
Shauna McGhie	*Professor, College of Science & Health*
Anton Tolman	*Associate Professor, Faculty Center for Teaching Excellence*
Scott Hammond	*Associate Professor, Woodbury School of Business*
Cheryl Hanewicz	*Assistant Professor, College of Technology Computing*
Mike Jensen	*Associate Professor, University College*
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Jonathan Anderson	*Adjunct Faculty, University College*
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Campus Focus Group

Eugene Seeley (chair)	*Associate Dean, Woodbury School of Business*
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Toni Harris	*Assistant Dean, College of Humanities & Social Sciences*
Miranda Ashman	*Assistant Professor, University College*
Keith Mulbery	*Associate Professor, College of Technology Computing*
Dyanne Riley	*Associate Professor, School of the Arts*
Genan Anderson	*Associate Professor, School of Education*

**STANDARD FIVE
LIBRARY AND INFORMATION RESOURCES**

Janice Gygi (chair)	*Professor, Woodbury School of Business*

Campus Focus Group (Technology)

Ray Walker (chair)	*Associate Vice President, CIO/Information Technology*
David Tobler	*Senior Director, Technology Support Services*
Joann Innes	*Director, Computer Technology/Helpdesk*
LeRoy Brown	*Officer, Security/IT Services*
Bob Burns	*Director, Extended Studies*
Anne Arendt	*Director, Web Resources Services*
Travis Tasker	*Director, Media Services*
Eddie Sorensen	*Senior Director, Infrastructure Services*
Joe Belnap	*Senior Director, Administrative Computing Services*
Eden Thompson	*Associate Professor, University College*
Laura Busby	*Senior Coordinator/Analyst, Academics & Information Technology*
Mike Freeman	*Director, Library*
Mike Taylor	*Area IT Director, Woodbury School of Business*
Phil Ahyou	*Area Technician, School of the Arts*
Kevin Young	*Area IT Director, College of Technology & Computing*
Bruce Wilson	*Associate Professor, College of Science & Health*

Campus Focus Group (Library)

Mike Freeman (chair)	*Director, Library*
Keith Olson	*Professor, College of Technology & Computing*
Elaine Tuft	*Assistant Professor, School of Education*
Jim Bailey	*Professor, Woodbury School of Business*
Marianne Craven	*Professor, College of Science & Health*

STANDARD SIX
GOVERNANCE AND ADMINISTRATION

Marc Jorgensen (chair)	*Director, Instit. Effectiveness & Planning; Asst. Professor, Univ. College*

Campus Focus Group

Clint Moser (Chair)	*Director, Advisor Training & Development*
Pat Forbes	*Executive Director --Human Resources/Equity Officer*
Tom Merrill	*UVUSA Chief Justice*
Shad Sorenson	*Associate Vice President, Student Advicement & Support Services/ Wasatch Campus*
Chuck Allison	*Associate Professor, College of Technology & Computing; Faculty Senate President*
Virginia Bayer	*Associate Professor, College of Science & Health*
Val Peterson	*Vice President, Administration & Legislative Affairs*
Brett McKeachnie	*Director, Systems Administration*
Glen Clark	*Professional Faculty, School of Education*
Elaine Englehardt	*Distinguished Professor; Special Assistant to the President*
Robert Loveridge	*Director, Institutional Research/Information*

STANDARD SEVEN
FINANCE

Linda Makin (chair)	*Chief Planning, Budget, and Policy Officer*

Campus Focus Group

Kedric Black (chair)	*Director, Accounting*
Sandy Capell	*Accountant, Foundation*
Karen Watson	*Coordinator, Financial Operations Community Education*
Scott Wood	*Accountant, Manager Auxiliaries*
John Balden	*Associate Professor, Woodbury School of Business*
Troy James	*Accountant, Grants & Contracts*
Trish Howard	*Associate Director, Financial Aid*
Brent Turner	*Auditor, Internal*
Ellen Sweat	*Assistant Director, Budgets*
Linda Moore	*Assistant to the Dean, School of the Arts*
Mike Jones	*Accountant, Treasury Services*
Lowell Glenn	*Associate Professor, Woodbury School of Business*
Susan Thackeray	*Director, Career & Technical Education*
Marci Condi-Gunnell	*Assistant to Associate Vice President for Academic Affairs, Finance & Operations*

STANDARD EIGHT
PHYSICAL RESOURCES

Janice Gygi (chair)	*Professor, Woodbury School of Business*

Campus Focus Group

Jim Michaelis (chair)	*Associate Vice President, Facilities Planning*
Frank Young	*Senior Director, Engineering/Space*
Ken Mathews	*Senior Director, Auxiliary Services/Student Center*
Mark Hildebrand	*Director, Events Center*
John Brewer	*Director, Public Safety*
Denny Rucker	*Project Director, Engineering*
Melinda Nevels	*Instructor, University College*
Barry Hallsted	*Assistant Professor, College of Technology & Computing*
Olga Kopp	*Associate Professor, College of Science & Health*
Joe Marrott	*Program Director, Risk Management/Health & Safety*
Laird Bellon	*Director, Physical Plant*
Talitha Hudgins	*Assistant Professor, School of Education*

STANDARD NINE
INSTITUTIONAL INTEGRITY

Marc Jorgensen (chair)	*Director, Instit. Effectiveness & Planning; Asst. Professor, Univ. College*

Campus Focus Group

Nancy Bartlett (chair)	*Officer, Compliance/Policy Assistance*
Brent Turner	*Auditor, Internal*
Doug Gardner	*Assistant Professor, College Success Studies*
Ryan Lindstrom	*Director, Purchasing*
Elaine Englehardt	*Distinguished Professor; Special Assistant to the President*
Robert Loveridge	*Director, Institutional Research/Information*

BRIEF HISTORY

Utah Valley University's main campus is located in Orem, Utah County, Utah. The county has a population of approximately 531,000, making it the second largest county in the State with over 20 incorporated cities. The University serves primarily the Mountainland Region (Utah, Wasatch and Summit counties) with Utah County residents comprising the majority of UVU's enrollment.

The University has undergone multiple transitions since its origin. In 1941, Central Utah Vocational School was established as part of the Provo School District. This school became a State institution in March 1945, with an appropriation of $50,000 to operate for the 1945-47 biennium. A second bill, adopted in 1947, made the school a permanent State institution. In March, 1953 the name was changed to Utah Trade and Technical Institute. The name was again changed in 1967 to Utah Technical College at Provo and yet again in 1987 to Utah Valley Community College. The institution became Utah Valley State College in 1993. During the 2007 legislative session, Senate Bill 70, *Utah Valley University Institutional Name Change,* was unanimously approved changing the name of the institution to Utah Valley University effective July 1, 2008.

The institution was approved in 1966 to grant Associate of Applied Science degrees, in 1967 to offer general education courses, in 1969 to grant Associate of Science degrees, and in 1981 to grant an Associate of Science degree in general education on a three-year probationary basis with permanent approval granted in 1985. The Associate of Arts degree was approved in 1987. In 1993, the mission was expanded to include four-year degree programs: Bachelor Degrees in Business Management, Computer Science and Information Systems, and Technology Management. Baccalaureate degree offerings presently total 59. Since the institution was granted university status, the Utah State Board of Regents has approved the offering of three master's degrees: Master of Education, Master of Science in Nursing, and Master of Business Administration. The first Master of Education students received their degrees in spring 2010.

PROCESS AND GOALS FOR THE SELF-STUDY

The process used in this self-study followed the guidelines detailed in the Northwest Commission on Colleges and Universities Accreditation Handbook (2003). An Accreditation Executive Team (AET) composed of representatives from faculty, administration, and staff provided oversight for the process. The self-study involved many different participants and constituencies. Members of the UVU Board of Trustees facilitated involvement by the Board.

The self-study process was comprehensive and involved all major academic and support units at the institution. Each academic and support unit completed a unit self-study examining the unit's accomplishment of goals and objectives. Compliance with policies and standards of the Northwest Commission on Colleges and Universities was reviewed. The institution's self-study integrates findings of unit self-studies and discusses how UVU and its departments and units meet their mission and goals, the university's mission and goals, and comply with the standards of NWCCU.

An integral part of the process has been the involvement of the campus constituencies as well as the communication throughout the campus of the findings of the self-study. For example, AET members met with committees on campus; committees collected information and data to complete the self-study; all units and departments on campus completed individual self-studies; and input was solicited from groups and areas such as President's Council, Deans' Council, UVU Board of Trustees, Institutional Effectiveness, and Institutional Research and Information. Handouts summarizing key findings from the self-study process were distributed to faculty and staff. Faculty convocation covered topics relevant to the self-study and the upcoming visit by the Northwest Commission on Colleges and Universities' evaluation team. Periodic announcements regarding the self-study were communicated through UVAnnounce. The self-study is available on UVU's web site.

The goals of the self-study process have been to describe and assess all academic and and support units; identify areas of strengths, areas of challenges, and new opportunities for growth; and involve a wide range of constituents. The institution continually endeavors to analyze, describe, and assess the operations within the university to identify opportunities for continued growth and improvement.

MAJOR TRANSITIONS SINCE REAFFIRMATION OF ACCREDITATION, 2005

Utah Valley University has undertaken a number of significant changes since the last accreditation evaluation in 2005.

Name

During the 2007 legislative session, Senate Bill 70, Utah Valley University Institutional Name Change, was unanimously approved changing the name of the institution to Utah Valley University effective July 1, 2008.

Mission

In conjunction with the name change, the institution conducted a planning process to redefine its mission and role within the Utah System of Higher Education (USHE). The UVU Board of Trustees approved the mission on November 7, 2007, followed by review and official approval by the Utah Board of Regents on December 14, 2007. The mission statement changed the focus of UVU from a state college offering a comprehensive array of associate and baccalaureate degrees to a state university offering a comprehensive array of associate and baccalaureate degrees as well as limited number of master's degrees.

Educational Programs

Since its mission change, the Utah State Board of Regents has approved the university to offer three master's degrees: Master of Education, Master of Science in Nursing, and Master of Business Administration. Between 2005 and 2010, UVU added 15 baccalaureate degree programs and several new as-

sociate degree programs. Additionally, after careful program review, a few certificate, diploma, and associate degree programs have been discontinued.

Students

UVU has experienced continued growth in student population. Enrollment (headcount) has increased from 24,487 in fall 2005 to 28,765 in fall 2009. Full-time student equivalents (FTE) have increased from 16, 081 to 19,670 during in that same period.

Faculty

The addition of new programs at both the baccalaureate and masters levels and the increase in student population has had a direct impact on faculty. In 2005 the university employed 407 faculty; by 2009, this number has increased to 476. An additional 44 faculty lines have been funded for fall 2010.

Over the past five years, the percent of faculty holding terminal degrees has risen significantly from 47% to 62%. UVU faculty members have strong educational and professional credentials.

Library and Information Resources

Utah Valley University's new 210,185 square foot library was completed July 1, 2008. This new facility includes an information commons and individual and group study areas. Holdings include over 236,000 volumes, access to over 40,000 journal titles and over 20,000 audio/visual selections. Additionally, at the request of students, UVU implemented free wireless access across campus. This new facility and technology provide students access to a wide range educational materials.

Engagement

UVU was recognized by the Carnegie Foundation for the Advancement of Teaching as a "Community Engagement" institution which reflects the university's commitment to curricular engagement and outreach and partnerships. UVU established the Center for Engaged Learning (CEL) as well as a CEL grant program which has distributed $400,000

annually in grants to faculty, staff, and students to further engaged learning activities and projects.

President

President Matthew S. Holland assumed duties as the sixth president of Utah Valley University on June 1, 2009, succeeding William A. Sederburg.

Administrative Structure

The administrative structure of UVU was changed from four to five vice presidents and responsibilities for several areas and divisions have also changed. The vice presidents include Academic Affairs, Student Affairs, Administration and Legislative Affairs, University Relations, and Development and Alumni Relations.

School/College Structure

Concurrent with the institution's name change, a realignment of certain academic units took place. A new School of the Arts was established by moving four departments from the former School of Humanities, Arts, and Social Sciences. The School of Humanities, Arts, and Social Sciences was renamed the College of Humanities and Social Sciences. Two other units that had previously been titled "schools" were renamed "colleges" – the College of Technology and Computing and the College of Science and Health. The School of General Studies was renamed University College. The academic units currently are: School of the Arts, Woodbury School of Business, School of Education, College of Humanities and Social Sciences, College of Science and Health, College of Technology and Computing, and University College.

RESPONSE TO RECOMMENDATIONS FROM PREVIOUS ACCREDITATION VISITS

UVU has reviewed and taken actions to respond to the recommendations made by the Commission following the 2005 accreditation site visit and the interim report and visit in 2006. Actions are summarized in the following paragraphs.

Conclusions from NWCCU Interim Report and Visit 2006

At the request of the Northwest Commission on Colleges and Universities (NWCCU), the University prepared a focused interim report and hosted a Commission representative in fall 2006. The focused interim report was to address the following recommendations from the spring 2005 Comprehensive Evaluation Report:

• *Recommendation 1:* The Evaluation Committee recommends that in order to accommodate recent and anticipated growth and change, UVSC complete and implement plans for providing adequate space (Standards 8.A.1, 8.A.2, 8.C.1, 8.C.2, 5.C.1) and information technology infrastructure (Standards 5.E.1, 8.C.1 and 8.C.2), scheduling classes (Standard 8.A.2), providing a sufficient number of high quality courses through Distance Education and Continuing Education, and managing enrollment (Standard 1.B.4).

• *Recommendation 2:* The Evaluation Committee recommends that UVSC conduct learning outcomes assessment and demonstrate program improvements based upon analysis of outcomes assessment data for all instruction programs (Policy 2.2 and Standard 2.B)

• *Recommendation 5:* The Evaluation Committee recommends that by April 15, 2006, UVSC complete an external audit of auxiliary enterprises and develop an audit plan based upon some level of revenue and/or expenses that incorporates both the use of external and internal audits of the institution's auxiliary enterprises on a timely basis (Standards 7.C.9 and 7.C.11).

Conclusions from the Focused Interim report of October 25, 2006, prepared by Commission representative, Barbara Fasser, regarding the institution's progress meeting the Evaluation Committee recommendations:

Summary:

"Overall, UVSC has made excellent progress in addressing the recommendations of the 2005 Comprehensive Evaluation Report. Much has been accomplished in a short period of time. Several formal plans are now in place that will drive continued progress. While there are a few areas that still need to be tended to, the administration has noted these and stands ready to address them. One, adequate space, will take funding and time. It is a difficult issue to address in the short run. Movement is afoot to secure additional land and proposals are being made for new buildings. A capital campaign is also about to be kicked off. As new buildings are put on line, the issue of classroom space and scheduling will ease. In the meantime, creative use of space is being implemented and a quality initiative is under way. Progress continues in the area of Assessment. A formal Assessment Plan is in place, changes are being made in the schools that are not in full compliance with the plan. The fact that the College has in place a strong Planning, Budgeting, and Accountability Process will help guide them through all of these issues as they continue to move forward and grow."

Recommendation 1

Recommendation 1. A: Space (Standards 8.A.1, 8.A.2, 8.C.1, 8.C.2, 5.C.1)

Conclusion 1. A: "While steps have already been taken to alleviate some of the space issues, this is a complex and long-term issue. Funding for land acquisition and buildings remains UVSC's (UVU's) primary solution and goal, although they are actively implementing creative solutions as well. UVSC (UVU) is strategically moving forward with plans to improve their space situation while still maintaining their commitment to the educational needs of the community."

Recommendation 1. A (2006): "It is recommended that UVSC continue to explore creative uses of classroom and laboratory space, especially in light of anticipated growth. It is possible that the Office of classroom Scheduling does not have the necessary authority to produce the most efficient use of classrooms. This should be investigated as part of the quality initiative project that is currently taking place. It is further recommended that the length of this project be reduced in order to get a quicker picture of any changes that may need to take place."

Recommendation 1. B: Information Technology Infrastructure (Standards 5.E.1, 8.C.1 and 8.C.2)

Conclusion 1 B: "Much has been accomplished with regards to the Committee's Report over the last year. While current and base funds have been added for various academic projects, it will have to be maintained and increased as the campus continues to grow. Towards this end, the IT requests base funding through the PBA process as a high priority. Care will still have to be taken with other competing infrastructure needs vying for funding. The Strategic Plan is aggressive in all areas of IT support and infrastructure. The fact that it is so closely laughed with UVSC's (UVU's) strategic plan and reviewed annually is a plus."

Recommendation 1. C: Class Scheduling (Standard 8.A.2)

Conclusion 1 C: "With classroom space at a premium on the UVSC (UVU) campus, it is imperative that the most efficient use of such space by scheduled. While the addition of classrooms will help as renovations take place and new buildings come on line, intermediate steps are still needed as enrollments grow. The quality initiative project in the Office of Class Scheduling and the web based course offering project are good stars. The planned courses at the National Guard and additional courses offered via Distance Education and Night, Weekend, and Summer Schools will also help alleviate some overburdened classrooms on campus. However, the College may also want to review the operations of Resource 25 and the limited control held by the Office of Class Scheduling."

Recommendation 1. D: High Quality Courses Through Distance Education and Continuing Education

Conclusion 1. D: "With only the Elementary Education Bachelor Degree program offered on the Wasatch campus in the fall of 2005, UVSC has come a long way with their course and degree offering plans for extended education. This has come about in a short period of time. With the repaid growth of the College, and its limited space, UVSC is to be commended for its initiatives and forward thinking."

Commendation 1. D: "UVSC is also to be commended for its restructuring of Distance Education and the Schools of Evening, Weekend, and Summer Programs. This is leading to upper level courses and four year programs being offered through Extended Education, which will help ease space issues on the main campus."

Recommendation 1. E: Enrollment Management (Standard 1.B.4)

Conclusion 1. E: "A comprehension marketing plan has been established for recruitment and a strategic action plan for retention has been put into place. Still to be accomplished are individual definitions of retention and the establishment of management reports to mark progress. These management reports will be essential for planning purposes. The exit survey should provide a wealth of information for retention, and the individualized recruiting programs within the schools should help them with their programmatic scheduling."

Commendation 1. E: "UVSC is to be commended for creating the position of Dean of Enrollment Management and putting an enrollment Management Plan in place. With their participation in the Foundation of Excellence initiative and funding from the newly acquired Title III grant and PBA process, this endeavor should help immeasurably with recruitment and retention."

Recommendation 2

Recommendation 2: Assessment (Policy 2.2 and Standard 2.B)

Conclusion 2: "All in all, program improvement based on analysis of outcomes assessment data has been shown. The administration has taken steps to elevate the visibility of assessment and the deans have taken action to instill in their faculty the importance of it. However, not everyone in on board yet. Three of the six schools are fully using student outcomes assessment to institute programmatic changes. Two of the three schools sited as needing improvement have done just that. While continued improvement is needed, efforts are being made to increase their participation. The remaining school has just been through a merger and is till trying to adjust. While the intent of Policy 2.2 is being carried out in this school, there are some areas that have not yet fully come on board. This will have to be worked on."

Commendation 2: "Although continued work lies ahead, UVSC is to be commended for taking steps to improve the office of Institutional Effectiveness. The hiring of a full time Director and the elevation of the Office to the Executive level should help assure a strong Assessment Program."

Interim Visit Recommendation 2 (2006): Although progress has been made in the use of Student 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 within their cycles and the resultant use of data to improve programmatic activities."

Recommendation 5

Recommendation 5: External Audit

Conclusion 5: "Based on State Constitution, State Code, and Regental Policies, UVSC (UVU) is in compliance with their audit procedures. The reviewed documents showed a thorough internal audit process and compliance follow-up. Auxiliary enterprises have been place on a three to five year audit plan rather than the five to seven year cycle they had previously been on."

NWCCU RECOMMENDATIONS 2005

Recommendation 1:
The Evaluation Committee recommends that in order to accommodate recent and anticipated growth and change, UVSC complete and implement plans for providing adequate space (Standards 8.A.1, 8.A.2, 8.C.1, 8.C.2, 5.C.1) and information technology infrastructure (Standards 5.E.1, 8.C.1 and 8.C.2), scheduling classes (Standard 8.A.2), providing a sufficient number of high quality courses through Distance Education and Continuing Education, and managing enrollment (Standard 1.B.4).

1.A. Plans for Providing Adequate Space

Response:

To accommodate current and anticipated enrollment growth, the university continually plans and implements means to make optimum use of current space, acquire new future campus facilities, and effectively use existing classrooms. Based on input from the 2009-2010 Physical Space Summit, UVU updated a new comprehensive master plan that identifies sites for several future buildings as well as parking and transportation. The buildings envisioned in the master plan include classroom and office facilities as well as student life facilities and parking structures.

Currently, UVU's Orem and Wasatch campus facilities consist of a combined total of 312 acres with 46 buildings (2,156,796 gross square feet). UVU has 180 classrooms (145,614 net square feet), 168 classroom laboratories (304,614 net square feet), 117,713 net square feet of study space, and 41 open laboratories on the main campus (including the West campus), and Wasatch campus.

In 2005 UVU had 38 buildings for a total of 1,852,242 square feet. Since 2005 UVU has added 11 new facilities, four of which were constructed for the university and seven of which were purchased. UVU sold the Geneva Building, which had been used for various applied technology programs, to acquire property for a future satellite campus at the north end of Utah County at Thanksgiving Point. The university also sold the Driver's Education house

to accommodate a Utah Transit Authority (UTA) intermodal center. The remodel for the Woodbury Business Building will be completed for fall semester 2010. Plans for the new science building have been completed and ground breaking is scheduled for August 2010.

The following facilities were added in the last four years:

- Library. The new library, completed July 1, 2008, provides 201,775 square feet of space built to the new energy-efficient design specifications of the State of Utah.

- Canyon Park, Building L. in northeast Orem (38,603-square feet).

- Alumni Center and Marketing House. A large home and guesthouse consisting of 18,585 square feet were purchased for use as an alumni house and marketing center.

- Utah County Academy of Science (UCAS) multipurpose building (7,118 square feet)

- Capitol Reef Field Station located in the Capitol Reef National Park (6,370 square feet).

- The Noorda Regional Theatre Center for Children and Youth (9,863 square feet).

- Kern House, ROTC House, Web Development House, and Advancement Data Center (11,280 square feet).

- Track. A 400-meter track is under construction for the use of student athletes.

- Intramural fields. Five acres of fields were purchased and developed for the use of students involved in intramural sports.

Significant renovations over the last four years include:

- Losee Center. This former library space was renovated for use as a student services facility. The 93,012-square-foot space houses 20 departments, among which are Career and Academic Counseling, College Success Studies, the Women's Resource Center, and Accessibility Services.

- Dance studio. A construction lab was converted into a dance studio with two dance floors, conditioning space, department office, and seven faculty offices.

- Parking. In 2005, UVU had 7,023 spaces available for parking. Currently, there are 7,568 parking spaces, an increase of 8%.

Future physical resources master plan sites include:

- Science Building: 160,000 square feet scheduled to begin construction summer 2010.

- Student Health and Wellness Center (anticipated).

- Fine and Performing Arts building (anticipated).

- Business Building Addition (anticipated).

1.B. Plans for Providing Information Technology Infrastructure

Response:

UVU's centralized IT approach ensures an integrated strategic plan, deployment of resources, and operation of services to support all of the university's educational programs and services.

The Office of Information Technology, along with all other entities on campus, participates in UVU's Planning, Budgeting and Accountability (PBA) process. All IT requests from any unit are reviewed by IT and included in the IT planning process to ensure coordination of information technology requests and acquisitions.

Currently, the master plan and strategic directions for IT are reviewed by the IT Steering Committee on an annual basis and an approved strategic plan exists. The university's Strategic Directions Advisory Committee reviews this plan on an annual basis.

The planning and direction of IT are developed and reviewed by the Executive Infrastructure Planning Committee, which consists of all UVU vice presidents and includes as resource people the Associate

Vice President for Facilities Planning, the Associate Vice President for Academic Affairs, and the Director of Space Management. They are also reviewed by an Academic Technology Steering Committee (ATSC). The ATSC composition ensures that students, faculty, staff, and IT work together. Each school/college, student government, and each nonacademic area of the university is represented on the 25-member committee, with each academic area having two representatives (one technical and one faculty/administrative). A representative from each academic or institutional support area chairs a technology committee for the area they represent, ensuring input from a broad base. In addition, the IT Center for Student Computing works directly with the students and UVUSA. The Center is funded by student fees and works on student priorities for services.

1.C Plans for Scheduling Classes

Response:

To meet the needs of both traditional and non-traditional students, classes are offered in varying time schedules and delivery methods, including daytime, evening, weekend, off-campus, and Distance Education (interactive video, TV, and internet). Classes are also offered in different calendar lengths within the semester framework, including 15 weeks and 7 1/2 weeks during all semesters. UVU endeavors to schedule a sufficient number of courses to allow students as many opportunities as possible to enroll in classes at convenient times and to complete their degree requirements within normative time parameters.

To address student enrollment growth within the context of physical space constraints, UVU is offering larger sections of general education courses on a limited basis starting spring 2010. Faculty are encouraged to deliver more courses using alternative delivery methods (e.g., hybrid or internet-based courses). Additionally, more than 8% of all course sections are delivered by using a variety of technology-enhanced methods.

Distance education provides on-line courses and rental of course videos of broadcast courses that offer students

a range of highly flexible scheduling options. Students can complete an associate degree in Individualized Studies at the off-campus sites and on weekends. Weekend students can also complete an associate degree in behavioral science or in history/political science.

To assure optimal use of classroom and laboratory facilities, all academic scheduling is completed through the Academic Class Scheduling Office. Academic departments submit classroom and laboratory requests through their chair to the scheduling office. Approximately 50% of classroom and laboratory scheduling is completed by the departments by requesting classrooms through the scheduling office.   The remaining room scheduling is completed by the Scheduling Office through the use of the *Schedule 25*, software. The *Resource 25* software is used to schedule all other areas on campus. The use of these two programs and the care taken by department course schedulers to use rooms wisely has dramatically increased the use of classroom space allowing more courses to be scheduled using presently available space.

1.D. Plans for Courses Through Distance Education and Continuing Education and Enrollment Growth Management

Response:

Efforts are continuing to increase the number of distance education and continuing education courses, alternative delivery courses (such as Live Interactive Video) through Distance Education (DE) are offered at UVU North at Westlake and UVU South at Spanish Fork in the evenings and at UVU West and Wasatch Campus during both day and evening hours. DE also offers on-line courses and telecourses to meet the needs of students, particularly non-traditional students, and to respond to increasing enrollments.

UVU created the position of Dean of Enrollment Management and put an enrollment management and marketing plan in place. Funding from the recent Title III grant and through the PBA process is helping with recruitment and retention. President Holland commissioned the development of a Strategic Plan for Managing Growth which is nearly complete.

UVU continues to prioritize increasing the number of full-time faculty as evidenced by the addition of 44 new faculty lines for 2010-11.

Likewise, to accommodate continuing enrollment increases combined with limited new facilities, UVU is offering larger sections of general education courses on a limited basis starting spring 2010. Additional resources, such as graders, are provided to the faculty who teach these larger sections to help ensure the academic quality of these courses. UVU has also encouraged faculty to deliver more courses using alternative delivery methods (e.g., hybrid courses or Internet-based courses). More than 8% of all course sections at UVU are delivered by using a variety of technology-enhanced methods.

The increase in the number of instructional buildings and total square footage of facilities also responds to increased student enrollment and programmatic needs.

Recommendation 2:

The Evaluation Committee recommends that UVSC conduct learning outcomes assessment and demonstrate program improvements based upon analysis of outcomes assessment data for all instruction programs (Policy 2.2 and Standard 2.B)

Response:

Consistent with Regents Policy R411, the UVU academic program review process is established in UVU Policy #603, Academic Program Review. The review process includes an assessment of program consistency with UVU's mission and also presents faculty profiles, the number and quality of graduates, program costs and support, as well as a review of strengths, weaknesses, and recommendations for change.

All UVU units are required to report on their assessment activities at least every two years. The template is offered as a way to document results but it is not required. The questions included in the template must be answered by all departments, but the format is left to the unit to decide. This flexibility is designed to help assessment

be meaningful to the units. Many programs satisfy the Institutional Effectiveness (IE) reporting requirement through their respective specialized accreditation documentation. If regular assessment is required for a particular accrediting body, then the program may provide Institutional Effectiveness and Planning with a copy of the documents that were submitted for accreditation to eliminate duplicative reporting requirements.

Participation in outcomes assessment is strong and improving but still somewhat inconsistent. A full-time IE Director was hired in 2006; and shortly thereafter, the IE function was moved to the Executive Division to raise the visibility of IE and create a stronger link with the institution's Planning, Budgeting, and Accountability (PBA) process. While there is a general understanding of the value of continual assessment and improvement, UVU continues to strive for a culture of assessment. UVU is using the transition to the new NWCCU standards as an opportunity to promote more meaningful assessment aligned with Core Themes at all levels of the institution.

Recommendation 3:

The Evaluation Committee recommends that UVSC establish a timeline for review, revision, and adoption of a faculty workload policy (4.A.3)

Response:

The recommendation has been met. Following UVU Policy #101, *Policy Governing Policies and Procedures,* UVU Policy # 641, *Salaried Faculty Workload – Academic Year,* was approved and became effective August 15, 2007. Additional policies regarding faculty workload have also been approved and implemented. They include UVU Policy #642, *Salaried Faculty Overload* (June 11, 2008), and UVU Policy #643, *Salaried Faculty Summer Teaching* (April 24, 2008). During 2009-10, a team has been working to automate workload management and reporting through the Banner system.

Recommendation 4:

The Evaluation Committee recommends that UVSC develop a comprehensive academic advising pro-

gram, and staff it with an adequate number of qualified advisors (Standards 2.C.5, 3.D.10, and 4.A.2).

Response:

In response to the 2005 Northwest Evaluation Committee Recommendation 4, UVU has identified a collaborative advisement model, splitting advisement responsibilities between the full-time professional advisors in the academic schools/colleges and a central advising office housed in the UVU Career and Academic Counseling Center (CACC) within the division of Student Affairs. The Advisement Leadership Council (ALC) was created in 2005 with membership from advising administrators, advisement trainers, and advisors and oversees the direction for advising at UVU. The ALC has defined the advisement model, instituted Personalized, Seamless, and Intentional (PSI) advising, determined which departments show the greatest need of additional advisors to lower the advisor to student ratio, and clarified the distinction between services provided by academic departmental advisors and CACC counselors. The Advisor Training and Development certification program and the Advisement Forum provide opportunities for advisors to learn the proper roles of advisors and update knowledge of UVU's programs, policies, and procedures.

PSI advising entails a process of proactive contacts with students and a "seamless" referral system facilitating student contact with the appropriate major advisor. The PSI model was initiated to provide outreach to students as opposed to waiting until students self-identify needs and problems. PSI academic advising helps student make decisions regarding academic and career paths. The advisor meeting involves a variety of activities including, but not limited to, identification of academic goals, confirmation of test scores for appropriate placement in math and English courses, assistance planning an efficient and workable class schedule, registration clearance, etc.

CACC counselors assist students who have not yet decided on a major and by default are enrolled in the University Studies major. They also provide

advising for pre-nursing, pre-professional, and other pre-health care programs. Advisement for students who have selected a major is provided by department academic advisors.

Advisor training builds on the proposed National Academic Advising Association (NACADA) certification standards and competencies. Training includes a conceptual overview of advising at UVU, training in the use of Banner and other technology resources, understanding of UVU policies and procedures, and the development of relational advising skills.

While enrollment fluctuations can change the ratios each semester, UVU is much closer to recommended advisor to student ratios. The university-wide ratio of advisors to students in 2005 was approximately 1:700. The ratio in fall 2009 was approximately 1:464. Additionally, nine academic advisors were approved for hire for fall 2010.

Recommendation 5:

The Evaluation Committee recommends that by April 15, 2006, UVSC complete an external audit of auxiliary enterprises and develop an audit plan based upon some level of revenue and/or expenses that incorporates both the use of external and internal audits of the institution's auxiliary enterprises on a timely basis (Standards 7.C.9 and 7.C.11).

Response:

As stated in the conclusions of the Focused Interim report for the October 25, 2006, Interim Visit prepared by Barbara Fasser, "Based on State Constitution, State Code, and Regental Policies, UVSC is in compliance with their audit procedures. The reviewed documents showed a thorough internal audit process and compliance follow-up. Auxiliary enterprises have been place on a three to five year audit plan rather than the five to seven cycle they had previously been on."

UVU continues to be in compliance with the Utah Constitution and Utah Code Annotated Title 67

Chapter 3. UVU is audited annually by the Utah State Auditor's Office. These annual audits encompass all funds and are conducted in accordance with generally accepted auditing standards.

Consistent with industry practice, the following changes in auditing practices have been made: Formal risk assessment to focus current audit resources; update of Trustees Audit Committee charter; internal audit department implemented an annual audit plan as a guide for the use of resources during a fiscal year; and the Internal Audit Office has included auxiliary enterprises in the annual audit plan on a three to five year audit cycle.

Recommendation 6:

The Evaluation Committee recommends that UVSC develop and implement a plan for the acquisition of new equipment and the replacement of obsolete equipment to meet the instructional, library, and IT needs of the institution (Standards 2.A.1, 5.C.1, 8.B.1, and 8.B.2)

Response:

The Library Collection Development policy details guidelines for librarians and staff in collection-building and management and communicates collection priorities to UVU faculty, staff, and students. Examples of policy items include standards for selection, responsibility for selection, policies on format related acquisition, and weeding, replacement and duplication.

The focus of the library is to support the educational programs on campus. This is accomplished through selecting, acquiring, organizing, and maintaining equipment and materials. Librarians actively solicit recommendations from faculty to assure that collections meet program objectives and requirements.Monies available for collection development are allotted by departments in proportion to programs offered, potential new programs, breadth of publishing in the field, breadth of courses offered, and relative costs of monographs in the respective area. As UVU continues to add new degree programs, up-

per division courses, and graduate degrees, these percentages are reevaluated.

The planning and direction of IT are developed and reviewed by the Executive Infrastructure Planning Committee which consists of all UVU vice presidents, and includes as resource people the Associate Vice President for Facilities, Planning, the Associate Vice President for Academic Affairs, and the Director of Space Management. They are also reviewed by an Academic Technology Steering Committee (ATSC). Plans for acquisition, and maintenance are made through these committees.

Each academic program has unique needs; IT equipment and services are provided according to those needs. Each department sets its priorities, and resources are provided within the limits of the UVU and departmental budgets. IT equipment and infrastructure are planned into new buildings, including labs, classrooms, and offices. Over the past ten years, needed information technology resources have been included as part of the construction of the Computer Science Building, the Liberal Arts Building, the Wasatch Campus, and the new Library.

VERIFICATION OF UVU'S COMPLIANCE WITH NWCCU ELIGIBILITY REQUIREMENTS

UVU verifies compliance with the Commission's eligibility requirements (Accreditation Handbook, 2003 edition, pp. 5-8) as detailed below.

1. AUTHORITY

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

2. MISSION AND GOALS

UVU has an established mission that has been created by the university and accepted by both the UVU Board of Trustees (Trustees) and Utah State Board of Regents (Regents). The mission emphasizes UVU's role as a teaching institution whose primary goals are to provide opportunity, promote student success, and meet regional educational needs. The university builds on scholarly and creative work and engages students who can become people of integrity, life-long learners, and stewards of place. The institution's goal reaches beyond the community to global interdependence.

Additionally, UVU developed and the Trustees approved a Role Statement and statement of Core Values. Core Values include learning and scholarship, critical and creative thinking, academic freedom, ethics and integrity, accountability and openness, engaged learning, diversity, and global engagement. Further, the Trustees have annually approved Strategic Directions to guide university planning and goals. Beginning in 2010-11, UVU's Trustee endorsed Core Themes will provide guidance for planning and resource allocation.

The institution contributes to the quality of life and economic development of the community through education, programs, and services. All of UVU's fiscal resources are devoted to the support of the university's mission and goals.

3. INSTITUTIONAL INTEGRITY

UVU is governed and administered in accordance with state and federal regulations to assure that individuals are treated in a nondiscriminatory manner. The university responds to the educational needs and legitimate claims of its constituencies within the boundaries established by its mission and accreditation status. The mission and core values of UVU clearly demonstrate its commitment to integrity.

4. GOVERNING BOARD

The Board of Regents is comprised of 19 residents of the state. Fifteen members are appointed by the governor with the consent of the state Senate. Each voting member serves a six-year term, with the exception of the Student Regent, who serves a one-

year term. In addition, two members of the State Board of Education and one member of the UCAT Board of Trustees are appointed by their respective chairs to serve as non-voting members without a set term. None of the Regents have a contractual relationship with, are employed by, or have any financial interest in UVU.

The Regents delegate some of their power to the UVU Board of Trustees. Eight members of the Trustees are appointed by the governor. By state statute, the student body president and the alumni president serve as trustees. None of the Trustees have a contractual relationship, employment with, or financial interest in UVU. The Trustees are, in general, an advisory board to the President of the University, and have policy, budget, and program approval responsibilities.

5. CHIEF EXECUTIVE OFFICER

The President of UVU is appointed by the Regents to serve as the university's full-time chief executive officer for a length of time determined by the Regents with consideration of unique circumstances at the institution. The president, as executive officer, owes responsibility first to the USHE and then to UVU. The president is to support the Board of Regents decisions which include budget, finance, facilities, planning, roles, curriculum, programs, and the USHE administrative policies. The president is to inform the Regents in all matters involving UVU. The President is evaluated regularly by the Regents. The President does not serve as the chair of the Trustees.

6. ADMINISTRATION

UVU provides the administrative leadership necessary for the university to achieve its mission and meet is goals. UVU is organized into five administrative divisions: Academic Affairs, Student Affairs, Administration and Legislative Affairs, Advancement and Alumni, and University Relations with the President overseeing the Executive Division.

7. FACULTY

UVU employs 476 full-time faculty representing every discipline in which it offers academic work and credit. The faculty are highly qualified in each discipline or program in which UVU offers major academic work, and the number of faculty is adequate to allow the university to achieve its mission and goals. Faculty are active in the formulation of institutional policy through various opportunities; especially representation or participation on the Faculty Senate and its committees. Faculty participate in the planning, budgeting, and accountability (PBA) process. Faculty have opportunities to participate in academic planning and curriculum development and review, and institutional planning at the department, school/college, or university level. UVU conducts periodic and systematic review of faculty performance. Faculty workloads reflect the mission and goals of UVU as a state university and comply with Regents policy, acknowledging the talents and competencies of the faculty. Provision is made for time and support for scholarly work and professional growth and renewal.

8. EDUCATIONAL PROGRAMS

UVU offers certificate, diploma, associate, baccalaureate, and master degree programs. The educational programs offered are based on recognized fields of study and are of sufficient content, length, level of quality, and rigor appropriate to the degrees offered and comparable with similar programs nationally. Program goals and objectives and student achievement are measured through systematic and iterative outcome assessment. Results of assessments are used for program improvement. Use of library and informational resources are integrated throughout the curricula appropriate to the discipline. As stated in the UVU mission, "Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs." Faculty-student interactions are a primary means of achieving this component of UVU's mission.

9. GENERAL EDUCATION AND RELATED INSTRUCTION

UVU's general education requirements are designed to assist students to become independent, creative, and productive learners. Since 2005 the General Education (GE) Committee has completed a thorough, five-year review of the general education program. Based on research and evaluation of other institutions, the GE Committee developed Essential Learning Outcomes (ELOs) to be evaluated in each GE course. The general education component of the degree programs is based on a rationale that is clearly articulated and published in complete terms in the catalog. UVU requires of all its degree and pre-baccalaureate programs to contain a component of general education and/or related instruction. Regents Policy 470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination, stipulates the number of credit hours required in General Education including credits required in the core areas of composition, quantitative literacy, and American Institutions, and the distribution areas of fine arts, humanities, social and behavioral sciences, life sciences, physical sciences, and other areas deemed appropriate at individual Utah System of Higher Education (USHE) institutions.

10. LIBRARY AND LEARNING SERVICES

The move into the new Library facility provides student and faculty study areas as well as expanded collections. The focus of the Library is to support the educational programs on campus. The Library works closely with faculty to ensure sufficient and appropriate access to information resources that support the curriculum. Continuing programs are in place to train faculty, staff, and students on the use of the state-of-the-art facilities in the new building. The library staff is well qualified and has access to conferences and training opportunities to keep skills up-to-date.

The library collection is growing rapidly and is current, with three-fourths of the collection added in the last fifteen years. Due to a large number of electronic data bases, journal holdings increased from 18,459 titles in 2005 to over 40,000 titles currently, and the media collection showed a marked increase. This is partly because the Library belongs to multiple consortia and organizations such as the Utah Academic Library Consortium (UALC), allowing for the sharing of resources and information.

UVU's Office of Information Technology (IT) is responsible for university computer centers, networks, infrastructure, administrative systems, and telecommunication resources. Instructional technology is supplied in each classroom and is supported by Media Services. Many classrooms are media enhanced and portable systems are available for faculty that teach in other rooms. Through Distance Education (DE) and the Technology Enhanced Teaching Center (TETC), faculty and curricula are supported with technology training. Each full-time faculty member is provided with a desktop or a laptop computer and campus standard software. The university has six open student computer labs with a total of 252 computers, as well as 65 computer kiosks that allow students to register, check course schedules, and access personal university records. In addition, the academic labs located in the various schools/colleges house a total of 1,382 student computers. Use of new technology has extended availability of computing resources.

11. ACADEMIC FREEDOM

UVU values academic freedom and the intellectual independence of faculty and students. The university is committed to maintaining an atmosphere that encourages innovation, experimentations, and investigation relative to university programs and interests. Faculty and students are free to examine and test all knowledge appropriate to their discipline as judges by the academic/educational community in general. In April 2010 the university adopted an updated UVU Policy #635, Faculty Rights and Professional Responsibilities. This policy references the 1940 Statement of Principles on Tenure and Academic Freedom, American Association of University Professors (AAUP), and includes a policy section titled Academic Freedom and Faculty Rights and Responsibilities at UVU.

12. STUDENT ACHIEVEMENT

Program requirements for all certificate, diploma, and degree programs are published in the UVU catalog and online. Courses have clearly defined student learning objectives which are provided in course syllabi. The university's Office of Institutional Effectiveness works with schools/colleges, departments, and programs to support evaluation efforts and to ensure that regular and systematic assessment is conducted and that outcomes are used effectively for program evaluation and improvement.

13. ADMISSIONS

Requirements, qualifications, policies, and procedures for admission to UVU and to individual programs are published in the UVU catalog and online. Admission decisions adhere to admission policies. Student rights and responsibilities, academic policies, registration procedures, degree completion requirements, and program and credit course descriptions are published in the University catalog and online. UVU is an open admission institution. UVU does not discriminate in recruitment or admission of students on the basis of race, color, religion, age, sex, national origin, or other legally impermissible factors. Some programs or majors have prerequisites or admission requirements based on specialty accreditation or required entry-level skills and knowledge. In general, all students are welcome at UVU if they have the ability to benefit from the University's programs and course offerings. All students submit an ACT/SAT test score prior to registration for classes. This score assists in placement in appropriate level courses and increases the prospect for student success.

14. PUBLIC INFORMATION

UVU publications, including the official Catalog, the UVU web site, and other appropriate publications, provide accurate and current information including: UVU mission, admission requirements and procedures, student rights and responsibilities, school/college information, programs and courses offered, degree completion requirements, costs and refund policies and procedures, faculty and administrators' credential, and other information relative to attending and withdrawing from UVU.

15. FINANCIAL RESOURCES

UVU's financial position throughout the past five years has remained strong. Even in years of tax fund reductions, net assets have increased. No accumulated deficit exists or has existed in the past ten years. UVU has a very low debt ratio and all of the bonded indebtedness is for capital facilities and does not rely on operating funds to service the bond debt. An institutional contingency fund of approximately 2 to 3 percent of tax revenue is budgeted annually. UVU does not depend on auxiliary enterprises or service enterprises to support the general operations of the institution. University fund raising activities are governed by UVU Policy #231, *Fund-Raising Coordination*, which designates the Division of Development and Alumni and the UVU Foundation as the only official entities empowered to conduct fund raising activities on behalf of the university.

UVU uses an organizational process titled Planning, Budgeting, and Accountability (PBA). This annual PBA process aligns planning and accountability with resource allocations and provides opportunity for involvement of all departments and units on campus. This linkage of planning and budgeting with its focus on mission and strategic directions supports ongoing assessment of resource adequacy, strengthens evidence-based decision making, and ensures that the plan drives the budget rather than the budget driving the plan. While UVU receives the least tax fund revenue per FTE student in the state, the PBA process, program reviews, and new degree proposed budgets are used to ensure adequacy of financial resources for academic programs.

16. FINANCIAL ACCOUNTABILITY

UVU consistently receives positive external audit reports. The Utah State Auditor's Office conducts the single audit of federal financial assistance and the NCAA Athletes audit. The UVU Board of

Trustees and Utah State Board of Regents conduct regular reviews of UVU's finances.

17. INSTITUTIONAL EFFECTIVENESS

UVU uses an institutionally developed management model that links planning, budgeting, and assessment processes (PBA). The PBA process has created a culture of integration of planning, budgeting, and accountability across the university, and exemplifies UVU's use of evaluation and planning processes to influence resource allocation and reflects the participatory and transparent nature of the university. The PBA process is well understood across campus and is evaluated and refined annually to ensure its effectiveness. The planning portion of this process engages administrators, faculty, staff, and students on the Strategic Directions Advisory Committee (SDAC). The SDAC annually conducts the institution's strengths, weaknesses, opportunity, and threats (SWOT) analysis and historically recommended strategic directions to the president for consideration and approval by the Board of Trustees. The SWOT analysis and strategic directions are communicated to the University Leadership Council for use in planning activities. Schools/colleges and administrative divisions develop initiatives targeted toward the strategic directions as well as operational needs. These initiatives are prioritized within the academic areas and divisions for presentation at annual institutional PBA conversations. This process supports effective planning and evaluation, invites wide input, and ensures transparency.

Reports of some assessment activities can be found on the Institutional Research and Information (IRI) web page; reports of academic departments may be found on the Institutional Effectiveness web page.

18. OPERATIONAL STATUS

UVU has offered educational programs and courses of study since 1941. Students pursue certificates, diplomas, and associate, baccalaureate, and master degrees at the time of this self-study. UVU is currently accredited by the Northwest Commission on Colleges and Universities and has been since 1979.

19. DISCLOSURE

UVU is committed to the process of accreditation and to disclosure to the Northwest Commission on Colleges and Universities of any and all information the Commission requires to carry out its evaluation of the University.

20. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

UVU accepts the standards and policies of the Northwest Commission on Colleges and Universities and agrees to comply with them. The University agrees that the Commission may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. UVU understands the Commission treats the institutional self-study and evaluation committee reports as confidential; UVU may choose to release the documents.

Standard One

MISSION STATEMENT

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

INTRODUCTION

During the past five years, much attention has been given to the mission, role, and goals of Utah Valley University. In December 2006, the institution formally submitted a request for university status to the Utah Board of Regents, (R.E. 1.1a, *The Rationale for a University Mission).* Senate Bill 0070, Utah Valley University Institutional Name Change, was introduced during the 2007 state legislative session. The bill granted a status change to Utah Valley State College from a state college to a university to be named Utah Valley University. The bill was passed unanimously by the Utah State Legislature on February 27, 2007, and was signed into law by Governor Jon Huntsman, Jr. on March 19, 2007. In November 2007 the institution's Board of Trustees approved the mission statement, role statement, and core values for Utah Valley University (UVU). On December 14, 2007, the Board of Regents formally approved a mission statement for Utah Valley University effective July 1, 2008. This chapter discusses the development of the mission statement and its role in guiding the university's planning and assessment activities.

STANDARD 1.A – MISSION AND GOALS

1.A.1 Institutional Mission and Goals

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

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

The mission statement is supported by two complementary documents: a role statement and a core values statement (RD 1.1.a). The role statement provides context for the university within the Utah System of Higher Education (USHE) including the range of academic offerings, commitment to student access, and role in regional economic development. Specifically, it delineates three roles: (a) providing quality academic learning opportunities at the certificate, associate, baccalaureate, and graduate levels; (b) providing access to higher education; and (c) promoting economic and cultural development to contribute to the quality of life of the region and state. The core values statement articulates a commitment to eight values: learning and scholarship, critical and creative thinking, academic freedom, ethics and integrity, accountability and openness, engaged learning, diversity, and global engagement.

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

1.A.2 Mission Adoption and Publication

UVU's transition from state college to university provided numerous opportunities for the mission statement to be publicized. The mission statement is displayed prominently throughout campus and is regularly presented to and discussed with the campus community and stakeholders.

In the months between the approval of the mission statement and July 1, 2008, the mission statement was published in numerous places, including a brochure titled "UVU: Creating the Future You," a special insert in the local newspaper, and the UVU alumni magazine. Posters of the mission statement were created and distributed across campus, and a prominent display of the mission statement was installed inside the main entrance to the Orem campus. The mission statement was also published in the university catalog, on the UVU website, in the *UVU Fact Book* (SM 1.1.a), and in various university and departmental publications and marketing materials.

1.A.3 Progress in Accomplishing the Mission

UVU's mission, strategic goals, and accomplishments are documented in a variety of publications and presentations. The annually produced *UVU Fact Book* (SM 1.1.a) and *UVU At a Glance* (SM 1.1.b) publications include data, historical and comparative information, and dashboard-type indicators of performance. In 2008, UVU joined the Voluntary System of Accountability (VSA), which provides a platform for UVU to report on many key indicators including student success and progress rates. During the university transition, *The Rationale for University Status* (RE 1.1.a), *Project: University* (RE 1.1.b), and various accountability reports communicated UVU's progress on its mission and goals. Further, in December 2008, UVU was recognized with the Community Engagement Elective Classification by the Carnegie Foundation for the Advancement of Teaching.

1.A.4 Goals Consistent with Mission

UVU uses an institutionally developed process of Planning, Budgeting, and Accountability (PBA) that provides a framework for setting, reviewing, refining, and evaluating goals. Each year since the 2004-2005 academic year, the President has charged the SDAC with developing and recommending strategic directions to serve as the basis for the institution's annual planning cycle and resource allocation process (RE 1.1.c). As mentioned above, the SDAC is comprised of presidentially appointed representatives from the major divisional units on campus, which include faculty, staff, students, and adminis-

trators. The SDAC conducts an annual Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis (RD 1.1.c). Based on the SWOT assessment, recommendations are made for the following year's strategic emphases and priorities in the form of strategic directions. This is a dynamic process, and appropriate changes are made from year to year as progress is made towards accomplishing goals.

For example, one of the 2004-2005 Strategic Directions was to "realize a comprehensive four-year college mission." By 2006-2007 this strategic direction evolved into "pursue a regional state university mission." The following year this became "transition to Utah Valley University and establish long-term university goals." These changes demonstrate UVU's regular assessment of progress and reexamination of institutional goals.

The annually established strategic directions guide resource allocation, planning, and decision-making at the institution, division, and department levels. Through the PBA process, divisions and departments develop initiatives that support the university's strategic directions and operational needs and also request resources for those initiatives. As UVU received and allocated $10 million of new state tax funds associated with its mission change, the university focused those resources toward the goals outlined in *The Rationale for a University Mission* (RE 1.1.a). Specifically, new resources were targeted toward implementing new baccalaureate and master's degree programs. UVU hired new salaried faculty to reduce the reliance on adjunct faculty and align salaried faculty teaching loads. The institution also hired academic advisors to improve the ratio of students to advisors. Progress on the salaried/adjunct faculty and student/advisor ratios is regularly published and communicated to the campus community and remains a focus during resource allocation cycles.

During fall 2009, President Holland reviewed UVU's existing mission, role statement, core values, and other guiding documents and developed a model for integrating the concepts into four terms—Student Success, Engaged, Serious, and Inclusive. This model was then shared

with Leadership Council during a retreat. Subsequently, President Holland engaged multiple constituencies (internal and external) in dialogue and feedback. These four terms have been further reviewed and developed by a Core Themes Task Force and the SDAC for acceptance as UVU's Core Themes. These Core Themes and their Objectives (RE 1.1.d) will guide UVU's future planning and resource allocation activities.

1.A.5 Mission Direction to All Educational Activities

The mission statement guides the development of new programs and program review to assure that the university is meeting the educational needs of students and contributing to the quality of life and economic development at the local and state levels. UVU provides quality academic learning opportunities for students through programs at the certificate, associate, baccalaureate, and master's levels as well as developmental courses, conferences, and workshops.

The general education program was revised to reflect the new mission statement. The program's essential learning outcomes (ELOs) (RE 1.1.e) connect directly to the words of the mission in terms of fostering engaged learning to "prepare professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community."

UVU's mission to provide opportunity, promote student success, and meet regional educational needs guides its admission policy. As noted in the UVU catalog 2009–2010, page 10, UVU maintains an open admission policy, admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered and who are generally beyond the age of high school enrollment. In majors with limited seats, enrollment may be first come, first served or restricted based on a set minimum standard, satisfactory completion of prerequisite courses, or prerequisite skills or knowledge. Since fall semester 2004, admission applicants have been required to submit ACT scores (or take the residual ACT) and apply to the university

by a publicized deadline. These requirements were implemented to allow the university to identify students needing remediation or to focus on advising students in a manner to help them maximize their potential to succeed.

In order to assure the recruitment of faculty supports UVU's mission and goals, the institution's employment materials provide the following context for potential applicants:

Applicants interested in working at UVU should support the strategic directions of the institution and be committed to: (1) working with students and the regional community; (2) contributing to collaborative efforts that improve teaching, scholarship, and creative activities; (3) engaging students in outstanding scholarly and creative works; (4) partnering with the broader community in improving society and making education relevant to the student learning experience; and (5) excelling in teaching and mentoring of students and fellow professionals.

Academic hiring agents review applicants' credentials and experience to assess the individual's fit within UVU's mission and goals and departmental resource needs. Careful selection of faculty ensures that each academic program has the breadth of faculty expertise needed to deliver the program and help students successfully achieve the related learning objectives.

The strategic directions, as noted above, are developed within the context of the mission and through a SWOT analysis that evaluates progress and looks to the projected future environment. The strategic directions then serve as the basis for the PBA cycle, which includes the development of divisional plans, initiatives, and resource requests. Institutional PBA conversations provide each division with the opportunity to publically present its plans and initiatives aligned with mission and strategic directions of the university. Resource allocations are targeted toward initiatives that support the strategic directions as well as develop the operational capacity of the organization. The PBA process is currently undergoing revision to better integrate with the new NW-CCU accreditation cycle and standards and the use of UVU's Core Themes, Objectives, and Indicators.

1.A.6 Public Service

An important component of UVU's mission is to "foster engaged learning," which involves both the classroom and the community. Further, the institution's role statement includes the promotion of "economic and cultural development to contribute to the quality of life of the region and state." To demonstrate its dedication to engagement with the community, in 2008 UVU applied for and was awarded the Carnegie Foundation for the Advancement of Teaching elective classification of *Community Engagement* (RE 1.1.f).

UVU encourages and facilitates engagement by faculty and students in instruction, research, scholarly activities and creative work, and interaction with the regional community. Professors regularly provide opportunities for students to participate in service learning. For example, an accounting faculty member and his students assist with accounting instruction at a local alternative high school for at-risk students, and elementary education majors work in classrooms each semester to assist teachers and provide tutoring and learning experiences for children.

The UVU Center for Engaged Learning (CEL) promotes opportunities for students, faculty, and staff

to participate in the Communities of Engaged Learning Initiative, which consists of all forms of instruction, appropriate research, and interaction with the regional community. CEL fosters student cohorts for engaged learning and promotes the active involvement of students in the implementation, practice, and demonstration of actions and activities that develop professional competence, community stewardship (local, regional, and global), and personal integrity.

Examples of UVU sponsored engagement undertakings include:

- Business Engagement Strategy group, which builds connections with the community and develops a more focused approach for UVU's economic development activities

- Acquisition of a facility to house a regional Business Resource Center, which will include UVU's Small Business Development Center, etc., and foster partnership with state and local economic development groups

- The Noorda Regional Theatre Center for Children and Youth is designed to focus on giving K-16 students more exposure to theater both as members and as creators.

- Utah Regional Ballet (URB) is in residency at UVU. URB provides an environment for local artists to develop their ballet skills at a

professional level and offer audiences a range of ballet performances.

• UVU's Volunteer & Service-Learning Center, which provides service and service-learning opportunities for UVU students, faculty, and staff

• Community and Continuing Education conferences, workshops, and workforce development training

Additional examples of UVU's public service activities may be found in Table 1.1.

Table 1.1
Examples of UVU Public Service Activities

Public Service	Description
Adult School to Careers Service Center	Supports nontraditional adult students by assessing personal, educational, and career needs; educational and occupational counseling, high school and GED preparation, work-based learning experiences.
America Reads Initiative	Partnership between UVU and local school districts to assist at risk elementary students with basic English, reading, and math skills.
Center for the Advancement of Leadership	Sponsored by School of Business; provides leadership training to grade school, high school, and college students.
Community Mediation Center	Provides mediation services for low- to mid-income individuals.
Dental Hygiene Clinic	Provides low-cost dental hygiene care.
Exploritas (formerly titled Elderhostel/Elder Quest)	Education/travel program for adults 55 and over to expand horizons and develop new interests.
Institute for International Understanding	Host distinguished international visitors; promote international educational and cultural activities for the campus and community.
Multicultural Center	Educational and social events to promote understanding, respect, and appreciation of diversity.
Know Greater Hero Program	Drug prevention program for elementary school children sponsored through UVU Athletics.
Small Business Development Center	Provides support for the region's small business community.

Table 1.1 continued

Turning Point	Offers classes on personal and professional development, life management, anger management, parenting skills, marriage relationships, and divorce adjustment.
Woodbury Art Museum	Collects, preserves, and exhibits art and related materials focusing on, but not limited to, modern and contemporary artistic styles.
Institute for Professional Engagement	Provides support for students to identify, develop, and directly engage in a variety of career preparation, internship, job shadowing, and community service experiences.
Community Job Fairs	Provides job search resources, internships, mentors, practical experience, and networking for employers and future employees.
Office of Internships	Provides communication and assistance to students desiring local, national, and international internships.

1.A.7 Substantive Change

In accordance with NWCCU Policy A-2, the Interim Vice President for Academic Affairs notified the Commission on June 13, 2007, of UVU's proposal for a substantive change to offer master's degrees. On July 22, 2009, then President William A. Sederburg submitted UVU's Substantive Change Prospectus to NWCCU President Elman. NWCCU approved UVU's request in a letter dated October 16, 2008, in which UVU was granted candidacy at the master's degree level while retaining accreditation at the associate and baccalaureate levels (RD 1.1.b). In compliance with NWCCU Policy A-2, UVU has conducted a comprehensive self-study of all degree levels in preparation for a full evaluation committee visit November 3-5, 2010, which is during the academic year following the graduation of the university's first class of Master of Education degree students.

1.A SUMMARY

1.A Strengths

• As UVU's mission is relativity new and was developed through an iterative and inclusive process, the mission's Core Themes are widely understood throughout the university community and by its stakeholders. The mission is supported by a role statement that further defines UVU's educational offerings and role in the Utah System of Higher Education.

• UVU uses an integrated planning, budgeting, and accountability process (PBA). This process is driven by the mission and strategic directions of the university. The annual PBA process guides UVU in its strategic planning and allocation of resources.

• UVU's general education's Essential Learning Outcomes have been reviewed and revised based on national models and are directly linked to the mission statement.

- UVU's recognition by the Carnegie Foundation for the Advancement of Teaching as a "Community Engaged" institution reflects the university's commitment to appropriate public service.

1.A Challenges and Recommendations

- Past strategic directions did not lend themselves to a long-term, common set of indicators.

As UVU transitions to new NWCCU standards, opportunities exist to develop a greater understanding of outcomes and a longer-term set of common institutional objectives and indicators focused on Core Themes.

STANDARD 1.B – PLANNING AND EFFECTIVENESS

1.B.1 & 1.B.3 Institutional Planning and Evaluation Processes

Since 2003, UVU has used an institutionally developed management model that links planning, budgeting, and assessment processes. This annual Planning, Budgeting, and Accountability (PBA) process is shown in Figure 1.1. It is well understood across campus and is evaluated and refined annually to ensure its effectiveness. The planning portion of this process engages administrators, faculty, staff, and students on the Strategic Directions Advisory Committee (SDAC). The SDAC annually conducts the institution's Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and recommends strategic directions to the president for consideration and approval by the Board of Trustees. The SWOT analysis and strategic directions are communicated to the University Leadership Council for use in planning activities. Schools/colleges and administrative divisions develop initiatives targeted toward the strategic directions as well as operational needs. These initiatives are prioritized within the academic areas and divisions for presentation at annual institutional PBA conversations. These institutional PBA conversations are well publicized and open to all members of the UVU community. Schools/colleges and divisions present current goals from their strategic plans, present their recent achievements, and request additional funding to support future goals. This process supports effective planning and evaluation, invites wide input, and ensures transparency.

In addition to the PBA process and the input of the SDAC and Leadership Council, the President engages a number of external groups to gain feedback on planning and critical UVU issues. These groups include UVU's National Presidential Advisory Board, Community Relations Board, Board of Trustees, UVU Foundation Board, the region's K-16 Alliance, Career and Technical Education Community Council, and UVU Alumni Board.

1.B.2 Systematic Planning and Evaluation Activities

Teaching, research, and public service are evaluated in a number of ways. Students evaluate faculty by means of Student Ratings of Instruction (SRIs). A recent transition to an online system for SRIs initially resulted in a low percentage of student participation; however, this weakness has been addressed through improved electronic communications to students combined with reports to individual faculty members about the percentage of students who have completed the evaluations. In addition to SRI information, faculty members are required to include peer and supervisor evaluations of teaching when applying for tenure and promotion.

Faculty scholarship and service activities undergo review by peers, department chairs, deans, and the Vice President for Academic Affairs in connection with tenure/promotion. As a teaching institution, UVU values and provides opportunity for faculty to focus on the scholarship of teaching and learning as well as scholarship in their disciplines. The scholarship of teaching and learning is supported through the Faculty Center for Teaching Excellence with programs such as the Teaching Academy, Learning Circles, and Student Consultants on Teaching. Schools/Colleges provide resources and opportunities for faculty to engage in scholarship through summer scholarly activity proposals and awards. Additionally, UVU publishes a number of refereed journals, including *The Journal of Business Inquiry* and *Teaching Ethics: The Journal of the Society for Ethics Across the Curriculum*.

With the Carnegie designation of Curricular Engagement and Outreach and Partnerships, UVU supports faculty involvement in engaging students inside and outside of the classroom in public service initiatives. UVU's Center for Engaged Learning offers grants to faculty engaged in such projects and requires a performance report at the conclusion of the grant. The Volunteer and Service-Learning Center provides service and service-learning opportunities for students, faculty, and staff. The Center noted an increase in the number of student volunteer hours from approximately 37,000 hours in 2005-2006 to nearly 78,650 in 2008-2009.

UVU employees contribute to a variety of public service activities, demonstrating commitment to the university's mission and its Carnegie engagement classification. In 2007, full- and part-time staff responding to a survey had engaged in over a half million hours of community service.

1.B.4 & 1.B.5 Planning, Prioritization, and Improvement

In preparing for its request for university status, UVU, in collaboration with then Commissioner of Higher Education, Richard Kendell, engaged in a self-assessment process that included three external reviewers. Information gathered through that process pointed to the need for UVU to increase the size of its faculty, reduce teaching load, improve the ratio of salaried faculty to adjunct faculty, reduce the ratio of students to advisors, and improve the quality of some of its newer bachelor degree programs. The projected cost for these improvements was $10 million, which UVU requested and received through legislative appropriation. The allocation of the $10 million assisted UVU in making progress toward the established goals.

At the conclusion of the NWCCU's April 2005 site visit, the evaluation team commended UVU for its systematic evaluation and ongoing planning activities driven by the PBA process. The newly organized Office of Planning and Budget, within the Executive Division, provides further support and institutional visibility for evaluation, planning, and resource allocation activities. This office's role is to assist the campus community in focusing on the fundamental concepts of planning, prioritizing, budgeting, acting, and assessing in an environment of informed decision-making, transparency/openness, collaboration, and engagement. The Office of Planning and Budget provides

State of the University

SDAC - Institutional SWOT Analysis

Campus Conversations (Divisional)

Division/Departmental Conversations and Divisional Prioritization

Legislative Outcomes

SDAC Recommends Institutional Strategic Directions

PBA Outcomes with President Holland

PBA Conversation Guidelines Distributed to University Community

Trustees Approve Institutional Strategic Directions

Institutional & Divisional Planning

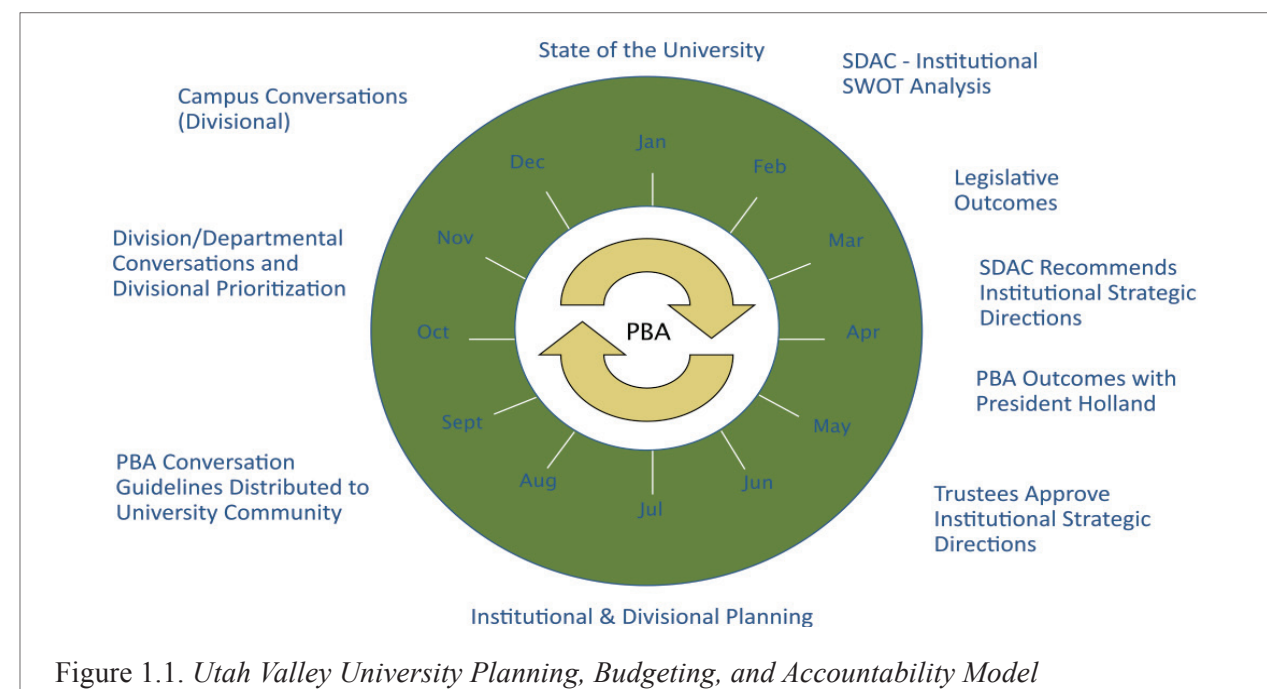Jan Feb Mar Apr May Jun Jul Aug Sept Oct Nov Dec

PBA

Figure 1.1. *Utah Valley University Planning, Budgeting, and Accountability Model*

leadership, services, and information on budget, strategic planning, assessment and quality improvement, institutional data and research, policy management, and compliance. The university's PBA process is managed and supported by this office and the PBA Coordinating Committee.

Refinements to the PBA process have been driven by both formal and informal feedback from participants through surveys and by discussions with University Leadership Council and the SDAC. The PBA Coordinating Committee meets regularly to analyze the effectiveness of PBA and suggest improvements to the process. As a result, PBA conversations have been increasingly oriented toward the strategic directions (in the future, Core Themes) with some separation of operational initiatives.

As an example of the use of the PBA process in evaluating, planning, and allocating resources for improvement, in 2004-2005 UVU established an initiative under the strategic direction of "Manage Enrollment" to improve the ratio of students to academic advisors. At the time, the ratio was 697 students to 1 advisor. Since then, the university has hired 29 academic advisors and improved the ratio to 455 to 1 (even in the face of significant enrollment growth and recent budget reductions).

The principles of the PBA process were used during the 2008-2009 budget reduction. President's Cabinet established guiding principles for the reduction process, developed a toolbox of options for action, solicited and reviewed feedback from the campus community, and communicated regularly with faculty, staff, students, and stakeholders. These guiding principles and the budget reduction actions reflected UVU's commitment to the integration of planning, evaluation, and resource allocation. For example, administrators evaluated the programs and services at the Wasatch Campus. Based on that evaluation, the budget was reduced and the delivery of services for students was restructured. Evaluation of enrollment data and student feedback since the restructure indicates that course offerings and services are meeting demand and the quality of services (though different) has been preserved.

The 2009 SDAC identified "Communications" as an area of focus. In July 2009, President Holland established a Communications Quality Improvement (QI) team to address this concern. The QI team identified areas for improvement and required resources. As a result of the QI team's work, a new hierarchy for e-mail communications of university importance has been established and implemented. Further, *UVAnnounce,* the university's electronic communication method, has been restructured, reformatted, and integrated with other similar communications. The President and Vice Presidents routinely establish QI teams to evaluate processes and practices for improvement (RE 1.1.g). Several master plans, consistent with UVU's mission, have been developed, including plans for Physical Facilities, Information Technology, Human Resources, and Student Affairs (RE 1.1.h—k).

1.B.6 – 1.B.8 Planning Resources

Several organizational changes affecting the offices of Institutional Effectiveness (IE), Planning, and Institutional Research and Information (IRI) have occurred during the past five years. Prior to fall 2006, these offices reported through Student Affairs. They now report to the President as part of the Executive Division in the Office of Planning and Budget in a consolidation of the functions critical to evaluation and planning. This organizational change provides increased visibility for planning, research, and assessment and clearer connection with senior administrative and central institutional activities. In addition to the organizational change, these departments now occupy a suite of offices within the Browning Administration Building, providing greater opportunity for interaction.

As a result of findings during the previous NW-CCU Self-Study, a full-time Director of Institutional Effectiveness was hired in 2006. In the fall of 2007 the director accepted another position on campus. Though a national search was conducted and a replacement was selected, that search failed after the candidate (months later) rescinded his acceptance of the position. Senior administration reviewed staffing and leadership needs for Institutional Effectiveness and determined to hire a half-

time faculty member as the Director of Institutional Effectiveness and Planning and a full-time staff Assistant Program Director. To provide further emphasis to academic program assessment and support institutional planning, the Director has a dual-reporting relationship to the Executive Director of Planning and Budget and the Associate Vice President for Academic Affairs. The temporary absence of leadership in Institutional Effectiveness did slow previous momentum, but this delay also provided the administration an opportunity to reconsider the structure of the department and implement long-term improvements.

The Office of Institutional Effectiveness and Planning helps to identify key outcomes and objectives for the institution and indicators to measure those outcomes. The Director chairs the Academic Institutional Effectiveness Committee and serves as a staff member on planning committees across campus, including the Accreditation Executive Committee; Planning, Budgeting, and Accountability Coordinating Committee; General Education Committee; Engagement Advisory Committee; and Strategic Directions Advisory Committee (SDAC). Both the Director and Assistant Program Director have been instrumental in reviewing and developing UVU's proposed Core Themes and Objectives.

Each department and division on campus develops outcomes and related methods of measurement connected to that unit's mission and goals. Alignment with the institutional mission is critical. Each program is required to report outcomes assessment on at least a two-year cycle. The Office of Institutional Effectiveness and Planning works with department chairs and directors to develop and refine unit outcomes assessment plans; provides workshops to faculty and staff to increase knowledge and awareness of assessment practices; and maintains a warehouse of current and completed outcomes assessment plans, program reviews, and other assessment-related documents.

As a member of the President's Cabinet and Leadership Council, the Executive Director of Planning and Budget participates in overall university planning, goal setting, and evaluation. The Executive Director chairs the task force charged with developing a Strategic Plan for Enrollment Growth and serves on a newly formed USHE Economic Development and Strategic Planning Coordinating Committee.

The Office of Institutional Research and Information (IRI) is a critical part of evaluation and planning on campus. In the past five years, IRI has grown to become the most robust office of its kind in the USHE. The office is currently staffed by a director, an assistant director, four senior analysts, an intermediate research analyst, and administrative support, all of whom are full-time employees. IRI also has several part-time employees; including analysts, interns, work-study students, and research call center employees. In addition to personnel, IRI's activities are supported with appropriate software, hardware, and a 12-station call center. IRI is supporting the implementation and rollout of an Operational Data Store, Enterprise Data Warehouse, and web-based dashboard reports. It was also assigned a dedicated full-time programmer in Information Technology.

Institutional Research and Information plays an active role in institutional assessment and planning by evaluating outcomes and effective achievement of the institutional mission and strategic directions. The director of the IRI serves as a member of Leadership Council and the SDAC. IRI provides data support to senior administration, the SDAC, deans, directors, department chairs, faculty, staff, and students and conducts a variety of studies that are used in evaluation and planning. Examples include:

- Publication of an annual document titled "UVU at a Glance," which summarizes key indicators of UVU's progress towards its goals.

- Annual data collection from graduating students and alumni that not only measures student successes after graduation but also gathers feedback on the students' experiences while at UVU.

- In support of UVU's classification as a Community Engaged University, IRI conducts the National Survey of Student Engagement (NSSE), Beginning College Survey of Student Engagement (BCSSE), and Faculty Survey of Student Engagement (FSSE) and provides administration with summary reports of the results (RD 1.2.a—e).

- Data collection to support enrollment management activities including student success and retention measures, course enrollment tools, etc.

UVU is an early adopter of the Voluntary System of Accountability (VSA). In collaboration with Institutional Effectiveness, the General Education committee, and Academic Affairs, IRI will administer the Collegiate Assessment of Academic Progress during 2010-2011.

President Holland has led a review of UVU's planning activities and documents during this past year. His initial observation was that UVU had a significant amount of planning materials that created unnecessary complexity. During a leadership retreat in September 2009 the president proposed an integration model for all of UVU's planning documents. This model centered on four concepts—Student Success, Serious, Engaged, and Inclusive—as well as operational imperatives. With the revision of the NWCCU accreditation standards, these four concepts have been carefully reviewed by a Core Themes Task Force and the Strategic Directions Advisory Committee for development of supporting language and objectives. These proposed Core Themes and Objectives will be presented to UVU's Board of Trustees for review and adoption during summer 2010. Once adopted, the Core Themes and Objectives will drive institutional priorities, the establishment of indicators, and planning for the university and its divisions and departments.

1.B.9 Communication to the Public

During the university transition process, UVU produced publications, newspaper and magazine articles, newspaper inserts, media ads, billboards, and mailers to communicate UVU's new mission and facts about the university. These publications included the mission statement, student enrollment data, and quality indicators provided by IRI to assure accurate and appropriate data.

The results of institutional research studies are available on the Institutional Research website. Institutional data are published annually in the *UVU Fact Book* (SM 1.1.a), *UVU at a Glance* (SM 1.1.b), and the *USHE Data Book* (SM 1.1.c). As an early adopter of VSA, UVU communicates evidence of institutional effectiveness in the form of NSSE data, student characteristics, undergraduate success and progress rates, etc.

The President and vice presidents present relevant institutional effectiveness data to university and community constituencies and provide regular reports to the Trustees. The President annually delivers a State of the University address that includes evidence of institutional effectiveness; this address is available in print form and on the web.

Administrators, faculty, and staff make presentations to various advisory committees and community groups about the university's plans and progress. These committees and groups include the UVU Alumni Board, UVU Foundation Board, Community Relations Council, K-16 Alliance, and National Presidential Advisory Board.

1.B SUMMARY

1.B Strengths

- UVU has developed an Office of Planning and Budget that reports directly to the President. This office consists of the departments of Budget, Institutional Effectiveness and Planning; Institutional Research and Information; and Institutional Compliance and Policy. Incorporation of these areas under the President ensures stronger communication within the areas and improves the visibility of planning and effectiveness activities.

- The PBA process has created a culture of integration of planning, budgeting, and accountability across the university. The process exemplifies UVU's use of evaluation and planning processes to influence resource allocation and reflects the participatory and transparent nature of the university.

- The Strategic Development Advisory Committee (SDAC), which consists of faculty, staff, and students, is involved in reviewing strategic plans and setting specific areas of focus for the PBA process.

- The integration model for planning led by President Holland has developed a shared sense of understanding around the Core Themes of UVU's mission.

1.B Challenges and Recommendations

- Enrollment growth will need to be managed.

President Holland has charged a task force with developing the Strategic Plan for Managing Growth.

- As President Holland's integration model and the Core Themes are implemented, departmental and program planning and assessment activities will require alignment.

Once the university has adopted its Core Themes, Objectives, and Indicators, leadership and Institutional Effectiveness and Planning must establish processes and tools to facilitate departmental and program alignment.

- While UVU is recognized for its marketing and communications efforts, no comprehensive annual report of institutional effectiveness is produced.

A team should be established to develop and produce an annual effectiveness report for distribution to stakeholders.

STATE of the UNIVERSITY

President Matthew S. Holland
February 11, 2010

STANDARD 1
REQUIRED DOCUMENTATION

Required Documents

RD 1.1.a Official statement of UVU mission, roles, and core values (embedded in Standard 1 chapter; also in 2009-2010 UVU course catalog; See CD)

RD 1.1.b UVU-NWCCU correspondence regarding substantive change (see CD)

RD 1.2.a Graduated Alumni Survey Trends, 2005-2009 (See CD)

RD 1.2.b Fall 2007 Survey of Student Opinions, June 2008 (See CD)

RD 1.2.c Beginning College Survey of Student Engagement (BCSSE), 2007 (See CD)

RD 1.2.d National Survey of Student Engagement (NSSE), 2009 (See CD)

RD 1.2.e Faculty/Staff Omnibus Survey, Spring 2010 (See CD)

Required Exhibits

RE 1.1.a *The Rationale for a University Mission* (See CD)

RE 1.1.b *Project: University* (See CD)

RE 1.1.c Strategic Directions from 2004 through 2009 with SWOT analyses (will be available in the site visit evaluation team room)

RE 1.1.d Core Themes and Objectives (See CD)

RE 1.1.e General Education Essential Learning Outcomes (See CD)

RE 1.1.f Letter from the Carnegie Foundation for the Advancement of Teaching (See CD)

RE 1.1.g Quality Improvement Initiative reports (will be available in the site visit evaluation team room)

RE 1.1.h Human Resource Strategic Plan (will be available in the site visit evaluation team room)

RE 1.1.i Information Technology Plan (will be available in the site visit evaluation team room)

RE 1.1.j Physical Facilities Master Plan (will be available in the site visit evaluation team room)

RE 1.1.k Student Affairs Plan (will be available in the site visit evaluation team room)

Suggested Material
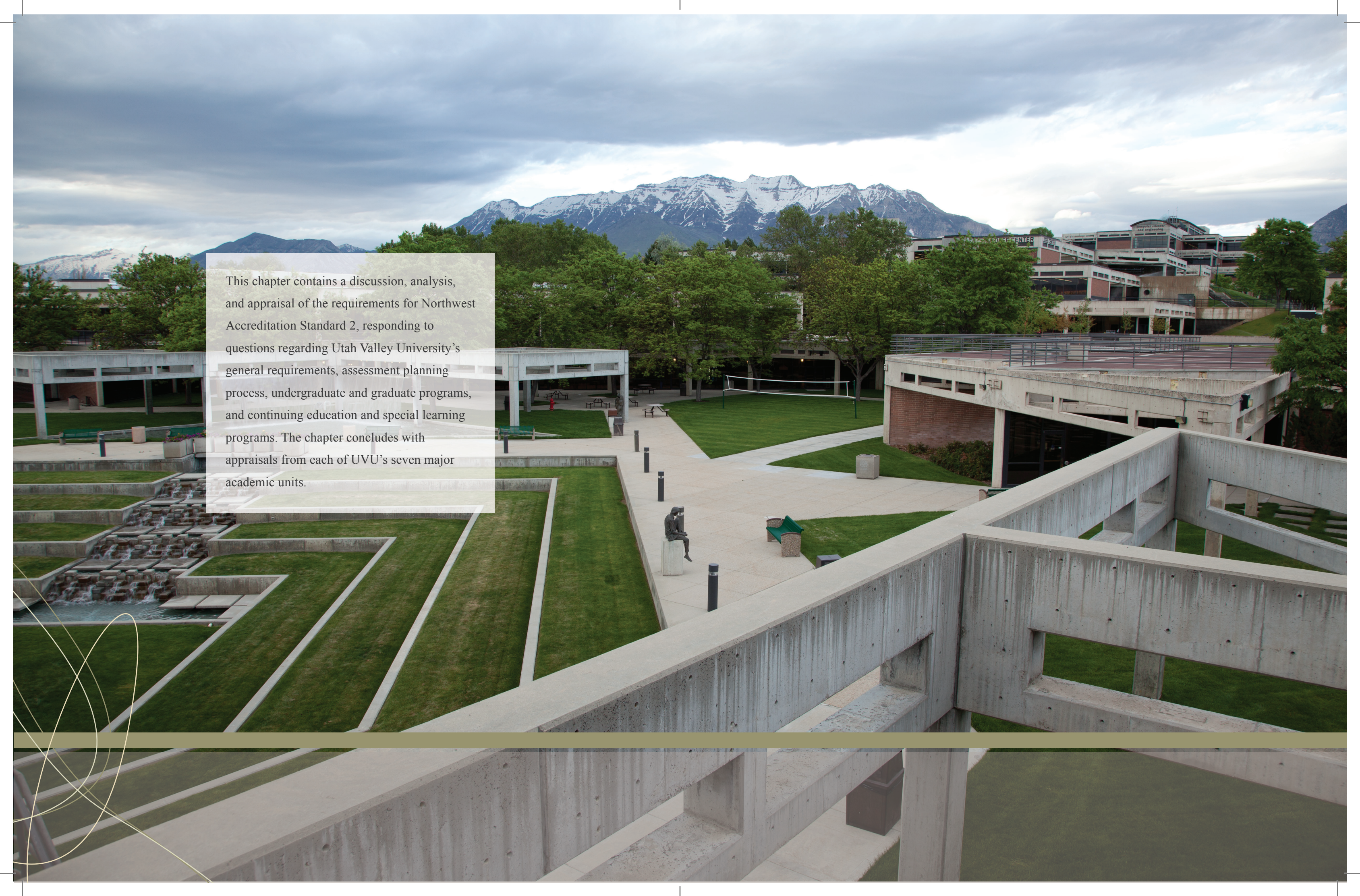
SM 1.1.a *UVU Fact Book* (https://uvu.edu/iri/fact-books/factbook0910.pdf) (See CD)

SM 1.1.b *UVU at a Glance* (http://www.uvu.edu/iri/uvglance/index.html) (See CD)

SM 1.1.c *Utah System of Higher Education (USHE) Data Book* (will be available in the site visit evaluation team room)

This chapter contains a discussion, analysis, and appraisal of the requirements for Northwest Accreditation Standard 2, responding to questions regarding Utah Valley University's general requirements, assessment planning process, undergraduate and graduate programs, and continuing education and special learning programs. The chapter concludes with appraisals from each of UVU's seven major academic units.

INTRODUCTION

Utah Valley State College was granted university status by the Utah State Legislature in its 2008 session and officially changed its name to Utah Valley University (UVU) on July 1, 2008. With this name change, the university was authorized to offer master's degree programs.

Concurrent with the official name change of the university, a realignment of certain academic units took place: a new School of the Arts (SOA) was established by moving four departments from the School of Humanities, Arts, and Social Sciences. The School of Humanities, Arts, and Social Sciences was renamed the College of Humanities and Social Sciences (CHSS). Two other units that had previously been titled "schools" were renamed "colleges," i.e., the College of Technology and Computing and the College of Science and Health. The units as renamed are as follows: School of the Arts, Woodbury School of Business, School of Education, College of Humanities and Social Science, College of Science and Health, and College of Technology and Computing. The School of General Studies gained additional units (Honors, Integrated Studies, and Interdisciplinary Studies) and was renamed University College. Please note that in June 2010, President Holland announced organizational changes within Academic Affairs. This chapter of the institutional self-study with the unit self-studies was prepared prior to these recent organizational changes.

Three master's degree programs have been added to UVU's academic offerings: (1) a Master of Education program was approved and its first cohort began the program in fall 2008; (2) a Master of Science in Nursing program was approved and its first cohort of students began during fall 2009; and (3) a Master of Business Administration program has been approved and its first cohort will begin during the 2010-2011 academic year. The first cohort of the Master of Education program graduated April 2010.

The following sections will address each item listed in Standard Two and provide a unit-level analysis and appraisal from each of these academic units.

STANDARD 2.A – GENERAL REQUIREMENTS

UVU is one of the eight institutions in the Utah System of Higher Education (USHE). USHE is governed by the rules, policies, and procedures as recommended by the institutions and the USHE Commissioner and approved by the Board of Regents of the USHE. UVU also has a dedicated Board of Trustees that meets regularly to oversee and provide guidance for the institution.

UVU's education programs are grouped into seven schools/colleges. These academic units are responsible for offering 87 associate, certificate, and diploma programs; 58 bachelor's degree programs; and three master's degree programs.

2.A.1 Resources for Teaching and Learning

Human Resources

Since fall 2006, UVU has hired 67 new full-time faculty (16.4 percent increase) to better support its academic programs. UVU has an overall faculty-to-student ratio of 1:24. From 2005 to 2009 the percentage of sections taught by full-time faculty increased from 45.8% to 49.1%. Hiring additional full-time faculty remains an institutional priority with 44 additional faculty lines funded for 2010-2011.

Physical Resources

Over the past five years, UVU has seen steady increases in student enrollments, which in turn has increased the demands on UVU's physical resources. The following sections illustrate how UVU has responded to the increasing demands placed upon these resources.

To accommodate continuing enrollment increases combined with limited new facilities, UVU is offering larger sections of general education courses on a limited basis starting spring 2010. Additional resources, such as graders, are provided to the faculty who teach these larger sections to help ensure the academic quality of these courses. UVU has also

encouraged faculty to deliver more courses using alternative delivery methods (e.g., hybrid courses or Internet-based courses). More than 8% of all course sections at UVU are delivered by using a variety of technology-enhanced methods.

A new library building was completed and opened in July 2008. The newly finished library provides additional lab spaces, group study rooms, and study areas for students. There are also faculty offices as well as two large spaces for meetings and an auditorium. The former library space was renovated to serve as an expanded center for student services.

UVU worked with Capitol Reef National Park to acquire and transform the Sleeping Rainbow Ranch into a field station for the university. In October 2008, the Capitol Reef Field Station (CRFS) began its operation as a UVU field station. It supports the mission of UVU in several ways. First, CRFS pro-

vides a venue for engaged learning activities by UVU students and faculty members. For example, many science classes use CRFS as a base for field trips that explore topics such as astronomy, biology, chemistry, geology, and meteorology. Also, classes such as creative writing and mathematics take advantage of the scenery and solitude at CRFS for field trips that use innovative learning strategies. Special short courses use CRFS to investigate interactions between geology, biology, and human history. Second, CRFS provides a base for UVU students and faculty to conduct original research in biology and geology. Third, working at CRFS provides all visitors with an education in environmental stewardship and sustainability. Visitors to CRFS are educated in the concept of "leave no trace behind" on public lands, and they learn about options for reducing energy and water use by touring CRFS's xeriscape gardens and solar power system.

Thanks to a generous donation from the Ray and Tye Noorda Foundation, the Noorda Regional Theatre Center for Children and Youth was constructed and began its service in September 2009. The Noorda Theatre is a 200+ seat experimental "Black Box" theatre that enhances the engaged learning and teaching experiences in the theater program for faculty and students alike.

UVU was successful in working with the USHE Commissioner's Office and the Utah State Legislature during the 2009 and 2010 legislative sessions to secure funding for an expansion of the science building. This building expansion will update the current facilities, which were designed and built when the university had only 8,000 students and served primarily community college science offerings, and will also provide additional classrooms and lab space for the ever-increasing enrollments in science courses. Presently, 20,000 students use the science building facilities.

Financial Resources

The primary sources of UVU's financial income include state tax funds and student tuition revenue. As at many higher education institutions across the nation, the state tax fund portion of the UVU bud-

get was reduced substantially during the 2008-2009 and 2009-2010 fiscal years. However, the funding cuts came after the state legislature had increased the university's base budget by ten million dollars during the previous two years in support of the university transition, so the financial impact was not as severe as it could have been. Most of the budget reduction was accomplished by reducing/eliminating less-essential services and by offering an enhanced voluntary separation incentive program. The budget reductions were also offset somewhat by enrollment growth, tuition increases, and ARRA funds. Financially, UVU continues to operate efficiently and effectively; the overall quality of UVU's academic programs has not been seriously affected by the recent budget reduction.

2.A.2 Compatibility of Program Goals with Institutional Mission

To assure that courses offered to students are of high quality and meet the current demands of the discipline, educational programs are developed, approved, and periodically evaluated under established institutional policies and procedures through a clearly defined curriculum process. All courses offered at any site or through any delivery method are required to be part of the approved curriculum and must follow the policies of the academic department responsible for the program and its courses.

Programs are initially developed and approved by the originating academic department. After initial departmental approvals, new programs must be approved by the University Curriculum Committee (a standing committee of the Faculty Senate), the Deans' Council, the Academic Vice President, and the Board of Trustees. Proposals for new programs are then forwarded to the State Board of Regents for final approval. New program proposals must clearly delineate a program's relationship to UVU's mission. All newly approved programs are reviewed after the third year according to Regents Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.*

Distance Education (DE) provides alternate means of delivery for courses from the regular curriculum that have obtained all the necessary approvals to be offered at the university. In addition, a course must go through a separate approval process to be offered as a Distance Education course. DE courses start in the originating department with a faculty member and department chair completing and submitting a Request for Proposal form. This proposal process ensures the course contains curriculum approved by the department. DE then orients the course developer, or content expert, to prepare and develop course materials adapted to a DE learning environment. The completed course is submitted along with a Development Agreement form. Distance Education courses offered at UVU comply with Northwest Commission on Colleges and Universities Policy 2.6, *Distance Delivery of Courses, Certificates and Degree Programs.*

Concurrent Enrollment offers university-level courses to high school students, who can enroll to take the courses at a variety of locations throughout UVU's service region. Concurrent Enrollment courses are approved through the standard UVU curriculum approval process established for UVU academic departments. While the Concurrent Enrollment Office facilitates delivery of courses for concurrent enrollment credit, the department from which a course originates maintains responsibility for assuring that the instructional content and course evaluation meets departmental requirements and that each adjunct faculty member teaching a concurrent enrollment course is qualified.

2.A.3 Program Design and Coherence

When new programs are initiated, they require the Board of Regents' approval. The overall review process for new programs of study is governed by Regents Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.* Proposals must reflect a coherent design characterized by appropriate breadth, depth, sequencing of courses, and synthesis of learning and must require the use of library and other information sources. There must be a clear description of the assessment of learning outcomes.

2.A.4 Degree Designations and Program Content

For each academic program at UVU, degree objectives and content are clearly defined. Moreover, each program also specifies the intellectual skills, creative capabilities, and methods of inquiry to be acquired, and, if applicable, the specific career-preparation competencies to be mastered.

For each type of program (certificate, diploma, associate degree, bachelor degree, master's degree), specific elements and minimum credit hour requirements must be satisfied. Table 2.A.1 differentiates the degrees by credit requirements.

Table 2.A.1
Credit and General Education Requirements by Degree Type

Degree Type	Minimum Credits Req'd	Maximum Credits Req'd
Certificate	None Stated	30
Diploma	50	None Stated
AAS	63	69
AA/AS	60	63
BA/BS/BFA	120	126
MEd	30	30
MS in Nursing	31	35
MBA	33	33

Special permission to exceed the maximum number of credits may be granted, if necessary, to provide students with learning requirements needed to practice in the discipline or to meet any special accreditation requirements related to their programs of study.

2.A.5 Courses Offered in a Concentrated Format

To meet the needs of both traditional and non-traditional students, classes are offered in varying time schedules and delivery methods, including daytime, evening, weekend, off-campus, and Distance Education (interactive video, TV, and Internet). Classes are also offered in different calendar lengths within the semester framework, including 15 weeks and 7 1/2 weeks during all semesters. UVU endeavors to schedule a sufficient number of courses to allow students as many opportunities as possible to enroll in classes at convenient times and to complete their degree requirements within normal time parameters.

Distance Education and off-site coordinators also plan class offerings from their areas to meet student needs and demands and to enable students to satisfy degree requirements. Online courses and rentable videos of broadcast courses offer students a range of highly flexible scheduling options. Students can complete an associate degree in Individualized Studies in its entirety at the off-campus sites and on weekends. Weekend students can also complete an associate degree in behavioral science or in history/political science. UVU currently offers nine bachelor degree programs that can be completed through evening and weekend school.

2.A.6 Awarded Credits (NWCCU Policy 2.5) and Program-Specific Tuition

UVU equates learning experiences with semester credit hours, using Northwest Accreditation guidelines and practices common to comparable institutions of higher education. The lengths of UVU's academic programs are similar to comparable programs found in regionally accredited institutions of higher education.

UVU defines a semester credit hour as three hours of work per week. One credit hour may include any of the following combinations of work:

A. One hour of lecture plus a minimum of two hours of personal work outside of class (one hour of lecture is defined as 50 minutes per week)

B. Three hours in a laboratory

C. Any other combination appropriate to a particular course based on the foundation in A and B

UVU does not have any program-specific tuition charges for undergraduate programs. However, graduate degrees have program-specific tuition.

Also, program-specific course fees are levied for the Global Aviation Science, Culinary Arts, and Dental Hygiene programs. These fees are competitive with private entities and support high lab and clinical program costs. All special fees are based on specific program cost factors as they relate to unique learning objectives and such fees are reviewed by either a campus committee which includes student representatives and/or President's Council.

2.A.7 Curriculum Design, Approval, and Implementation

The UVU curriculum approval process is governed by the Faculty Senate Curriculum Committee under the Faculty Senate Bylaws and UVU Policy #605, *Curriculum and Program Changes Approval Process*. The development and design of new curricula originates with faculty and is initially approved in department curriculum meetings. Once approved by the department, new courses or programs are reviewed by the school/college curriculum committee and dean. The chair of each school/college curriculum committee serves as a member of the University Curriculum Committee and is responsible for submitting all curriculum additions and modification proposals to the Academic Affairs Curriculum Office, which in turn is responsible for co-ordinating the final approval processes.

2.A.8 Library and Information Resources

Use of library and information resources is integrated in the learning process. Students are required to use the library and other information resources as appropriate in their areas of study. Library resources are identified in proposals for new programs. Although the Library and the Information Technology departments are not consistently consulted on new course development or curricular revisions, the co-ordinator of campus class scheduling sends the library a report of new courses offered for each new semester. Also, the library assigns specific content experts to coordinate with each academic unit.

Students are required to complete library research in the research and writing courses included in the university's General Education program. In addition, many other courses have significant components requiring use of a variety of information resources. Librarians provide library instruction workshops and classroom instruction on the use of information resources; online tutorials (in video and text format) are also available on the Library homepage.

Faculty may also use electronic reserve (ERES), which facilitates the use of library resources by part-time students who may have limited access to campus. All electronic library databases are available via the web on- or off-campus with proper passwords. (See Standard Five for a complete discussion of library usage and the classroom presentations by library faculty.)

2.A.9 Scheduling for Optimal Learning and Curricular Accessibility

Program development requires identification of course sequencing, course prerequisites, and course co-requisites in order to assure that students have the knowledge and skills required to successfully build upon learning experiences and to successfully complete programs. Likewise, the curriculum development process requires identification of the sequence in which topics will be presented. The process enables faculty who are developing courses to plan the most effective sequencing of material within a course and to plan a program for optimal student learning.

2.A.10 Experiential Learning and Internships (NWCCU Policy 2.3)

Credit for prior experiential learning is awarded in accordance with Northwest Accreditation Policy 2.3. UVU's policy for granting of experiential/challenge credit is clearly defined as follows:

Equivalency/Challenge Credit (Equivalency Examination and/or Documentation of Earned Competency): Credit for any course that appears in the current catalog may be awarded to individuals who can prove through appropriate assessment and/or documentation that they have already acquired the equivalent knowledge and/or expertise required for successful completion of that course. (See UVU Catalog 2009–10, page 22, and UVU Policy #522, Credit and Transcripts.)

The university catalog details the procedures to be followed in order to obtain experiential or challenge credit as well as the policy and procedure for challenging language courses. Students who have acquired proficiency in languages offered at the university by means other than college courses (high school, foreign residency, etc.) may earn up to 18 credit hours. However, to qualify for those credits, a student must complete a course in that language at a higher level than the credits for which he/she applies, and the grade in that course must be a C- or better. Students wanting academic credit for a language that is not offered at UVU may be tested at another approved facility and have the scores sent to the language department for purchase of credit.

Students who complete an Advanced Placement course in high school and receive a grade of 3, 4, or 5 on the corresponding Advanced Placement examination will be granted up to ten credits in that subject, which is consistent with USHE policy. Such credit is posted as a "CR" grade and is not calculated in the student's GPA. If all residence, credit, and grade point average requirements are met, no limits exist to the number of Advanced Placement credits that may be accepted.

Students may receive college credit for College Level Examination Program (CLEP) examinations as specified on the approved list on the Transfer Credit website under "UVU CLEP Policy and Procedures." CLEP credit is posted as a "CR" grade and is not calculated in GPAs. The academic credit awarded for CLEP subject examinations is determined by the appropriate departments.

UVU Policy #522, *Credits and Transcripts*, indicates that no more than 25% of the credits applied toward an associate degree, diploma, or certificate may be awarded through experiential and/or challenge credit. Regardless of the certificate, diploma, or degree (including baccalaureate degrees), 16 credit hours of experiential/challenge credit is the maximum that may be applied.

2.A.11 – A.12 Additions and Deletions of Programs or Courses

Adding or deleting a course requires approval by the University Curriculum Committee. Deleting a course requires approvals up through and including the Vice President for Academic Affairs. In the event of the elimination of a program or a significant change in requirements, UVU policy requires appropriate arrangements to be made for enrolled students to complete their programs in a timely manner and with a minimum of disruption.

In accordance with UVU Policy #605, *Curriculum and Program Changes Approval Process*, deletion of a program requires approval from the Board of Trustees and the Board of Regents. The policies, regulations, and procedures regarding adding and deleting programs or courses are reviewed periodically by the Board of Regents.

2.A SUMMARY

2.A Strengths

- UVU operates very efficiently with its given human, physical, and financial resources. These resources help the university to maintain high-quality educational programs consistent with its mission.

- The policy and procedures for adding and modifying programs and curricula are regularly reviewed and clearly defined.

- UVU offers a variety of undergraduate programs to serve community needs.

- UVU uses a variety of delivery methods to make effective use of resources and increase availability of courses.

- UVU employs a rigorous process for developing new programs.

- UVU is continuing to improve its infrastructure to support educational programs.

2.A Challenges and Recommendations

- UVU continues to rely a large percentage of adjunct faculty.

The President continues to emphasize the need to increase the number of salaried faculty and approved funding for 44 new faculty lines for 2010-2011.

- UVU's infrastructure continues to be stretched by increasing enrollment.

The Legislature approved a new 160,000 square foot addition to the Science building. Administration will continue to work with the legislature and private donors to acquire additional facilities. Support offices and task forces continue to identify additional areas of efficiency.

STANDARD 2.B – EDUCATIONAL PROGRAM PLANNING AND ASSESSMENT

2.B.1– B.3 Assessment Process and Results

UVU has two types of formal program assessments. The first is an Academic Program Review by which all programs are evaluated at least every five years and results are provided to the Board of Trustees and to the State Board of Regents, according to Regents Policy, R411, *Review of Existing Programs.* New programs are reviewed following their third year of existence, Regents Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs,and Program Reports.* The second form of program assessment is the Institutional Effectiveness (IE) program. All programs are required to assess their outcomes at least every two years.

Academic Program Review

Consistent with Regents Policy R411, the UVU academic program review process is established in

UVU Policy #603, *Academic Program Review.* The review process includes an assessment of program consistency with UVU's mission and also presents faculty profiles, the number and quality of graduates, program costs and support, as well as a review of strengths, weaknesses, and recommendations for change. Copies of program reviews are maintained, by program, on the IE website along with the IE reports (RD 1).

Five-year department and school/college profiles are regularly updated by the Office of Institutional Research and Information (IRI). These profiles are archived on the IRI homepage, and they provide UVU departments and administration with essential and official information regarding the effectiveness of various departments. IRI also maintains online department profiles, which contain information regarding the number of students and the number of graduates from each program on campus. They also summarize total student credit hours and give a breakdown of upper/lower division and vocational credit hours delivered. Department profiles also summarize faculty load information and information regarding adjunct and overload delivery of courses. Finally, the profiles summarize the direct instructional cost per student credit hour.

Institutional Effectiveness and Program Assessment

History: UVU's Institutional Effectiveness (IE) program began in 1998 with the appointment of an IE Director (60% release-time faculty member) in response to a recommendation from the 1995 NWCCU accreditation report. By 1999, a format and procedure for outcomes assessment at the individual unit/department level was developed and implemented.

The NWCCU Accreditation Report of July 2005 made the following recommendation: "The Evaluation Committee recommends that UVSC conduct learning outcomes assessment and demonstrate program improvements based upon analysis of outcomes assessment data for all instructional programs." In response to that, a full-time IE Director was hired in 2006 and shortly thereafter the IE function was moved to the Executive Division to raise the visibility of IE and create a stronger link with the institution's Planning, Budgeting, and Accountability (PBA) system. In a Focused Interim Report, dated October 25, 2006, the institution received the following commendation:

> Although continued work lies ahead, UVSC is to be commended for taking steps to improve the Office of Institutional Effectiveness. The hiring of a full-time Director and the elevation of the Office to the Executive level should help assure a strong assessment program.

That same report also gave the following recommendation:

> Although progress has been made in the use of Student 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 the resultant use of data to improve programmatic activities (Policy 2.2 and Standard 2.B).

Several changes occurred from 2007 to 2009 that slowed momentum but ultimately increased the resources dedicated to IE. The full-time director left the position to take a faculty appointment in August 2007. A replacement was selected through a months-long national search process. The person who accepted the position delayed reporting for several months and then decided not to come to UVU for personal reasons. At this same time a review was being conducted of UVU's organization. This resulted in creating a new position – a Director of Institutional Effectiveness and Planning (IEP) –

to serve under the Executive Director of Planning and Budget and the Associate Vice President for Academic Affairs. This change has helped create stronger ties between planning, budgeting, and institutional effectiveness. It also helps keep an emphasis on educational programs. The IEP Director is a faculty member with 50% reassigned time. This gives a strong faculty perspective to the position. In addition, a full-time Assistant Director position was created, and the part-time administrative assistant position was retained.

Assessment Model: In 1999 the institution adopted a three-form process for documenting assessment plans and reporting improvements, as recommended by assessment experts Drs. James and Karen Nichols. This system was reevaluated in 2006. While the three-form system was helpful in laying out the various elements of program assessment, it was deemed to be somewhat confusing for those who used it and created a good deal of duplication in the reporting process. Therefore a simpler documentation system using only one form was developed and adopted by the IE Committee (see the IEP Self-Study). The IE Committee approved a model of institutional effectiveness (see Figure 2-1) in which each stage is designed to answer a series of questions:

- Set, or review, goals: Where are we now and where should we be in the future? What impact should our program or services have on students?

- Determine means of assessing: What evidence can I gather about how well our goals are being realized? What is success?

- Collect and analyze evidence: What does the evidence tell us about our effectiveness? Can we see specific areas where there is a need or an opportunity for improvement?

- Adjust, improve, innovate: What can we do to improve? How will we implement any changes, initiatives, or innovations?

Figure 2.1 UVU Institutional Effectiveness Model

All UVU units are required to report on their assessment activities at least every two years. The template (RD 1) is offered as a way to document results but it is not required. The questions noted above must be answered, but the format is left to the unit to decide. This flexibility is designed to help assessment be meaningful to the units. Many programs satisfy the IE reporting requirement through their respective specialized accreditation documentation. If regular assessment is required for a particular accrediting body, then the program may simply provide IEP with a copy of the documents that were submitted for accreditation to eliminate duplicate reporting requirements.

Assessment Status: Participation in outcomes assessment is strong but still somewhat inconsistent. The status of each program is listed in a tracking

system (RD 1). Now that there is a general understanding of the need for assessment, UVU is trying to raise the bar and strive for a culture of assessment. UVU is using the transition to the new NWCCU standards as an opportunity to promote more meaningful assessment at all levels of the institution.

Each academic department has one full-time faculty member assigned as a member of the school/college assessment committee. Additionally, each school/college has two representatives – one faculty member and one administrator – on the university's assessment committee, the Academic Institutional Effectiveness Committee. Other members of this committee include an Associate Vice President for Academic Affairs and a representative from IRI.

A number of UVU programs have sought specialized accreditation, certification, or acceptance. Examples include the recent accreditation of Information Systems programs by the Accreditation Board for Engineering and Technology (ABET) in 2007, the accreditation of Woodbury School of Business programs by the Association to Advance Collegiate Schools of Business (AACSB) in 2007, the accreditation of the Teacher Education programs by the Teacher Education Accreditation Council (TEAC) in 2008, the re-accreditation of the Emergency Ser-

vices degree programs by the International Fire Service Accreditation Congress (IFSAC) in 2009, and the certification of the Community and Continuing Education programs by the Learning Resources Network (LERN) in 2010. A full list of accredited and certified programs can be found in Table 2.B.1.

For the General Education program, the General Education Committee coordinates assessment. A detailed description of that process is located in Standard 2.C.1.

Table 2.B.1.
Programs with Specialized Accreditation, Certfication, or Acceptance

School/College	Specialized Accrediting Group
Woodbury School of Business	Association to Advance Collegiate Schools of Business (AACSB)
	American Bar Association (Legal Studies) (ABA)
College of Humanities and Social Sciences	National Council of Family Relations (Behavioral Science) (NCFR)
College of Technology and Computing	Accreditation Board for Engineering and Technology (ABET)
	Automotive Service Excellence (ASE)
	Federal Aviation Administration (FAA)
	International Fire Science Accreditation Congress (IFSAC)
College of Science and Health	American Dental Association (ADA)
	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
	National League for Nursing Accreditation Commission (NLNAC)
School of Education	Teacher Education Accreditation Council (TEAC)
University College	National Association for Developmental Education Certification (Developmental Math, Academic Tutoring, Writing Center, Math Lab) (NADE)
Student Affairs	National Collegiate Athletic Association (Athletics) (NCAA)
Academic Affairs	National Alliance of Concurrent Enrollment Partnerships
Community and Continuing Education	Learning Resources Network (LERN)

2.B SUMMARY

2.B Strengths

• The need for assessment is generally understood thanks in part to UVU having an institutional effectiveness program since 1998. UVU's outcomes assessment process focuses on gathering meaningful, useful data. The outcomes assessment program has allowed flexibility to departments to integrate their current assessment reports and assessment activities, thus minimizing redundant reporting.

• Many units do an outstanding job of assessing and using results to make program improvements; e.g., School of Education, Woodbury School of Business.

• The UVU Administration is supportive of the Office of Institutional Effectiveness and Planning. The office has the highest staffing it has ever had thanks to a reorganization in 2009. The office now has a faculty member on 50% release-time as the Director, a full-time Assistant Director, and a part-time administrative assistant.

• The number and variety of specialized accreditations is a testament to the university's desire to objectively assess our efforts and provide the best possible programs for the students.

2.B Challenges and Recommendations

• Assessment is still inconsistent across programs and services. The culture of outcomes assessment at UVU has been spotty—there are pockets of energetic assessment activities and pockets of sluggish resistance. Assessment is sometimes seen as something extra to do as opposed to being integral to a unit's planning efforts.

Increase training efforts. In fall 2009 an all-day workshop was conducted for one unit and was well received. Additional efforts must be made to link assessment with planning.

Follow up with suggestions from the Strategic Directions Advisory Committee and the Academic IE Committee (see the IEP Self-Study).

Continue to build on the success of the Academic IE Committee and expand these types of coordinating opportunities to non-academic programs.

As UVU begins to implement the new NWCCU accreditation standards, ensure that institution-level planning/assessment models what is wanted at the program level. The new standards and process have the potential to help further establish a culture of assessment.

• The current tracking and documentation system is not user-friendly.

Research off-the-shelf tracking and documentation systems. If none can be found, then work with Web Services to create a custom system.

Explore the possibility of developing a program portfolio system that would maintain information necessary for planning, Regents program reviews, and outcomes assessment.

• Outcomes for degree and certificate programs should be more accessible.

Publish program outcomes on the web, in a consistent manner, and make them more visible for students.

STANDARD 2.C – UNDERGRADUATE PROGRAM

Creating and maintaining a strong undergraduate program is one of the core missions of UVU. During this accreditation period, many changes were implemented to enhance the quality of the undergraduate programs, including the following:

• Thorough evaluation of the General Education program at UVU

• Adoption of the essential learning outcomes suggested by the Liberal Education and America's Promise (LEAP) program, which was sponsored by the Association for American Colleges and Universities (AAC&U)

• Establishment of a new advising board for the campus-wide advisement effort

• Increased support for undergraduate research and travel to professional conferences

• Reduction of the student-to-advisor ratio

• Increase in the number of full-time faculty

• Construction of a new library

• Increase in the number of service-learning and internship opportunities

• Creation of a Center for Engaged Learning

• Creation of an Institute of Professional Engagement

2.C.1 General Education Requirements

All of UVU's degree and pre-baccalaureate programs require a component of General Education (GE) and/or related instruction. This requirement is published in the university's general catalog. (All specific requirements for associate and baccalaureate degrees offered at UVU can be found on pages 26–28 of the 2009–2010 UVU catalog.) Additionally, the GE requirements are detailed on the GE website. As discussed above, the GE Committee has engaged in a revision of specific courses offered for the 2010-2011 academic year. The core class requirements and the number of credit hours have remained the same, but approximately 12 new courses have been added and 25 deleted from the distribution requirements. The GE Committee carefully evaluates all changes to ensure that the integrity of the program is maintained. All GE-approved courses are required to assess outcomes and provide regular assessment reports to the GE Committee.

2.C.2 Publication of General Education Requirements

The rationale for UVU's GE requirements is clearly and completely described in the course catalog. GE helps to prepare students to function after graduation as independent thinkers and learners and as able contributors to the world society of educated persons. UVU's General Education requirements are designed to assist students in becoming inde-

pendent, creative, and productive learners. The knowledge and skills gained from General Education provide a broad educational background that benefits students for a lifetime regardless of their life paths. The UVU General Education curriculum presents a program of study in reasonable breadth and depth of understanding of the physical, biological, and cultural worlds.

The criteria by which each specific course's relevance to the GE program is determined are detailed on the GE website in the form of Essential Learning Outcomes (ELO). These outcomes were derived during a comprehensive 5-year review of General Education that began in 2005. They incorporate best practices in GE as described by the American Association of Colleges and Universities (AAC&U) while reflecting our institutional mission.

2.C.3 GE Distribution

UVU's GE program includes courses in the humanities and fine arts, the natural sciences, mathematics, and the social sciences. Mathematics and English are part of the GE Core. Other core requirements include a course in American Institutions, Ethics and Values, and a course in Personal Health and Fitness/Fitness for Life. Courses in natural and social sciences, humanities, and fine arts are incorporated into the distribution requirements. GE requirements for associate and baccalaureate degrees offered at UVU can be found on pages 26–28 of the 2009-2010 UVU catalog and are detailed on the GE website.

2.C.4 Transfer and Acceptance of Credit

Policies for acceptance of transfer credit are found in the UVU catalog and on its web page. Students are responsible for having official transcripts of any previous college work sent to the UVU Admissions Office, which in turn sends official transcripts to the Transfer Credit Office for evaluation and posting of credit. All USHE institutions are now sending electronic transcripts among the institutions. The Transfer Credit Office receives transcripts and then evaluates and accepts credits on a course-by-course basis. Catalog course descriptions and course syllabi are evaluated in determining whether transfer courses are accepted. Depending on a student's

degree program, some transferable courses may apply only as elective credits. For students transferring credits from any USHE institution, UVU accepts at full value all GE coursework approved by the sending institution in the following areas: composition, quantitative literacy, fine arts, humanities, social and behavioral science, biology, and physical science (as specified by Regents Policy R470, *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*).

Transfer courses with grades below C- are not accepted at UVU. Individual departments reserve the right to impose limits based on the age of and grade earned in any potential transfer credit. Transfer courses from other institutions are not accepted for the purpose of posting a repeat grade on a course already taken at UVU.

In rare cases, if subject content is equivalent, 1000- or 2000-level courses transferred from other institutions may be substituted for UVU upper-division courses. However, these courses will not satisfy upper-division credit hour requirements. The baccalaureate degree requires a minimum of 40 hours of upper-division (3000 and 4000 level) credit.

In order to be accepted at UVU, credits must be earned at an institution that is accredited by one of the recognized regional accreditation associations. Occasionally, for discipline-specific academic reasons, particular departments may make exceptions to the list of recognized accrediting associations.

Military courses are evaluated using the American Council on Education (ACE) recommendations from the *Guide to the Evaluation of Education Experiences in the Armed Services*.

The Graduation/Transfer Office, working with department chairs, is authorized to evaluate credit from foreign colleges and universities and international baccalaureate diplomas after a student has been admitted to UVU. International students requesting transfer of credit from foreign institutions of higher education must submit transcripts from an approved foreign credentials evaluation service.

By Regents policy, completion of GE requirements at UVU fulfills the GE requirements at all colleges and universities within the USHE. Nevertheless, certain majors at UVU and other Utah institutions may require that specific General Education courses be completed. The application of such courses to satisfy degree requirements is determined by the academic departments of the receiving institutions. UVU has specific articulation agreements with all USHE institutions and many other higher education institutions inside and outside of the state. UVU articulation agreements are available on the UVU website. Additionally, USHE institutions hold annual majors meetings in which articulation issues are addressed.

UVU's policies and procedures for transfer of academic credit are in compliance with Northwest Commission on Colleges and Universities Policy 2.C. *Undergraduate Program*.

2.C.5 Academic Advisement

Academic advising programs are designed to fulfill UVU's commitment to the success of each student. In the previous 2005 Northwest Accreditation Committee review, UVU was urged to identify and develop an effective advisement model. In response, UVU has identified a collaborative advisement model, splitting advisement responsibilities between the full-time professional advisors in the academic schools and a central advising office housed in UVU's Career and Academic Counseling Center within the Student Affairs division. The overall advisement model involves personalized, seamless, and intentional advising.

UVU designs and maintains effective academic advisement programs to meet student needs for information and advice and adequately informs and prepares advisement personnel for the advising function. UVU provides quality academic advisement and helps students make decisions regarding their academic and career paths. A counselor/advisor meeting involves a variety of advisement activities, including, but not limited to (1) identifying academic goals, (2) checking test scores to determine the appropriate math and English classes needed, (3) assisting in planning an efficient and workable

class schedule, (4) clearing students for registration, (5) informing them of important dates, (6) discussing program requirements, (7) recommending specific services, and (8) offering general guidance to facilitate a student's success.

Previously, the institution's advisement model had included faculty advisors in departments lacking full-time academic advisors. However, UVU has hired advisors in 26 newly created positions to address the lack of full-time academic advisors. Instead of a faculty advisement model, a mentoring relationship is now encouraged between students and instructors, with all advising done by full-time, specially trained professionals. In some cases (e.g., College of Humanities and Social Sciences) advisors are attached to specific departments. In other cases (e.g., Woodbury School of Business) a school or college has a centralized advising center.

A new addition to the advisement model is the Jump-Start programs. Jump-Starts are half-day orientations that are conducted approximately once per week during the summer. Participants are introduced to a variety of student services, programs, and resources to enhance their university experience. Orientation leaders conduct campus tours, explain campus procedures, and provide insights into their strategies for student success.

While the fluctuations of enrollments can change the ratios each semester, UVU is much closer to recommended ratios for advisement due to its recent hiring trends. The school-wide ratio of advisors to students at UVU during 2004-2005 was approximately 1:700. The ratio in fall 2009 was approximately 1:480. An additional nine academic advisors were approved for hire for fall 2010. Advisor hiring remains an institutional priority.

The Advisor Training and Development certification program and the Advisement Forum together provide opportunities for advisors to learn their proper roles as advisors and to update their knowledge of UVU's programs, policies, and procedures. The advisor certification program was developed in response to advising literature, which suggests the typical learning curve for academic and ca-

reer advisors and counselors is approximately two years. The certification program involves development in five training areas (conceptual, informational, relational, technological, and personal) and also builds on the proposed National Academic Advising Association (NACADA) certification standards or competencies. Initial instruction consists of ten half-day training sessions, spread out over one month, wherein advisors spend mornings training in a classroom setting and afternoons shadowing, observing, and applying what they have learned within their own departments. The training includes a conceptual overview of advising in general and at UVU; training in the use of Banner and other technological resources; information regarding basic policies, procedures, and resources; and the development of relational advising skills. Throughout the advisement training process, personal aspects of advising are addressed through discussions of what it means to be an advisor and why advisement matters. The personal values that contribute to successful advising of students are also explored and discussed. The content of the training program has been designed to ensure that the training is adequate to form a solid foundation; outcomes assessment activities are encouraged to continually improve the advisement process. Advisors are also encouraged to attend the monthly Advisement Forum meetings and to read the numerous informational Advisement Forum e-mails.

To ensure continued excellence in advising, the Advisement Forum serves as an open organization for all academic advisors and others who advise students regarding academic programs, student services, financial assistance, and other aspects of college life. Additional specialty and support advisement services are outlined in section 3.D.10 of this accreditation report.

Departments and schools/colleges are also committed to ongoing professional development of academic advisors. Funding has been provided for advisors to attend professional conferences (NACADA) at the regional and national level. Additionally, a proposal is being developed to create a career development process for the advi-

sors that would allow them to advance upwards within the advising system, similar to what is in place for administrative assistants at UVU.

2.C.6 Developmental and Remedial Work

Policies regarding developmental or remedial work are available from several sources. The UVU catalog addresses issues related to placement testing, student load, and granting of credit. Individual departmental websites provide more specific policies regarding courses.

UVU has an open-door admission policy, admitting all students whose qualifications indicate they may benefit from the instructional programs offered and who are generally beyond the age of high school enrollment. To give students the best opportunities for success, all first-time students are required to take placement tests in reading, math, and English before being allowed to enroll in classes. Exceptions are made for transfer students who have completed 1000-level math (within the last two years) and/or English courses or students who scored 19 or higher on the English, math, or reading ACT tests or have a composite ACT score of 19 or higher. Students who score below 19 on any portion of the ACT are required to take the Accuplacer placement test in that subject area. For example, students scoring a 19 or higher in the English and reading areas of the ACT and a 17 on the math portion would be required to take the placement test for math.

2.C.7 Faculty Preparation and Expertise

The faculty at UVU is exceptionally well prepared to serve each degree program. There are full-time faculty representing each field that offers majors. The percentage of sections taught by full-time faculty has increased from 45.8% to 49.1% in the last five years. UVU faculty are hired and evaluated with an explicit focus on high-quality teaching. With the transition to university status, terminal degrees in the appropriate areas have been a required criterion for most new full-time faculty hires. Currently, 62% of UVU full-time faculty hold terminal degrees. The policies regarding faculty appointment, review, rank advancement, and tenure have been reviewed on a regular basis to ensure the tenure criteria in each program are up to date. Significant revisions

in most of these policies occurred in the 2009-2010 academic year. The faculty contribute meaningfully to UVU in the core areas of teaching, scholarly/creative work, and service. Hiring more full-time faculty remains an institutional priority.

2.C.8 Pre-baccalaureate Vocational Programs

UVU offers 36 pre-baccalaureate vocational programs (ranging from one year certificates through two year degrees) consistent with its mission and in response to regional demands. The professional licensure exam pass rates, which are high, demonstrate that UVU continues to offer high-quality training in vocational areas. For example, all graduates in the Dental Hygiene program who have taken licensing exams have passed the Dental Hygiene National Boards, Clinical Dental Hygiene Western Regional Examining Boards, and Dental Hygiene Western Regional Examining Anesthesia Boards. Graduates in vocational areas continue to experience high employment rates. For example, students from the Culinary Arts programs have nearly 100% job placement rates following completion of the program, and students completing programs in the School of Applied Technology have job placement rates ranging from 70 to 90%.

2.C SUMMARY

2.C Strengths

- UVU is committed to constant improvement of its undergraduate programs. Many of the changes initiated over the last five years have elevated the quality of UVU's undergraduate experience and have encouraged students to become engaged citizens in a globally interdependent community.

- UVU's General Education program has been strengthened through the establishment of Essential Learning Outcomes (ELOs), which are aligned with the mission of the university and follow the standards set by the AAC&U and the Utah State General Education Task Force.

- UVU has a strong program of articulation agreements with other USHE institutions.

- UVU has continued to improve its academic advisement program.

- UVU continues to recruit highly qualified full-time faculty to support its academic programs.

2.C Challenges and Recommendations

- There has been some resistance to the establishment and assessment of the ELOs for GE.

GE committee members, including the Institutional Effectiveness directors, are taking the opportunity to visit each department and discuss reasonable and effective assessment techniques. Progress is being made, but the process must continue until all courses are being consistently and appropriately assessed.

- As UVU continues its explosive enrollment growth, it is difficult to reduce advising loads.

UVU continues to make advisor hiring and training an institutional priority as evidenced by the addition of 9 advisors for fall 2010.

- As UVU continues its explosive enrollment growth, it is difficult to hire sufficient numbers of full-time faculty.

Increasing the number of full-time faculty continues as an institutional priority as evidenced by the additional 44 new faculty lines for 2010-11.

STANDARD 2.D -- GRADUATE PROGRAM

In conjunction with the change from Utah Valley State College to Utah Valley University, the Board of Regents expanded UVU's role to include the offering of master's degrees. Three degrees were identified based on economic and educational needs of the region, community interest, and the focus of the institutional mission as a teaching institution, which meets regional educational needs, and prepares stewards of place. A great deal of planning preceded both the choice of the degrees for development and the approval of degrees for implementation. All new degree programs follow the process outlined in Regents Policy, R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*, which includes consideration for

market demand; student demand; financial support; relation to programs currently offered by other institutions; institutional readiness; the adequacy of faculty, staff, and physical resources; available financial resources; and benefits to the community. The institutional goals for the graduate programs focused on the desire to ensure degrees were based on a solid academic and scholarly foundation (built upon outstanding undergraduate programs) and that the institution would allow the programs to mature over a reasonable timeframe ensuring quality assessment of program and students outcomes.

To accomplish the goals for graduate education at UVU, a Graduate Development Committee was organized under the direction of the Office of Academic Affairs consisting of representatives from schools/colleges preparing to offer the three graduate programs as well as representatives from the other schools/colleges and academic affairs and student affairs support services. This group discussed all aspects of program development as the degrees were written and developed. Later, the group worked on issues such as the admission application process, academic graduate policies/guidelines, and tuition rates.

Planning for each master's program began at the school/college level. The School of Education was the first to develop a master's degree program. A graduate task force was organized to research other programs and write an initial organization document to present to the faculty. Multiple meetings were held with School of Education faculty to discuss the preliminary plan and to solicit suggestions and proposals regarding the various aspects of organizing the degree program. Faculty examined degrees from other institutions, discussed graduate programs with faculty and administration from other schools, and worked with the Utah State Office of Education, to make certain the ESL option in the Curriculum and Instruction master's degree was recognized by the state and filled requirements for the ESL endorsement. Additionally, discussions were held regarding finance and the various aspects of the final projects. Faculty also met with faculty from other institutions teaching similar courses, traveled to other universities to examine

final projects, looked at curriculum from universities across the country, and obtained syllabi from other institutions offering similar degrees. Course content was developed that met national and state standards for excellence. The faculty also worked with school districts to ensure the time when classes were taught coincided with teachers' off teaching time.

With discussions and research completed, faculty taskforces created the syllabi for all courses in the program. The material was submitted to the original School of Education graduate task force which compiled the entire document and submitted it to the University Curriculum Committee for processing through the UVU new program process and the Board of Regents (Regents Policy R401) process for approval.

Since the Master of Education was the first graduate degree for the university, it provided direction and assistance for graduate programs that followed. The nursing program followed a similar pattern of program development. The creation of the Master of Business Administration (MBA) followed a similar, though slightly, different process. In 1995 Utah State University (USU) began offering their MBA program (consisting of two tracks, accounting and general management) on the UVU campus using USU faculty. As UVU is now able to offer its own master's degrees, the Woodbury School of Business (WSB) worked with USU to take over the delivery of the MBA program at UVU.

The three master's degree programs at UVU are the Master of Education (School of Education), Master of Science in Nursing (College of Science and Health), and the Master of Business Administration (Woodbury School of Business).

Master of Education Degree (MEd)

The Master of Education degree is an applied master's program aimed at building the instructional skills and professional competencies of teachers. While graduate degree programs are generally classified into either research-oriented programs or professional programs, UVU's MEd program seeks to connect educational research with classroom practice. A major goal of the degree program is that participants become more proficient in selecting optimum research-based curriculum design strategies that best apply to specific teaching situations. The MEd is a curriculum and instruction program with two options: (a) models of instruction and (b) English as a Second Language (ESL). Successful completion of the ESL option qualifies graduates for an ESL endorsement from the State of Utah.

Master of Science in Nursing Degree (MSN)

The Master of Science in Nursing degree (MSN) is an applied master's program aimed at building the instructional skills and professional competencies of advanced practice nurses with an emphasis on nursing education. While graduate degree programs are generally classified into either research-oriented programs or professional programs, UVU's MSN program seeks to connect educational research with classroom and clinical practice. A major goal of the degree program is that participants become more proficient in selecting optimum research-based curriculum design strategies that best apply to nursing education situations. The MSN is a clinically based curriculum and instruction program that enables the graduate nurse to practice in a clinical setting as a nurse educator or to become an academic faculty member in a nursing department.

Master of Business Administration (MBA)

The Master of Business Administration degree is an applied master's program designed to prepare candidates in the competitive global-business environment, enhancing their analytical, problem-solving, decision-making, financial analysis, and leadership skills. After completing core course requirements, students within cohorts choose an area of emphasis: management or accounting.

2.D.1 Compatibility of Program Goals with Institutional Mission

Utah Valley University is a teaching university where research and scholarship are focused more on application than on traditional research. The

master's degrees align with the mission/role for a USHE Tier II regional university and the mission of UVU by providing instructional processes and intellectual growth, both of which directly impact learning and student success.

1) Utah Valley University is a teaching institution that provides opportunity, promotes student success, and meets regional educational needs.

UVU's graduate programs reflect the institution's emphasis on teaching. Although each program does require a research component (project or thesis), the majority of credits are earned in the classroom. The M.Ed. and MSN programs are both focused on educating students to become better teachers.

Each of the graduate programs provides a variety of opportunities for students to pursue their educational aspirations. The MEd program provides training in all of the teaching content areas accepted by the Utah State Office of Education for elementary or secondary education. The MSN program includes curriculum that helps students develop skills, knowledge, and ability to facilitate learning in a variety of environments as nurse educators. The MBA program offers two tracks – management and accounting.

UVU's graduate programs are designed to support student success. Each program accepts a small cohort of students who proceed through the program as a group. Group projects are assigned to foster a sense of collaboration and community. Class sizes are small to facilitate student-faculty interaction. Each student is directed by a supervisory committee, which provides an intimate mentoring environment.

These three graduate programs were established specifically to meet regional educational needs. For example, UVU's service area is experiencing a pronounced need for MEd graduates in curriculum and instruction and in school administration. Additionally, projections of an increased demand for teachers of English as a Second Language (ESL) are reflected in the MEd option of ESL. Similarly, research identified a need in the UVU service area

for faculty in nursing programs and clinical practice advanced nurse educators, which informed the development of the MSN program. Finally, the Woodbury School of Business consulted with its National Advisory Council, local business leaders, and the community to shape its MBA program.

2) UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning.

UVU's graduate programs build on a foundation of substantive scholarly and creative work to foster engaged learning. The MEd program requires 30 semester hours of graduate coursework, culminating in an applied instructional project. Work toward and completion of the graduate instructional project is a necessary part of the program for students to demonstrate their successful ability to determine, select, and implement research-based instructional applications in order to improve learning at the school, district, or state level. While students' final projects may be diverse in focus and content, all projects must meet clearly defined expectations for substantive scholarly and original substance, appropriate design and structure, and reflective analysis. A faculty committee oversees each project.

The MSN requires 32–36 semester hours of graduate coursework, culminating in an applied instructional project. Work toward and completion of the graduate instructional project is a necessary part of the program for students to demonstrate their successful ability to determine, select, and implement research-based instructional applications in order to improve learning at the nursing graduate level. While students' final projects may be diverse in focus and content, all projects must meet clearly defined expectations for substantive scholarly and original substance, appropriate design and structure, and reflective analysis. A faculty committee oversees each project.

The MBA program requires 33 credit hours of graduate coursework, including the Engaged Learning Capstone course. The Engaged Learning Capstone is a required part of the MBA program. In the capstone course, students have the

opportunity to identify and complete a community project that combines their experience and skills with analysis, interpretation, and evaluation. The capstone course requires graduate students to engage analytical, problem-solving, decision-making, financial analysis, and leadership skills. All capstone projects must have clearly defined expectations for substantive scholarly work, appropriate design and planning, budgeting and financial analysis, and reflective analysis. Designated faculty and administrators approve and monitor all capstone projects. Core coursework in the MBA graduate program includes discussing case studies, ethical issues, current business trends, quantitative and qualitative research, and financial analyses.

3) The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

Instructors in the MEd program are careful to design and implement learning experiences for their students that require students to adopt an orientation toward teaching and learning that is fundamentally concerned with ongoing professional development within a larger educational context. Because these students complete courses that ask them to be able to critically evaluate educational research and to make decisions about how to use research to implement appropriate instructional strategies, the MEd program seeks to help students make ongoing connections between, as well as contributions to, the larger world of educational literature and curriculum design.

The MSN program is designed to help students develop a perspective on nursing education that focuses on continued professional development within a broad nursing educational context. Coursework requires students to be able to critically evaluate educational research and to develop appropriate instructional strategies that are informed by such research. The MSN program encourages students to make ongoing connections with, as well as contributions to, the larger world of nursing education.

The MBA program is designed to provide learning experiences that require integrated theory and practice. The MBA program reflects UVU's commitment to engaged learning by including the culminating Capstone Engaged Learning project, a community development project, as the final course of the graduate program. With this project and as a result of the overall program structure, students become engaged in all aspects of management, including accounting, leadership, marketing, economics, ethics, and social responsibility. Experienced faculty members often link assignments to common management and employment scenarios, providing relevant practical experience.

2.D.2 Well-defined Appropriate Objectives

Throughout the new degree approval process, attention is given to educational objectives that clearly are at a level consistent with a master's degree. Similarly, students are expected to bring a level of knowledge and understanding to the degree program that reflects preparation for success in graduate work. Program goals for all graduate degrees are reviewed by department faculty,, the UVU Curriculum Committee, the UVU Board of Trustees, other institutions within the USHE, and the Board of Regents before the programs are approved to ensure they meet the standard of a graduate program.

When the graduate degrees were developed, the sponsoring departments examined content, goals, objectives, and assessment strategies from professional organizations, state licensing boards, and other existing, successful programs from across the country to make sure the degrees meet standards for the discipline and carry the necessary rigor. The School of Education examined graduate programs from Utah institutions and other universities such as Boise State, University of Nevada – Las Vegas, University of Nevada – Reno, University of Illinois – Chicago, University of North Carolina – Charlotte, and University of Northern Kentucky. Many of these institutions had graduate programs similar to the one UVU has implemented and the information was valuable in creating a rigorous, well-designed program. Additionally, the Master of Education degree also carries with it an option for an

ESL endorsement for the licensed educator. Meetings were held with state representatives to ensure that the ESL option courses met state guidelines for content, goals, objectives, and, where appropriate, field experiences.

The Master of Science in Nursing followed a similar procedure, matching content, goals, objectives, and assessment with state and national guidelines as well as using information about existing, successful degree programs. The Woodbury School of Business developed their program based on an existing AACSB accredited master's program.

Program goals and objectives differ substantially from the undergraduate programs in both depth and complexity as do the expectations for intellectual commitment and professional application. Graduate program goals provide real, relevant, and practical experiences that prepare professionally competent people of integrity to effectively engage and add value to a globally interdependent community.

The goal and objectives for the master's programs are as follows.

Master of Education Program

Graduate students are expected to know and be able to perform the following skills:

- Plan curriculum and design instruction to enhance student learning: Participants demonstrate content knowledge, practice age-appropriate pedagogy, and design curriculum based on standards and knowledge of students' achievement, development, and background.

- Engage and support all students in learning: Participants are able to engage all students in the learning process by the use of research-validated instructional strategies. They accommodate individual students' needs and differentiate instruction to meet these needs. They practice professional reflection regarding their own instruction.

- Assess and evaluate student learning: Participants use multiple sources of formal and informal

assessments to verify student learning, inform instruction, and communicate findings to appropriate individuals.

- Demonstrate professionalism to support student learning: Participants understand and act consistently with education laws and uphold the ethical policies of the university. They establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.

Key program elements are further defined in order to establish a purpose and scope for coursework, as listed below.

- Participants build instructional competence that will allow them to teach using research-based skills at the school, district, or state level.

- Participants develop proficiencies in selecting appropriate instructional models and methods to address specific learning objectives through lesson design including student assessment at the school, district, or state level.

- Participants build fluency in research-informed instructional practice, such as the application and analysis of theory and research methodology in daily professional work.

- As a result of maturing through these processes, students identify themselves as scholar educators and reflective practitioners.

Master of Science in Nursing Program

Graduate students are expected to have the following knowledge, skills, and abilities at program completion:

- Plan curriculum and design instruction to enhance student learning: Participants demonstrate content knowledge and design curriculum based on standards and knowledge of students' achievement, development, and background.

- Engage and support all students, patients, and nurse colleagues in learning: Participants are able to engage all students in the nursing education process by the use of research-validated instructional strategies. They accommodate individual

students' needs and differentiate instruction to meet these needs. They practice professional reflection regarding their own instruction.

- Assess and evaluate student learning: Participants use multiple sources of formal and informal assessments to verify student learning, inform instruction, and communicate findings to appropriate individuals.

- Demonstrate professionalism to support student learning: Participants understand and act consistently with Utah State Board of Nursing laws and uphold the ethical policies of the university. They establish professional goals, reflect on teaching and research, and pursue opportunities to grow professionally.

Key program elements are further defined in order to establish a purpose and scope for coursework, as listed below.

- Participants build instructional competence that will allow them to educate students and nursing colleagues using research-based skills in a variety of clinical and academic settings.

- Participants develop proficiencies in selecting appropriate instructional models and methods to address specific learning objectives through lesson design, including student assessment, in a variety of clinical and academic settings.

- Participants build fluency in research-informed instructional practice, such as the application and analysis of theory and research methodology in daily professional work.

- As a result of maturing through these processes, students identify themselves as scholar educators and reflective practitioners.

Master of Business Administration Program

Program Objectives

- Help students acquire significant business skills that will assist organizations in becoming more effective and efficient: Students will demonstrate a level of competency in the following

skills areas: critical thinking, analysis, decision-making, problem-solving, and leadership.

- Create an urgent need for each student to be principle-driven in his or her professional activities as a community and organizational citizen: Students will demonstrate their understanding and knowledge of, and commitment to the role of being ethical and socially responsible in all aspects of business life.

- Facilitate application of business knowledge and skills through an engaged learning project: Students will demonstrate their level of competency by applying their acquired knowledge and skills to a community development project that will include issues related to accounting, finance, marketing, economics, leadership, ethics, and social responsibility.

- Increase awareness, understanding, and knowledge of a global perspective of international business: Students will demonstrate content knowledge and cultural business skills as they prepare to engage in the international business arena.

2.D.3 Doctoral Programs

UVU does not offer doctoral degrees.

2.D SUMMARY

2.D Strengths

- Graduate programs have carefully defined their role to be consistent with UVU's mission, the needs of the community, and the needs of its students.

- UVU's graduate programs are initially approved by the State Board of Regents and are consistently reviewed by UVU's Graduate Studies Committee as they continue to develop. The first cohort of UVU master's students (M.Ed.) graduated spring 2010.

- Graduate program faculty play a key role in determining and evaluating program content, goals, objectives and assessment practices.

- Program goals are based on sound professional practice and research in the specific field.

2.D Challenges and Recommendations

- Since the graduate programs are in an emerging stage, they will need to carefully evaluate their programs to ensure that programs goals and student outcomes are met.

Graduate programs should work with the Office of Institutional Effectiveness to accomplish the goals of student and program evaluation.

- Because graduate programs often serve a student population with demographics different from undergraduate populations, programs may need to offer alternative schedules and educational structures in the future.

Graduate programs should work with Institutional Research and Information and the Class Scheduling Office to assess and identify alternative class scheduling arrangements when needed.

STANDARD 2.E – GRADUATE FACULTY AND RELATED RESOURCES

2.E.1 Graduate Program Resources

Since the institution is still in the early stages of providing graduate programs, effort is continually made to understand the unique needs of graduate programs and to provide the required resources. Topics such as necessary resources are discussed in monthly university Graduate Support Committee meetings. This provides for discussion among deans and directors from the programs with leaders from support areas of campus. Progress is continually made identifying and meeting the needs of the graduate programs.

Faculty

The recruitment, hiring, and retention of faculty who excel in scholarship, teaching, and service is a focus for UVU's masters programs. In order to provide effective teaching at the graduate level, instructors for graduate courses are selected in accordance with their strong commitment to maintaining currency with the professional literature in their disciplines and to contributing to

the advancement of knowledge in their professional areas.

Using money allocated from the state for university status, UVU hired administrators and faculty for the graduate programs (See Table 2.E.1). Faculty teaching in graduate programs are full-time, tenure-track professors with terminal degrees in appropriate disciplines, and faculty for each program teach in their area(s) of expertise. Due to the emerging nature and small cohorts of UVU's graduate programs, many graduate faculty also teach undergraduate courses. Graduate programs will continue to seek to appropriately expand their faculty to meet curricular and enrollment needs.

Table 2.E.1 *New Base Funds to Support Graduate Education2007-08 through 2010-11*

Areas	Funds
Master of Education	
Associate Dean	$95,366
Salaried Faculty (2)	$165,634
Summer Faculty	$66,020
Subtotal	*$327,020*
Master of Science in Nursing	
Salaried Faculty (2)	$185,206
Master of Business Administration	
Salaried Faculty (4)	$520,725
MBA Coordinator	$63,800
Subtotal	*$584,525*
Graduate Support	
Assistant Registrar	$60,830
Academic Affairs (1 AVP, 1 staff)	$227,170
Subtotal	*$288,000*
TOTAL	**$1,384,751**

Facilities and Equipment.

All Master of Education classes meet in the McKay Education Building. All classrooms have digital presentation equipment. Two up-to-date computer

labs are available in the building for class instruction and student use. Smart Board technology will soon be installed in some rooms. The Master of Science in Nursing and Master of Business Administration graduate programs will benefit from new and renovated facilities in the Pope Science Building and Woodbury Business Building, respectively. Classrooms in these buildings are currently being renovated to include media enhancement. Most graduate courses are offered outside of the high demand morning and early afternoon hours, which allows a great deal of latitude in scheduling specific classrooms or laboratories.

Library and Information Services

Personnel in UVU's library have worked to secure collections of professional books, journals, and digital resources recommended by the faculty in the various graduate programs. Funds to support the acquisition of graduate materials are provided through increases to the library's budget.

As part of the $10 million of new tax funds UVU received for university transition, $1,384,751 was allocated to support three new master's degree programs. Further, the university is receiving graduate tuition revenue, a portion of which is being used to support graduate degree programs and graduate students.   Budget allocations are based primarily on budgetary needs presented in the new degree proposals submitted to the Board of Regents in accordance with Regents Policy R401.   Table 2.E.1 outlines the allocations of base resources to support graduate programs. Additional one-time funds have also been provided.

2.E.2 Continuing Resource Commitment

The state of Utah granted initial funding of $10 million for the change to university status, a portion of which was targeted toward three master's degree programs. The institution also sought funds from outside sources and private donors. Ongoing funding for graduate programs is received through school/college and department budgets allocated by the university as part of the systematic Planning, Budgeting, and Accountability (PBA) process. Mon-

ies for research, travel, and scholarly presentations are also made available to graduate programs. The institution is currently conducting conversations regarding establishing greater funding for graduate student scholarships, etc.   To further support private fundraising, a new Vice President for Development and Alumni Relations has been hired.

The use of appropriate technology has been incorporated into all graduate programs. Graduate faculty members are expected to model the use of technology as a tool for learning and teaching. Students are required to use technological tools to complete assignments in many of their classes (e.g., students develop web-based curriculum, participate in online discussion boards, use search engines to find literature relevant to their research, use spreadsheet tools for data analysis, and incorporate appropriate technology into various models of instruction), and students provide many of their assignments to faculty using web-based technology.

2.E.3 Appropriate Full-time Faculty

A critical area of the new degree program proposal to the Regents is the adequacy of the faculty that will be involved with the program. To obtain permission from the Regents to offer the proposed graduate degree, programs must show that the faculty have sufficient knowledge, background, and skill to effectively teach and administer the program. Additionally each of UVU's graduate program proposals were vetted by all institutions in the Utah System of Higher Education, the staff of the Office of the Commissioner of Higher Education, and the Regents. The institution was able to demonstrate to these groups and outside evaluators that the institution did have appropriate faculty to offer the programs.

As outlined in 2.E.1, funding was allocated to hire new faculty to support these programs. Additionally, existing qualified full-time faculty also teach courses and serve as chairs and members of graduate committees.

School of Education faculty teaching in the Master of Education program all have doctoral degrees and teach in areas of their expertise. The School

was able to hire faculty for the master's program with monies allocated from the state for the transition to university status. Two recent hires illustrate the quality and experience of School of Education graduate faculty. These two represent the quality of all faculty in the School of Education and the other graduate programs and the commitment to having faculty teach in their area of expertise.

Mary Sowder, PhD, is the graduate program coordinator. She earned her doctoral degree at the University of Nevada – Las Vegas in Curriculum and Instruction with an emphasis on Science Methods instruction. She taught curriculum and instruction courses at UNLV and published and presented her work nationally. She has also had experience working as a researcher and mentor. Dr. Sowder teaches Research Methods and Models of Instruction in the Education graduate program, courses for which she is very well prepared.

Deborah Escalante, PhD. is the quality control coordinator over graduate projects in the M.Ed. program. She has an earned doctorate from Utah State University and, before coming to UVU, was the Director of Research and Evaluation for the Beverly Sorenson/BYU A.R.T.S. Partnership. Dr. Escalante worked to produce the "Design and Development of an Educator Supply and Demand Study for the State of Utah." She currently teaches the Master's Project course, scholarly writing, and oversees the completion of all master's projects.

2.E.4 Faculty Responsibility and Commitment to Graduate Education.

The graduate programs at UVU are small with the Master of Education graduating its first class in 2010. There are some distinct advantages to size at this point in the programs development. One advantage of beginning with a small number of programs and students is that effort is constantly made to ensure program integrity in development, planning, evaluation, and student success. Beginning with small numbers of students, data collection and program evaluation is somewhat simpler and provides programs the opportunity to look at procedures and policies to make sure they operate as expected.

UVU's graduate program directors devote their time to graduate education. Time is provided in their workload to direct programs, coordinate staffing and other administrative duties, and manage student issues, as well as teach courses in the graduate programs. Many faculty working in the graduate programs also teach undergraduate courses.

For example in the M.Ed. program, the program coordinator works only in the graduate program. Also, the project quality control coordinator works almost exclusively in the graduate program. Other faculty teaching graduate courses generally teach one to two courses of graduate studies and the rest of their workload is dedicated to undergraduate programs. Faculty serving as committee chairs are selected based on their ability to mentor and provide direction for students working through the research and project process. As with other graduate faculty, they, too, may teach undergraduate courses.

The MSN program uses a very similar model as will the MBA program.

2.E.5 Off-campus Graduate Programs

UVU does not offer any off-campus graduate programs.

2.E.6 Faculty Support for Doctoral Programs

UVU does not offer doctoral programs.

2.E SUMMARY

2.E Strengths

- Procedures are in place to assure that new graduate programs continue to support the mission of UVU as it strives to meet the needs of students and the community. Faculty and administrators are planning now for the direction of any future growth and development of graduate programs.

- Administration and the university's graduate planning committees work to ensure that programs have sufficient resources—including qualified graduate faculty, space, student support,

equipment, and library holdings—to provide a high-quality experience for students.

- The undergraduate programs already had many excellent faculty in place to work in the graduate programs when the institution gained university status. And, with state allocations and wise use of current funds, new faculty for graduate programs have been hired providing adequate numbers of faculty.

- Adequate facilities and equipment were in place when graduate programs began.

- Graduate programs were adequately vetted by other state institutions and constituencies before they were approved.

2.E Challenges and Recommendations

- Programs are at the emerging stage and need time and experience to mature.

UVU should continue to evaluate programs and provide leadership and support as programs become more mature.

- When graduate programs and student expand in the future, additional resources will be needed.

The institution should continue work to secure funds through legislative budget processes and private fundraising to support graduate programs.

STANDARD 2.F— GRADUATE RECORDS AND ACADEMIC CREDIT

2.F.1, F.2, F.3 Graduate Program Admission Policies and Regulations

Graduate admission policies and regulations were developed by each program in accordance with Regents Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*; and UVU Policy #605, *Curriculum and Program Changes Approval Process.* All UVU graduate programs require a minimum GPA, GRE or GMAT score, letters of recommendation, a baccalaureate degree from an accredited institution, and background knowledge specific to the degree.

During the development of admission policies, a graduate committee was convened under the direction of an associate vice president for academic affairs. The committee consisted of deans, associate deans, department chairs/faculty, and representatives from areas on campus likely to be involved with graduate programs such as admissions and records, financial aid, and other student services.

Since the School of Education was the first to offer a graduate degree, they led out in creating an admission policy that could then be modified and used with the other graduate degrees. The dean and associate dean along with education faculty studied admission criteria from Utah institutions of higher education and other comparable institutions nationally to determine the appropriate requirements for the program.

All admission requirements are posted online and in the university catalog. As stated above, the three graduate programs have very similar admission requirements. The following are the admission requirements for the graduate programs.

Admission to the M.Ed. program is based on the following requirements:

- Application for admission

- Bachelor degree from an accredited institution

- A score on each section (verbal and quantitative) at or above the 40th percentile on the Graduate Record Examinations

- An overall undergraduate grade point average of 3.2 or higher or a grade point average of 3.2 or higher for their last 60 semester hours of college or university credit

- A successful interview with the School of Education graduate screening committee wherein quality of communication skills are demonstrated as well as students' potential to succeed in a rigorous graduate program

- Three professional letters of recommendation that provide evidence that the applicant has the potential to be a quality performer in a graduate level academic program.

Preference is given to individuals who have at least one year of successful teaching experience in grades K-12. A one-year internship may count towards the required year of successful teaching. Preference for admission to the program is given to practicing teachers who have access to an established classroom.

Master of Science in Nursing. Acceptance into the MSN programwill be based on information from the following

- Application for admission to the MSN program

- Baccalaureate degree in nursing from a program accredited by the nationa League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE)

- Current licnseure as a registed nurse in the state of Utah or eligibility for registered nurse licensure with completion of licensure process within 90 days of coursework commencement.

- Completion of an undergraduate course in statistics which included descriptive and inferential components.

- Submission of Graduate Records Exam (GRE) scores

- Overall undergraduate GPA of 3.2 or higher or GPA of 3.2 or higher in the last 60 semester hours of undergraduate coursework

- Three professional letters of recommendation from referees who can assess applicant potential for success

Master of Business Administration. Applicants must submit the following to the Woodbury School of Business to be considered for admission into the MBA program.

- Completed application

- Application essay and resume

- All official university transcipts

- Three letters of recommendaiton

- Official GMAT or GRE test scores.

2.F.4 Graduation Requirements

UVU graduate program graduation requirements were developed by program faculty in accordance with Regents Policy R401 and UVU Policy #605. Specific requirements are clearly stated for each program and can be found on the university website and in the university catalog. Each program designates specific prior knowledge and experience applicable to the degree, courses that must be completed, required GPA levels, and culminating projects. The Graduate Support Committee is currently working to create a general handbook specifically for the graduate programs.

The Master of Education program graduated its first class in spring 2010. The graduation standards listed below demonstrate students' appropriate acquisition of the intended program outcomes and standards:

- Completion of all program requirements within a five (5) year time period

- Completion of at least 27 credit hours at UVU. Students transferring to the M.Ed. program may only transfer coursework in the area of statistics, although a case-by-case review by the School of Education's Graduate Procedures Committee may provide for acceptance of any additional credit transfers

- Completion of all courses with a B- or better grade

- Acceptance of graduate project proposals by the student's masters committee, masters project oversight committee, and the graduate coordinator

- Completion, defense, and acceptance of graduate project by masters committee, and approval by the masters project oversight committee and the graduate coordinator

- Successful completion of a minimum of 30 graduate program credits

- Successful completion of required courses (18 credits)

- Successful completion of courses for either the Models of Instruction or the ESL option (12 credits)

- Enrollment in coursework during fall, spring, and summer semesters. Credits of nine or six credit hours should be completed during each cohort's first and second year, respectively, in the M.Ed. program. Credits for fall and spring semesters will range from three to four credit hours. While the M.Ed. program requires a minimum number of credits for full-time study (nine credits) only during the first summer term, this schedule still allows for practicing teachers to complete the bulk of their coursework during the summer terms

- The culminating master's project will be evaluated according to the criteria on a rubric developed by the master's project oversight committee.

A style guide discussing all aspects of project completion with applicable APA style issues is available to all graduate students in the School of Education. Areas discussed include:

- Project proposal and project report contents

- Sections of a manuscript

- APA editorial style

- Headings

- Reference citations in text

- Manuscript preparation

- UVU SOE guidelines

- Appendices

Master of Science in Nursing. All graduates must meet the following conditions in order to complete the program.

- Complete all discipline core courses with a grade of 3.0 or better

- Project or thesis completed and accepted by Department of Nursing Graduate Committee

Master of Business Administration. All graduates must meet the following conditions in order to complete the program.

- Transfer no more than nine credits (preferably from an AACSB-accredited institution) into the MBA program

- Complete 33 credits of approved credit with no grade lower than a C

- Earn a 3.0 grade point average to graduate

- Project completion

A graduate committee is currently working to create a general handbook specifically for the graduate programs.

2.F.5 Transfer Credit (Policy 2.5)

The individual graduate programs have designated procedures and policies for accepting graduate transfer credit. For example, the student handbook for the MEd states the following concerning transfer credit.

Transfer of Credits
The following restrictions apply to any request to transfer credits from another institution to the UVU MEd degree program.

- Students transferring to the MEd program may only transfer graduate level coursework form regionally accredited institutions in the area of statistics, although a case-by-case review by the School of Education's Graduate Procedures Committee may provide for acceptance of any further number of credit transfers, based on its relevancy to UVU's MEd courses.

- It is your responsibility to request a transfer of credit and to have official transcripts of any previous graduate work completed elsewhere sent to the UVU School of Education Graduate Office. The School of Education graduate Procedures Committee may require you to

supply the catalog, bulletin, or course outlines from precious schools attended to assist in determining the transferability of specific courses. The Graduate Procedures Committee may apply credit based on the appropriateness to the UVU MEd degree program requirements and curricula.

- All transfer courses taken on a quarter system will be converted to semester hours using a three to two ratio. For example, a three credit hour course from a quarter calendar institution transfers to UVU as two semester credits.

- Coursework to be applied to a graduate degree at UVU which was completed more than five years prior to acceptance to the program is not accepted. Petitions for exceptions to this limit will be evaluated by the School of Education Graduate Procedures Committee as to current relevance and applicability to the degree requirements.

- Transferred credits do not reduce UVU's residency requirements. At least 24 credits must be completed at UVU.

- Transfer courses with grades below B- will not be accepted. Transfer courses are not calculated in your GPA. Transfer courses will not be accepted from other institutions for the purpose of posting a repeat on a course already taken at UVU.

- For transfer credit to be accepted by UVU, the institution from which credit is to be transferred must be accredited by one of the regional associations listed under the admission section above. The School of Education Graduate Procedures Committee will evaluate credit from foreign colleges, universities, and/or International Baccalaureate (IB) diplomas after a student has been admitted to the UBU MEd program. International students requesting transfer of credit from foreign institutions of higher education must submit a transcript form an approved Foreign Credentials evaluation service. (For a list of accepted services, go the Browning Administration Building, room 114.)

2.F.6 Credit for Prior Experiential Learning

Credit is not granted for experiential learning.

2.F SUMMARY

2.F Strengths

- Policies governing admission and graduation requirements for UVU's graduate programs are clearly articulated and available to students.

- Graduate faculty members are responsible for recommending admission of applicants and graduation of candidates.

- An Associate Vice President for Academic Affairs has oversight for graduate programs

2.F Challenges and Recommendations

- A university-wide graduate handbook has not yet been compiled.

The Graduate Support Committee should complete the university handbook for distribution to students and on the web.

STANDARD 2.G – CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES

The Office of Extended Studies at UVU coordinates and enhances academic educational opportunities for students at non-traditional times and locations and through distance education options (on-line and telecourse). These opportunities support UVU's mission of providing opportunity, promoting success, and meeting regional educational needs.

College credit courses are offered at off-campus locations in the evenings at UVU North at Lehi, UVU North at Westlake (started fall 2009), and UVU South at Spanish Fork to accommodate community members. The Wasatch Campus located in Heber City offers both day and evening credit courses. UVU West moved in 2006 from the University Mall to the National Guard Building (just across the I-15

freeway to the West), and this location offers both day and evening credit courses. Weekend College offers Friday evening and Saturday morning credit courses on the Orem Campus.

Alternative delivery courses (such as Live Interactive Video) through Distance Education (DE) are offered at UVU North at Westlake and UVU South at Spanish Fork in the evenings and at UVU West and Wasatch Campus during both day and evening hours. DE also offers on-line courses and telecourses to meet the needs of especially the non-traditional student and to adapt to increasing enrollments combined with limited space on campus.

Table 2.G.1 shows the headcount, full-time equivalent students (FTE), and numbers of classes offered by site and by alternative delivery through Distance Education for the past five fall semesters.

Table 2.G.1
Headcount/FTE/# Classes by Locations and Delivery Method: Fall Semesters 2004–2009

	UVU North (Lehi/ Westlake)	UVU South (Spanish Fork)	UVU West (National Guard) ¥	Wasatch Campus (Heber City)	Week-end College	Evening School*	Internet	Interac-tive Video	Television	High School
2005	271	433	1014	366	823	5,082	2,926	97	502	4,972
2006	275	384	718	334	919	5,235	3,291	26	494	4,070
2007	173	328	750	343	1,098	5,537	3,866	1,186	432	4,390
2008	282	449	953	325	1,411	7,626	4,195	1,347	535	4,432
2009	381	511	989	326	1,901	7,267	4,972	1,623	598	4,316
FTE										
2005	74.9	117.7	254.3	193.1	186.5	1,409.8	1,297.8	18.9	123.3	370.0
2006	69.7	104.0	180.2	178.4	204.7	1,424.1	1,387.2	5.4	123.6	391.4
2007	43.5	89.2	194.5	174.3	248.8	1,482.7	1,626.7	413.0	97.9	403.7
2008	73.7	119.0	262.5	180.4	330.0	2,152.9	1,734.8	441.5	124.1	408.1
2009	98.3	135.4	234.9	160.9	424.8	1,951.7	1,996.9	568.1	135.2	506.5
# Classes										
2005	18	26	61	76	65	-	194	112	13	117
2006	17	23	49	80	65	-	204	56	13	102
2007	18	26	49	84	72	362	211	397	11	82
2008	19	9	63	91	90	390	247	419	8	93
2009	23	26	50	48	98	422	247	513	6	98

* Evening School data includes figures from off-campus locations and alternative delivery (Interactive Video) since students are sometimes enrolled at more than one location
¥ In 2006 UVU West was moved from the University Mall to the National Guard Building
± The headcount total column reflects standard semester enrollment totals; however, since students are sometimes enrolled in more than one location/delivery-type, they may be double-counted in other columns.

The Concurrent Enrollment partnership at Utah Valley University provides opportunity for student success and meets regional educational needs by providing opportunity for qualified high school students to earn college credit; offering college courses taught at the high school by Utah Valley University department-approved high school (adjunct) faculty; offering live interactive college courses taught by UVU-based faculty to the high school; offering courses that meet national/state standards designed for academic quality and rigor; and preparing students to successfully gain momentum for degree completion and early graduation from higher education.

2.G.1 Compatibility of Program Goals with Institutional Mission

All courses offered by Extended Education and Community and Continuing Education contribute to student preparation for career success, personal enrichment, and/or lifelong learning, which is consistent with UVU's mission and goals. Such courses are designed and approved by the appropriate academic departments. 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. An Extended Studies coordinator visits each off-campus site and Weekend College on a regular basis to evaluate classes and instructors, discuss concerns of instructors and students, and assist the off-campus facilitator with classroom, instructor, and student needs.

DE courses originate in the academic departments and are approved through the normal curriculum process. A separate approval process is then required before the course can be offered through DE. Similarly, programs offered completely through DE go through the normal curriculum process. Currently, UVU offers 5 Associate Degree programs and 2 Bachelor Degree programs through Distance Education. There are currently over 200 sections of individual courses offered through DE. DE courses and programs are subject to the same review process as standard courses and programs. Telecourses

are updated on a regular basis (every 3-5 years) to ensure currency of material.

2.G.2 Academic and Fiscal Responsibility

The University is solely responsible for academic and fiscal elements of all instructional programs offered. The Office of Extended Studies meets with the chairs of academic departments to discuss course offerings at the off-campus sites and for Weekend College. Every course offered and every instructor assigned to teach off-campus or on weekends has been approved by the respective academic departments. Instructors for off-campus or Weekend College courses are paid by the Office of Extended Studies according to the pay scale UVU has established for adjunct instructors. Tuition and fees for courses are paid by students through the Cashier's Office on the main campus at UVU. UVU conforms to NWCCU Policy A-6 *Contractual Relationships with Organizations Not Regionally Accredited.*

There is a separate compensation policy governing DE courses. Faculty receive compensation for initial development of DE course. While the course is offered, they receive additional compensation based on course enrollments. UVU has clear policy (UVU Policy 136 "Intellectual Property) governing ownership of materials, copyright issues, and the utilzation of revenue derived from the creation and production of software, telecourses, or other media products. Students pay an additional course fee for DE courses to help support the infrastructure.

2.G.3 Faculty Participation

Planning and evaluation of UVU's continuing education and special learning activities including Distance Education are conducted in direct collaboration with full-time faculty representing the appropriate disciplines and fields of work. The Office of Extended Studies uses a planning process in which academic departments are consulted to build a year-round class schedule. Courses are scheduled so that students can take a series of classes that will help them advance toward their college degree. Academic departments and faculty are included in the planning and scheduling process. Prerequisites, de-

gree requirements, and the recommendations of the faculty help determine the series of classes that are scheduled. All proposals for classes to be taught at the off-campus sites, on weekends, and through DE are reviewed by the academic departments, and this feedback plays a large role in the scheduling process. The academic departments assign instructors to teach at the off- campus centers, on weekends and through DE. The Office of Extended Studies provides administrative assistance for instructors on-site and provides them with any necessary resources to ensure their success.

2.G.4 Administrative Organization

The Office of Extended Studies was formed as part of a reorganization and realignment process two years ago. The purpose of this office is clearly defined, and it is now an integral part of UVU. The Office of Extended Studies is primarily responsible for administering the off-campus sites, including concurrent enrollment and weekend programs. The Director of Extended Education is a member of the University Leadership Council at UVU and reports directly to an Associate Vice President for Academic Affairs. The Office of Extended Studies works closely with academic departments and other support units on campus to provide services to off-campus and weekend students.

The Director of Distance Education reports to an Associate Vice President for Academic Affairs. DE includes a Technical Operations Center, Instructional Design Services, Faculty Training and Development, Support Services, and a Design Center. They provide training and other support to faculty developing and delivering DE courses but also support all faculty in issues of course design, development, and delivery.

2.G.5 Student Access to Resources and Faculty

Programs and courses offered through electronically mediated or other distance delivery systems provide ready access to appropriate learning resources and provide sufficient time and opportunities (electronic or other) for students to interact with faculty. All students taking Distance Educa-

tion courses have access to UVU e-mail accounts as well as course e-mail where provided. Students can also access the library web page, electronic reserve, and other library resources. Distance education students have full access to the Blackboard online instruction platform.

Distance Education (DE) and Face-to-Face (F2F) students alike have access to the library by using their UV student identification number; however, a physical UVU ID card is not required for these services. DE students may obtain a UVU ID card if desired by going to the UVU Campus Connection website if they are unable to come to the main campus. The UVU ID card allows students access to all higher education libraries in Utah. Electronic access to the library and to the course website can be monitored.

Distance Education Support Services sends welcome e-mails to all registered online and TV/broadcast students the first week of the semester. The DE website provides students with links to departments on campus with which they may need to interact.

Student complaints for Extended Education offerings are handled through normal academic channels involving the department and/or school/college as appropriate. Issues related specifically to Distance Education are processed through the DE Help Desk and then routed to the appropriate entity.

2.G.6 Equitable Fee Structure

The fee structure and refund policy for continuing education and special learning activities are equitable. Tuition and student fees are established by the Regents. Off-campus and weekend classes follow UVU policy on tuition and fees and do not have a separate tuition or payment schedule Tuition and fee schedules are printed in every class schedule for weekend and off-campus courses. A small additional fee for Distance Education and some Extended Education courses to help support infrastructure is charged. These fees are annually reviewed and approved by President's Council. Additionally some distance delivered programs (Global Aviation) charge program specific tuition/fees rather than

regular UVU tuition/fees. These rates are annually reviewed and approved by President's Council based on the recommendation of the departments.

2.G.7 Granting Credit

The Office of Extended Studies follows UVU guidelines for granting credit to assure that all students have similar learning opportunities. The number of hours that each class meets per week and per semester is consistent with UVU policies for granting credit to all courses. All weekend and off-campus classes offered through the Office of Extended Studies follow curriculum requirements that are applied consistently for every class offered. Classes at the off-campus sites are generally scheduled to meet one night a week or two times a week for 150 minutes per week. All classes scheduled for weekends or off-campus are reviewed by the Office of Extended Studies staff and Academic Class Scheduling to make sure they meet the required amount of time in class.

Courses offered via Distance Education carry the same credit as courses delivered on-campus. During the course development process, departments ensure that DE courses are comparable to on-campus courses in level of rigor and expectations for student performance.

2.G.8 Course Offering Process

Proposals for continuing education and/or special learning activities, programs, or courses (including DE) offered for credit follow the same process as traditional classes and are subject to the same monitoring procedures. The Office of Extended Studies uses strategic planning to establish the long-term direction of weekend college, off-campus centers, and DE courses and programs and the types of programs and classes that should be offered. These plans are then shared with the academic departments to receive feedback concerning which classes to offer at the different sites and through different delivery options. The academic departments approve the class schedule submitted for each off-campus site, weekend college, and DE. The classes scheduled are the same classes offered on the main

campus and have been approved by the appropriate committees, deans, and department chairs.

2.G.9 Experiential Learning Credits

The university catalog details the procedures to be followed in order to obtain experiential credit (see 2.A.10).

2.G.10 External Degree and Degree-Completion Programs

UVU does not offer external degree programs or degree-completion programs.

2.G.11 Outcome-based Credit

UVU does not award academic credit according to outcomes or other nontraditional means.

2.G.12 Travel Study

Travel-study courses meet the same academic standards, award similar credit, and are subject to the same institutional controls as other courses and programs offered by UVU. Credit is not awarded for travel alone. The operation of travel-study programs is consistent with NWCCU Policy 2.4, *Study Abroad Programs*, and NWCCU Policy A-6, *Contractual Relationships with Organizations Not Regionally Accredited.*

All international study programs adhere to UVU Policy #608, *Educational Travel and Study Abroad,* which defines study abroad as a UVU-sanctioned program that includes travel to another country and is organized and/or sponsored by a UVU academic department or program for purposes related to a university-approved program of study.

The past five years have seen an expansion of UVU study abroad programs, with UVU sponsoring a record of 10 programs (16 faculty and 140 students participating) during 2007–2008. Since 2005, UVU has sponsored study programs in 14 countries. Table 2.G.2 summarizes the pertinent information for study abroad programs at UVU since 2005.

Table 2.G.2
Study Abroad Programs Summary

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Number of Programs	5	5	9	10	9
Faculty Participation	7	7	11	16	14
Student Participation	96	106	135	139	116
Credit Hours Awarded	549	620	756	729	679

All courses taught abroad meet the standards of UVU's established curriculum. All courses abroad are also offered on the main campus; evaluation of students is essentially the same as for any similar on-campus course. However, students enrolled in the study abroad courses benefit from experiential learning opportunities in addition to learning from readings, discussions, and lectures.

2.G SUMMARY

2.G Strengths

• UVU provides a broad range of extended education courses and delivery options.

• UVU has effectively reorganized administrative structures to provide better integration and visibility of extended education and distance education.

• Extended Education and Distance Education have recently moved into a newly renovated building. It provides excellent classrooms for students as well as convenient parking with public transportation nearby.

• Academic departments exercise authority for the curriculum, courses offered, and faculty to ensure consistency of academic quality for extended and distance education offerings.

2.G Challenges and Recommendations

• Though growing, there are relatively few study abroad opportunities for UVU students.

The university should continue to develop and support a more robust study abroad program.

• In order to respond to increasing enrollments, Extended and Distance Education program expansion will be needed.

Administrators in Extended and Distance Education must continue to work aggressively with academic departments to develop, deliver and assess a growing number of courses and delivery options.

STANDARD 2.H – NON-CREDIT PROGRAMS AND COURSES

The Community and Continuing Education division offers non-credit courses and programs through Community Education, Conferences, Driver Education, Exploritas, Elder Quest, and Workforce Development. Community Education, in partnership with the Alpine and Wasatch School Districts, provides an average of 560 courses per year to members of the community. Conferences provide non-credit learning opportunities, bring noted speakers to campus, and provide non-UVU groups the opportunity to use UVU facilities. UVU is part of the national Elderhostel network, renamed Exploritas in 2009, and offers 35 weeks of Elderhostel instruction per year both on and off-campus. Community and Continuing Education also offers Elder Quest peer-taught courses for learning in the retirement community; many of these courses are taught by award-winning retired faculty from UVU and BYU. Workforce Development offerings have

increased to assist with the UVU role to "promote economic . . . development to contribute to the quality of life of the region and state." Table 2.H.1 presents the number of programs offered, headcount enrollment, and contact hours for the past four years for all current Community and Continuing Education programs.

Table 2.H.1
Non-Credit Program Enrollments and Contact Hours Awarded, 2005-2009

	2005-2006	2006-2007	2007-2008	2008-2009
Number of Programs Offered	1,143	822	689	942
Number Enrolled	15,122	16,770	18,472	16,808
Contact Hours	201,222	171,762	231,870	212,358

2.H.1 Governing Policies and Faculty Involvement

All non-credit courses comply with UVU policy, fiscal procedures, accounting principles, and insurance guidelines. All programs are evaluated on a continuing basis. Faculty are appropriately involved in planning and evaluating courses and programs in meetings with their supervisors prior to deciding to offer a course and following the conclusion of the course.

Students complete evaluations of all courses and events using the non-credit course evaluation form. Changes are made, if necessary, to improve or modify the course material and/or instructor presentation each term or session. Courses or programs with below minimum enrollment are analyzed to determine if they should be cancelled. Courses with below minimum enrollment for three consecutive semesters are discontinued.

All non-credit courses and special programs are designed, developed, and delivered to meet the educational needs and interests of the community for personal enrichment and career enhancement in keeping with the UVU role to "provide services designed to meet the educational and personal needs

of students" and to provide "a talent-force to meet the needs of a dynamic economy by offering . . . non-credit programs and services for individuals and organizations." Student requests, instructor proposals, regional economic needs, marketing surveys, and national trends suggested by the Learning Resource Network and University Continuing Education Association are used to develop new courses.

2.H.2 Record Keeping

The Non-credit Registration Center collects data on all non-credit courses and events, including those offered through Community and Continuing Education and academic schools. All records are maintained for seven years. Reports contain headcount, number of programs offered in each department, and seat hours. Records are maintained on the Banner computer system, and non-credit transcripts are available to students. UVU is currently in the process of implementing a new non-credit registration that will integrate with Banner.

2.H.3 Guidelines for Awarding CEU

UVU follows national guidelines in awarding Continuing Education Units (CEU). Specifically, one Continuing Education Unit is awarded for each ten hours of instruction. Certificates indicating the number of earned CEUs are awarded at the end of a course or program. With the implementation of the Banner Student System in 2005 and due to the difference between marketing needs and credit/non-credit data requirements, only those who request CEUs are awarded CEUs on a UVU non-credit transcript. Any student who receives CEUs is able to request and receive an official UVU transcript, which shows CEUs awarded.

2.H SUMMARY

2.H Strengths

• UVU has an effective process for the development and offering of non-credit programs and courses that includes significant faculty involvement.

2.H Challenges and Recommendations

- Advertising and marketing of non-credit programs and courses has been deemphasized in recent years.

UVU needs to engage in higher profile advertising for its non-credit programs and courses.

- Non-credit registration does not integrate with Banner.

A new system has been purchased and implementation is progressing.

STANDARD 2.I – UNIT-LEVEL ANALYSIS AND APPRAISALS

The following descriptions and analyses of academic schools/colleges are not part of the Northwest standard statements. However, the self-study team felt inclusion would provide a clear description of academics at UVU.

2.I.1 College of Science and Health

Description And Analysis

The College of Science and Health consists of nine departments: Biology, Chemistry, Dental Hygiene, Earth Science, Exercise Science and Outdoor Recreation, Mathematics, Nursing, Physics and Public and Community Health. The College of Science and Health offers 15 different baccalaureate degree programs, with at least one BS program from each department. The Department of Nursing also offers an MSN degree. In Fall 2009, the College served 2,713 majors.

The College of Science and Health is committed to providing courses and programs to meet community needs for major and professional education, service courses for majors outside the College, general and transfer education, skill development, personal en-

hancement and career enhancement. The faculty of the College is committed to creating an atmosphere to encourage innovation and provide opportunities for students and faculty to attain their personal and professional goals. Recognizing students as the priority and focus of the College, our faculty are committed to providing high-quality learning experiences in an environment in which students can actively participate in learning, raise questions about assumptions, and develop a scholarly approach to the sciences and health professions. All programs in the College emphasize critical thinking and lifelong learning.

With the exception of the Departments of Nursing and Dental Hygiene, all departments in the College of Science and Health provide general education courses required for degree programs in other colleges and schools across the university. The faculty of the College who teach general education courses have endeavored to ensure that these courses are broader and more applicable to a general UVU student. The College strives to increase students' understanding of health, prepare students for a healthy physical life, and increase scientific literacy and understanding.

The College of Science and Health has 111 full-time faculty members, 6 full-time advisors, 2 part-time advisors, and 25 support personnel (administrative assistants, laboratory managers, etc). In the past five years, we have added between two and eight new full-time faculty positions to the College each year.

Departments in the College of Science and Health occupy nearly all of the offices, classrooms, and laboratory rooms in the Pope Science Building, the Environmental Technology Building, and the Physical Education Building on the main UVU campus. The departments of Dental Hygiene and Nursing are housed on the UVU West campus, which is across I-15 from the main

campus. The physical space dedicated to Science and Health programs is inadequate. The College is in need of more space for offices, classes, laboratories, and storage. The College of Science and Health administrators and faculty are actively engaged in raising funds from private donors and have received funding from the Utah legislature to build a new health sciences building, with ground-breaking anticipated in summer of 2010.

Major Changes

- A Master of Nursing degree was approved and began in fall 2009.

- Funding was awarded for an expansion of the current science building.

2.I.1 SUMMARY

2.I.1 Strengths

- *Personnel.* The human resources of the College of Science and Health are excellent. Recently hired faculty members have been of the quality of those expected at major universities across the country. Hiring well-qualified, expert faculty is one of the most important things accomplished as a College during the past few years. The faculty are exceptionally adaptable, accessible, and collegial. Similarly, the staff of the College is outstanding. They go above and beyond the call of duty in supporting the faculty and students and make significant contributions to the College.

- *Increasing culture of scholarship.* The student and faculty "culture" is changing at UVU. Expectations of professionalism from our faculty are higher than in the past, as are academic expectations for our students. Although most faculty are adapting well to changing expectations in both their teaching and scholarly pursuits, this area will continue to be a challenge since expectations will continue to climb. Tenure and promotion are both becoming more difficult to attain at the institution, and this is both important for the university and a concern for the faculty. UVU's changing culture of scholarship will be

something we will be wrestling with for some time into the future.

- *Engaged learning.* College of Science and Health academic programs are exceptionally successful at providing engaged learning opportunities for our students. Every department conducts research projects with students. We provide funding and transportation to help our students attend meetings of professional societies related to their fields of study. Nearly every faculty member incorporates engaged learning principles into his or her classes.

- *Funds for student research.* The College has a fund for faculty-student scholarly activities that has helped many students have a hands-on research experience during their formal education. This program will continue and will be strengthened in our College.

2.I.1 Challenges and Recommendations

- *Space.* The Bill Pope Science Building was constructed to accommodate approximately 8,000 students at a community college level of instruction. Thus, space is obviously very limited for our current 21,415 on-campus students, and an increasing number of science majors who are in upper-division classes requiring sophisticated laboratories and instrumentation. This situation impacts students taking general education courses in the College of Science and Health as well as students in our majors, including our growing baccalaureate majors.

With state funds for construction of a new health science building awarded during the 2010 legislative session, construction should begin during Summer 2010. It is anticipated that some health-related programs will move to the UVU West campus, across I-15 from the main campus, forming a focused location for these programs.

- *Workload.* In compliance with Regents policy, UVU and the College of Science and Health asks full-time faculty to teach 12 credit hours per semester on average. While this is lower than the previous teaching load of 15 hours/semester,

it still is difficult for professors to conduct other important academic and scholarly work and to keep up with their disciplines.

There should be increased opportunity for faculty to be awarded reassigned time.

- *Salary.* As UVU has evolved from a technical college to a university, salary compression has occurred and continues to occur. At this moment, it is particularly important to attract the best scholars in higher education to UVU. Because of this, some recently hired faculty members earn significantly more than some long-time faculty members.

The college needs to continue to address salary equity issues by requesting funding through the PBA process.

- *High adjunct rates.* The College of Science and Health is fortunate to have competent adjunct instructors. Adjunct faculty are carefully screened, their teaching is evaluated, and those who do not perform well are not rehired. For the most part, adjunct programs have worked well. The College, however, is concerned about the high ratio of adjunct to contract faculty in some programs.

The college needs to continue to emphasize the hiring of new full-time faculty members through the PBA process.

- *Discretionary funds.* Between 90% and 95% of the budgetary funds in the College of Science and Health is used to cover fixed costs (mostly faculty and staff salaries). While it is not unusual for a college budget to have high fixed costs, this percentage is extraordinarily high, especially when our budget is strained at the outset.

Efforts to create endowments that can be used for discretionary funds are needed in the College.

- *Undergraduate scholarly endeavors.* Funding, including money from extramural sources, is needed to increase the undergraduate research program.

Additional opportunities for internships must be developed. Additional opportunities for undergraduate student participation in research in the summer should be developed.

2.I.2 COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Description And Analysis

The College of Humanities and Social Sciences (CHSS) began operation in July 2008. It was formerly part of the School of Humanities, Arts, and Social Sciences. The College is housed primarily in the Liberal Arts Building.

CHSS includes six departments: Behavioral Science (21 full-time faculty), Communications (9 full-time faculty), English and Literature (35 full-time faculty), History and Political Science (15 full-time faculty), Languages (16 full-time faculty), and Philosophy and Humanities (20 full-time faculty). Each department has a full-time administrative assistant and at least one full-time academic advisor. More detailed information on departmental faculty and staff is reported in the individual department self-studies.

Each department offers AA/AS and BA/BS degrees. Additionally, the College provides 50% of the credits required for General Education.

Major Changes

- The College was created from the previous School of Humanities, Arts, and Social Sciences.

- A new emphasis in Family Studies was approved in the Behavioral Science department.

2.I.2 SUMMARY

2.I.2 Strengths

- *Outstanding faculty.* Any success that the College has achieved is directly a result of a truly outstanding faculty. They are very well qualified (75% of full-time faculty have terminal degrees). Their engagement with students

is notable. Results from the National Survey of Student Engagement indicate students reported that faculty in CHSS were superior to the institutional average in 4 of the 5 measures of student engagement. Despite a considerable teaching load (4 courses per semester in most cases), most faculty maintain an active research agenda. In many cases, the research involves undergraduate students.

- *Outstanding staff.* The college is also exceptionally well served by a staff of dedicated administrative assistants and academic advisors. The advisors have developed a program of ongoing training and professional development and are very active in NACADA. The Dean's Office honors one administrative assistant and one academic advisor each year with the Dean's Recognition Award.

- *Support for faculty development.* The departments and Dean's Office are able to provide substantial support for faculty development. Within department budgets, $1,000 is earmarked for travel for each full-time faculty member each year. Additionally, the Dean's Office is able to provide up to $1,000 per faculty member to support travel. The Dean's Office also allocates $50,000 per year for faculty research during the summer. Each year, the Dean's Office also sponsors an adjunct training program ($20,000). Moreover, the Dean's Office provides annual awards for outstanding teaching, service, and humanitarian work. The College also has some ability to support faculty reassigned time. Finally, the College supports requests for sabbatical leaves for qualified faculty.

- *Support for student research.* The departments and Dean's Office are able to provide substantial support for student research. This includes funding specific research projects as well as providing funds for students to travel to professional conferences. For example, the College allocated $20,000 to support students in presenting their research at the National Council on Undergraduate Research. Additionally, funding has been provided to support student travel to regional and national professional conferences.

- *CHSS Advisory Board.* The College has organized an effective Advisory Board consisting of community members with at least one member having ties to a specific department in CHSS. The Advisory Board has proven to be an invaluable resource for guidance and advice in developing specific projects and events. The board's collaboration has been instrumental in organizing and conducting scholarship fundraisers, a conference on adoption, a mental health symposium, and a summer youth educational experience.

- *Emphasis on Interdisciplinary Studies.* Faculty members in the College are strong advocates of interdisciplinarity. For example, CHSS faculty direct the following interdisciplinary programs:

    American Studies
    Native American Studies
    Gender Studies
    Environmental Studies
    Peace and Justice Studies
    Religious Studies
    Cinema Studies
    Classical Studies
    Deaf Studies

- The College is also well represented in the Integrated Studies Program and the Honors Program. Faculty members participate in many campus-wide events, including the Ethics Summer Seminar, Annual Conference by the Faculty, and Martin Luther King Commemoration.

2.I.2 Challenges and Recommendations

- *Full-time faculty.* CHSS currently relies on adjunct instructors for more than 50% of its course sections. Although the quality of instruction from the adjunct faculty is quite high (many hold terminal degrees and have more than five years of teaching experience), they do not provide the same university experience as full-time faculty. Adjunct faculty generally are not involved in university service opportunities nor do they engage in systematic research. Since they have no

assigned office space, meeting with students outside of class is generally difficult.

It is recommended that the College continue to pursue more full-time faculty hires to reduce the adjunct ratio to no more than 40% of sections.

- *Space.* The College is currently experiencing a growing space crisis. One department (Communications) and part of another department (Behavioral Science) are housed in separate buildings. The last several new hires have had to occupy cubicles in an open space rather than private offices. More and more faculty have 10- or 15-minute walks from their offices to classrooms, which presents problems if they are teaching consecutive classes.

It is recommend that the College fully support the current campus master plan, which calls for a substantial expansion of the Science Building. This will free up significant space in the Liberal Arts Building and Activities Center, which would provide improved space for the College, permitting all CHSS departments to be housed in the same building, and which would also open up more classroom space.

- *Diversity.* Currently, the College is not particularly ethnically diverse. Also, there is a 60/40 ratio of male to female faculty members, whereas nationwide there is a 60/40 ratio of female to male PhD graduates in the general fields of humanities and social sciences.

To improve its diversity, the College recommends pursuing a more vigorous diversity hiring program. For example, job postings should be directed to institutions and organizations with highly diverse populations.

- *Scholarships*: The College as a whole has very few scholarships to offer. Each department receives approximately three full scholarships per academic year.

The College and individual departments should engage in a vigorous campaign to secure increased funding for scholarships. We are currently planning a series of benefit lunches to begin raising money for scholarships; as part of our commitment to diversity, we wish to increase scholarships for minority students.

- *Assessment.* The College has struggled to develop and implement a robust, ongoing assessment process.

The College needs to make assessment a top priority and create a stronger culture of assessment among all of the faculty.

2.I.3 College of Technology and Computing

Description and Analysis

The College of Technology and Computing was formed in 2008 as part of a realignment tied to the university status transition. The College has five academic units: Aviation Science, School of Applied Technology and Construction, School of Computing, Institute of Culinary Arts, and Institute of Emergency Services. More detailed information on these academic units is provided in the unit self-studies. There are a total of 99 full-time faculty and 15 full-time staff assigned to the College.

The College offers a wide range of certificate, associate, and bachelor degree programs and served 6,113 majors during fall 2009. The College uses facilities in the Computer Science Building, the Gunther Trades Building, the McKay Education Building, the Sparks Automotive Building, Building L in North Orem, and the Provo Campus near the Provo airport.

Major Changes

- As a result of gaining university status, two departments and three other subunits (UFRA, POST, and Institute) were combined to create a "quasi" school unit under an assistant dean.

- The Department of Emergency Services was re-accredited by the International Fire Service Accrediting Congress (IFSAC) and the Commission on Accreditation of Allied Health Programs (CAAHP).

- In 2004, The Utah State Board of Regents authorized the formation of the Institute of Emergency Services and Homeland Security.

- The College developed and implemented an "Incident Command Training Center," a computer-based simulation lab. This lab is one of only a dozen nationwide.

SUMMARY

2.I.3 Strengths

- The academic and teaching ability of our faculty is a major asset. We hear comments from students and graduates that their education has been exceptional because of the quality of the faculty. The excellence of our faculty is partially reflected in the fact that our students continue to demonstrate expertise in their respective fields by taking top honors in state and national competitions.

- The curriculum is being monitored and updated according to the needs of the industries. Close ties with the Industry Advisory Council facilitate the development of our curriculum.

- The departments strive to accommodate needs of students by offering core courses in the evening on a rotating basis.

- Most of our programs provide engaged learning opportunities (e.g., Habitat for Humanity, High School Workshops, Auto Expo, and other research projects with private industry as well as internships and/or cooperative work experience).

- Our computer labs have state-of-the-art equipment, and students train with the latest software applications.

2.I.3 Challenges and Recommendations

- Shortage of full-time faculty. We continue to experience high adjunct ratios in some programs.

Hiring of additional full-time faculty needs to remain an institutional priority.

- Shortage of adequate finances to support our programs.

Programs in the College tend to be cost- and space-intensive. The College needs to develop a robust fundraising program to permit it to continue to grow to meet ever-increasing student demand while simultaneously maintaining the high quality of its programs. This includes increased funding for faculty development such as pursuit of advanced degrees and/or appropriate professional training and certifications.

- There are multiple diverse units subsumed under the College umbrella. In particular, the Institute of Emergency Services seems ill suited to a College of Technology and Computing.

The Institute of Emergency Services should be organized as an independent school and include a Department of Community and Public Health.

2.I.4 School of the Arts

Description and Analysis

The School of the Arts has four academic departments and the Woodbury Art Museum. The departments include Art and Visual Communication, Dance, Music, and Theatrical Arts. These departments are housed in the Gunther Technology Building (GT) and the Faculty Annex (FA). These departments offer nine baccalaureate degree programs in art, fine art, and science and six associate degree programs in art, applied science, and science. About 1,500 students are pursuing these degrees. The Woodbury Art Museum is housed off campus in the University Mall in Orem.

The School of the Arts fosters passion, vision, and ingenuity through engaged learning in and through the arts. Faculty and staff provide a challenging and supportive leading-edge learning environment wherein students can develop their unique potential and develop as leaders in their fields. We foster exceptional student creative and scholarly work through intensive faculty-student interaction in and beyond the classroom. The faculty and the students of the School of the Arts host approximately 100 performances on

campus and off campus every year. These performances enrich the students' learning experiences.

The School recognizes the vital power of the arts as a catalyst for compassion and community, and so the School prepares individuals to adapt creatively to change and challenges. The School of the Arts strives to lift and enliven through providing significant and varied cultural experiences that enrich the community and contribute to the quality of life of the region and the state. This year, through the generous donation of a community member, the School opened a new theater facility, The Noorda Regional Theatre for Children and Youth, with special emphasis on children's dramatic arts. This theater will serve hundreds of public school students in our service area and bring a greater awareness of the theater to the community served by UVU.

The School of the Arts is also committed to offering general education courses on campus to enrich the university experiences of all UVU students.

The School of the Arts has 45 full-time faculty, three full-time advisors, and 15 staff.

Major Changes

- The School of the Arts was created from the previous School of Humanities, Arts, and Social Sciences.

- The School has become an all-Steinway school.

- With legislative approval for the Science building construction, the proposed Center for the Arts Building has moved higher in UVU's building priority list.

SUMMARY

Strengths

- Excellent faculty. The faculty in the School of the Arts are dedicated to engaging students in their classes. The new faculty who were hired in the last few years have terminal degrees in their respective areas and were sought after by other teaching universities.

- *Excellent staff.* The staff in the School are committed to support the faculty and students. They help with student advising and with the coordination of performing events and exhibitions. They are an integral part of students' learning experiences.

- *Strong study abroad program.* The Art and Visual Communication Department offers a great study abroad program in Italy, which is one of the longest-running study abroad programs at UVU. Other departments in the School are also experimenting with various study abroad programs.

- *Fund-raising.* The School has demonstrated a successful and coordinated effort in fund-raising. Over the past few years, the School has secured sufficient donations to construct a new theater, to procure 26 Steinway Company pianos, and to establish several endowed scholarships.

2.I.4 Challenges and Recommendations

- *Space*. The academic units in the School are housed in the Gunther Technology Building (GT) and the Faculty Annex Building. These buildings were originally designed for technology programs. While the University administration has allocated funds and converted two technology shops to dance studios in GT, the remaining space is not optimal for housing programs such as music and arts. (The Dance Department also operates in two dance studios in the Physical Education building.) Furthermore, with increasing enrollments, the School needs more space to accommodate the growth.

To resolve this problem, a new Art Center is currently a goal for the university. The School has been soliciting private donations to expedite the approval process. The goal is to secure enough funding to perform an initial design in the 2010–2011 academic year.

- *Teaching Load*. With the transition to university status, the target teaching load for each faculty member was lowered to 12 credit hours per semester or 24 credit hours per academic year to

give faculty more time for creative and scholarly work. However, with the statewide budget cuts and increasing enrollments, the faculty members in the School are carrying larger teaching loads than the target value. Another factor that contributes to the higher-than-average teaching load is the high contact hour courses taught in the School. UVU's administration has allocated funding for the School to hire three full-time lecturers for the next three semesters to provide short-term temporary relief.

New full-time positions are needed to lower teaching loads to the target value.

2.I.5 School of Education

The School of Education at Utah Valley University seeks to empower educators to become knowledgeable, prepared, ethical individuals who can assume the role of teacher in early education programs and elementary and secondary schools, It also seeks to prepare them for further career choices and advancement.

The School consists of two departments offering elementary and secondary undergraduate professional programs and one master's degree program. Details of specific programs are reported in the individual departments' self-studies.

Faculty and Staff

The School of Education consists of a dean, associate dean, 21 full-time faculty, two field coordinators, four advisors, and four full-time office staff. The School also employs part-time faculty and field supervisors (the number of part-time faculty and supervisors fluctuates from semester to semester). All but three full-time administrators and faculty hold either a PhD or EdD. Only faculty holding a doctoral degree work with students in the master's program. A master's degree is the minimum qualification for professional faculty, adjuncts, and university field and clinical supervisors.

Facilities and Equipment

The Education Building houses the School of Education, faculty and staff offices, classrooms, and

computer labs. The building has adequate space for faculty and staff offices, meeting rooms, and instructional classrooms. The classrooms are all wired as "smart" classrooms and have wireless access. The computer labs and faculty computers are updated on a rotating basis.

Students

In fall, 2009 1,143 majors were enrolled in the teacher education programs. The elementary and secondary education undergraduate programs include coursework and a variety of field experiences. All undergraduate students are placed in student teaching experiences with qualified, experienced mentor teachers. Master's degree students are placed with graduate mentors who help them successfully complete the work required for the degree. Based on the fall 2009 Fact Book, 42 students are enrolled in the master's program. The Early Childhood component is the smallest degree/certificate program, with approximately ten graduates per year.

Major Changes

- The School gained national accreditation in 2008 from the Teacher Education Accreditation Council (TEAC).

- When UVU was granted university status, it was also granted permission by the Utah State Board of Regents to offer three master's degrees, one of which was a Master of Education degree. The School of Education offered the first master's degree on campus. The degree is in Curriculum and Instruction with two options: English as a Second Language or Models of Instruction.

- In August 2005, the School moved from its previous residence on the east campus to the present location in the Education Building, which provided increased space.

- Beginning with fall semester 2005, the School offered a full degree in elementary education at the Wasatch campus. Students are admitted every other year. Since the first admission, two classes have graduated from the Wasatch campus.

- Secondary education degrees in seven content areas were added.

- The administrative structure of the School was changed to add an associate dean and a graduate program coordinator.

- The School instituted a Latino Educators of Tomorrow program to offer support to Latino students and encourage them to pursue careers in education.

- An internship program in elementary education was establishment in partner school districts.

2.I.5 SUMMARY

2.I.5 Strengths

- *Personnel.* The School has continued to strengthen the departments and has reduced the adjunct ratio by hiring several new faculty in critical needs areas. Additionally, the School has hired field coordinators, advisors, and administrative assistants, allowing it to better meet the needs of a growing student population.

- *Assessment.* The School has seen positive changes as a result of its program evaluation and continuous improvement process. The teacher education programs met criteria for success relating to INTASC standards in all areas. The Praxis II content test was added as a requirement for all students. The test is to be taken prior to graduation, which puts students in a better position to be licensed by the time of graduation. A systematized portfolio and senior project scoring model was adopted to create better reliability and validity for scores for program evaluation and continuous improvement.

- *Engagement.* In an effort to enhance the school's engagement with the community, the preschool was discontinued at the campus site and a partnership with Alpine School District was established. All students earning an associate degree in Early Childhood Education complete a practicum experience at an Alpine School District location.

- *Diversity.* The Latino Educators of Tomorrow program expanded to include all districts in the UVU partnership. The program encourages and supports students who are planning to pursue degrees in education.

2.I.5 Challenges and Recommendations

- Lines of communication among secondary content areas are insufficient.

The department recommends that department chairs develop improved methods of communication by holding consistent meetings with all content area representatives.

- Program assessment data has shown that Elementary Education needs to add an additional mathematics methods course.

The department recommends adding an additional mathematics course, which would mean that a program course needs to be dropped in order to remain within credit-hour guidelines.

- Program assessment data has shown that Secondary Education needs to add additional instruction in methods for working with students who have limited English proficiency and that it needs to develop additional field experiences.

The department recommends providing additional instruction in methods for working with students who have limited English proficiency. It also recommends developing additional field experience programs.

- The relatively new master's program needs a more complete complement of assessment instruments to evaluate program effectiveness.

A committee should be formed to develop and implement a thorough assessment program.

2.I.6 University College

Description And Analysis

University College at Utah Valley University is committed to providing students with courses and pro-

grams to meet their educational goals. The College offers basic skill development, English language, and university success courses as well as opportunities for interdisciplinary and honors work. University College provides academic support services for students across disciplines and also offers selective educational opportunities for community members.

As of spring 2010, University College consists of six academic departments/programs and two academic support units:

- Basic Composition and English as a Second Language

- College Success Studies

- Developmental Mathematics

- Integrated Studies

- Interdisciplinary Studies

- University Honors

- University Library

- Tutoring and Academic Skills Services: Academic Tutoring, Learning Strategies Support, the Mathematics Laboratory, and the Writing Center

Faculty and Staff

University College consists of a dean, an associate dean, an assistant dean, 52 full-time faculty, three full-time advisors, and 12 support personnel (administrative assistants, laboratory managers, etc.). In the past five years, we have added 11 new full-time faculty positions. In the most recent academic year, we decreased by one non-faculty position.

Facilities and Equipment

University College students, faculty, and staff utilize offices, classrooms, and laboratory rooms in many buildings across the main campus. Academic Tutoring, Basic Composition, the ESL program, Developmental Mathematics, and the Mathematics Laboratory are all located in the Liberal Arts Building. Integrated Studies, Interdisciplinary Studies,

and the Writing Center are housed in the main campus library. Learning Strategies Support, College Success Studies, and University Honors are in the newly remodeled Losee Center for Student Success, which opened in fall 2009.

Students

In 2009 – 2010 academic year, the Basic Composition Department's two courses generated 583 FTE. Students reenrolled in the ESL course generated 391 FTE. The College Success Studies Department served over 3,500 students generating 652 FTE, while the Department of Developmental Math generated 1,430 FTE.

Currently in fall, 2009 there are 98 majors in Integrated Studies (programs. In 2008, 22 Integrated Studies degrees were awarded. In the 2009-2010 academic year, IS served 174 students generating 34.8 FTE.

In the 2008-2009 academic year, 21 students graduated with an Interdisciplinary (IDST) minor. The IDST program currently serves 96 students.

Since 2006, the honors program has enrolled 179 students, 16 of whom have now graduated.

In the most recent academic year, more than 16,000 UVU students received academic tutoring, nearly 65,000 used the Mathematics Laboratory, and 9,500 used the Writing Center.

In 2008–2009, 832 students completed an AA or AS degree in University Studies.

Major Changes

- *Basic Composition.* During fall 2008, UVU moved from using the ACT Compass and DRP (Degrees of Reading Proficiency) tests to using Accuplacer for placement of students needing remediation in reading and writing. This was in response to a statewide initiative to have all institutions in the Utah System of Higher Education use the same placement tool. As part of this process, a new model for placing students into

their reading/writing class was developed, tested, and implemented. Another significant decision was to place students directly into ENGH 0990 and 0890 based on ACT scores.

- *College Success Studies.* The UV Mentor program and the University Student Success course (CLSS 1000) have become a central focus of the College Success Studies (CSS) Department. The UV Mentor Program was added to CSS in fall 2005. The former UV Leader Program was housed in the Student Affairs area. Having the UV Mentor Program in the CSS department supports the mentoring of students enrolled in CLSS 1000. CLSS 1000 has been renamed University Student Success from College Student Success, consistent with the institution's change to university status. The College Success Studies Department is currently in the process of adopting a new name and a new mission statement. The Academic Literacy courses were moved to the Basic Composition and ESL department after spring 2009 at the direction of University College's dean.

- *Interdisciplinary Studies.* During the last five years (2005–2010), IDST has created minors in Religious Studies, Deaf Studies, American Indian Studies, Gender Studies, Peace and Justice Studies, American Studies, Cinema Studies, and Classical Studies. In 2008, Interdisciplinary Studies underwent a name change from the Committee on Interdisciplinary Studies (COIS) to the Interdisciplinary Studies program (IDST). A major change that has increased program efficacy is financial and advocacy support from University College. In fall 2008, IDST entered into a symbiotic relationship with the Integrated Studies program. This includes shared advising and administrative support, office space and resources, and promotional efforts. With this cooperation between programs, IDST was able to make refinements to recruiting efforts, student tracking, program assessment, and advising.

- *Tutoring and Academic Skills Services.* Structured Learning Assistance (SLA) for mathematics was piloted in spring 2004 and now has hard funding. The Learning Strategies Support program started Project Success in fall 2009 to assist students who are on academic probation. Writing Scholars was piloted in fall 2007 by the Writing Center and received hard funding in fall 2008. The Writing Center moved to the new Library building, which was completed and occupied July 2008

2.I.6 SUMMARY

2.I.6 Strengths

- *Excellent Faculty and Staff.* Faculty and staff are student-oriented and willing to help. The majority of faculty hired in the last few years have terminal degrees in their respective areas and have been of the quality of those at major universities across the country. Faculty members are adaptable in spite of high teaching loads, the rapid increase in student numbers, and institutional changes. University College will need to cultivate flexibility, focus on academic health and strength, and work intelligently to maintain our student-friendly atmosphere as enrollment grows.

- *External Accreditations.* The Tutoring and Academic Support Services, specifically the Mathematics Laboratory, Academic Tutoring, and Writing Center, are NADE certified. The Basic Composition and Developmental Mathematics programs are in the process of completing NADE certifications.

- *Engaged learning.* University College academic programs are exceptionally successful at providing engaged learning opportunities for our students. Nearly every faculty member incorporates engaged learning principles into his or her classes.

- Space & Facilities. Several University College departments have moved into new or extensively renovated space. These included the new Library in 2008, which accommodates the Writing Center, Integrated Studies, and Interdisciplinary Studies programs, and the remodeled Losee Center in 2009, where the College Success Studies, University Honors, and Learning Strategies Support programs are located.

2.I.6 Challenges and Recommendations

- *Teaching Load.* With the transition to university status, the target teaching load for each UVU faculty member was lowered to an average of 12 credit hours per semester to give faculty more time for scholarly work. However, most faculty members in the College continue to carry teaching loads of 15 credit hours per semester.

Adequate resources should be made available to decrease teaching loads to allow faculty members to engage in other academic pursuits critical to creating and maintaining a professional academic atmosphere.

- *Growth.* Recently enrollment caps for individual sections have been increased and the trend is expected to continue for the foreseeable future. This is especially problematic as many University College courses involve extensive student-faculty interactions both in and out of class. University College prides itself on having a reputation for deep and sustained student-faculty interactions, and the current trend towards higher student enrollments in individual sections combined with continued high teaching loads will undermine this highly desirable tradition.

The institution needs to establish a balance between increasing section size to address enrollment growth pressures and supporting extensive student-faculty interactions both in and out of class.

- *Increasing Culture of Scholarship.* Expectations for faculty scholarship continue to increase, raising concerns related to tenure and promotion for faculty, whose primary focus is teaching.

UVU should not lose sight of its teaching mission as it grows into its status as a university.

- *High Adjunct Rates.* University College is fortunate to have competent adjunct instructors. However, continuing to attract well-qualified adjunct instructors is hampered by the very low pay scale and lack of employee benefits. The College is also concerned about the high ratios of adjunct to contract faculty in some programs. This creates added pressure on full-time faculty members to develop and improve curriculum, fulfill service and leadership tasks, and mentor and advise students. Additionally, ensuring the consistency of curriculum across a large percentage of sections taught by adjunct faculty members places added strain upon full-time faculty and administrators.

Hiring more full-time faculty needs to remain an institutional priority.

- *Salary Issues.* As UVU has evolved from a technical college to a university, salary compression has occurred and continues to occur. In order to attract qualified faculty members, the university has had to offer some recently hired faculty higher salaries than those given to some long-time faculty members.

The need remains to raise the salaries of those who have been historically underpaid.

2.I.7 Woodbury School of Business

Description and Analysis

The Woodbury School of Business (WSB) is currently organized into six departments, including Business Management, Marketing, Finance and Economics, Accounting, Paralegal Studies, and Business Administration. There are a total of 51 full-time faculty members with 3,854 majors (Fall 2009). The School offers a range of certificates, minors, and associate and bachelor degrees and one master's degree. The WSB also houses the Entrepreneurship Institute.

Major Changes

There have been several important program changes in the last ten years:

- AACSB accreditation

- Creation of Economics Bachelor of Arts and Science degrees

- Creation of Finance Bachelor of Arts and Science degrees

- Creation of Entrepreneurship minor

- Creation of Entrepreneurship Institute

- Creation of Master in Business Administration degree

- Fundraising: The Woodbury family donated $20 million to name the Woodbury School of Business.

2.I.7 SUMMARY

2.I.7 Strengths

- Assessment. The WSB has a robust, multifaceted assessment program that includes AACSB accreditation, ABA certification, Senior Exam, and Student Satisfaction instruments. There is faculty follow-up on action-based items gleaned from the results of these assessments.

- Engagement. The WSB has a substantial program of engaged learning, such as Legal Clinic, internships, marketing and human resources classes working with local businesses, the Entrepreneurship Institute, and the Small Business Incubator.

- Personnel. The WSB has a cadre of highly qualified faculty who are outstanding teachers and active researchers.

- Portfolio System. The WSB is using the Digital Measures electronic portfolio system.

2.I.7 Challenges and Recommendations

- The WSB continues to experience substantial enrollment growth, which challenges its resources.

The WSB should develop a 5-year strategic plan to be prepared for continued growth. Some means of capping enrollments, especially in the MBA program, should be considered.

- Continued improvement of the WSB is limited by financial considerations.

The WSB should embark on a comprehensive capital campaign.

- The WSB is lacking sufficient full-time faculty to address increasing student demand and to maintain a high-quality set of programs.

The WSB should continue to make full-time faculty hiring a PBA priority.

STANDARD 2
REQUIRED DOCUMENTATION

I. General Requirements and Undergraduate Program

Required Documents

RDI 2.1 Instruments and procedures used to measure education program effectiveness (See CD)

RDI 2.2 Inventory of documents that demonstrate the appraisal of educational program outcomes. The documents are to be available on campus for examination by the evaluation committee. Examples may include:

RDI 2.2.a Annual goals and assessment of success in their accomplishment (See CD)

RDI 2.2.b Studies of alumni and former students (See CD)

RDI 2.2.c Studies regarding effectiveness of programs and their graduates (See CD)

RDI 2.2.d Test comparisons that reveal beginning and ending competencies (See CD)

RDI 2.2.e Surveys of student satisfaction (See CD)

Required Exhibits

REI 2.1 Statement of degree objective for each degree program (will be available in the site visit evaluation room)

REI 2.2 Description of curriculum development bodies and advisory groups, with rules of procedure and recent minutes (will be available in the site visit evaluation room)

REI 2.3 Complete departmental or program self-studies prepared for part of this self-study (will be available in the site visit evaluation room)

REI 2.4 Evaluation forms and summary reports of student evaluations of faculty and courses (will be available in the site visit evaluation room)

REI 2.5 Self-study and evaluation committee reports from external reviews and the most recent professional accreditation visits and documentation of resulting actions (will be available in the site visit evaluation room)

REI 2.6 Criteria and procedures for admission and retention of students, maintenance of student records, and awarding of credit, including credit for prior experiential learning (will be available in the site visit evaluation room)

REI 2.7 Policies regarding transfer of credit, including articulation agreements with other institutions (will be available in the site visit evaluation room)

REI 2.8 Policies regarding remedial work (will be available in the site visit evaluation room)

REI 2.9 Description of the materials and forms used in the academic advisement process (will be available in the site visit evaluation room)

REI 2.10 Grade distribution studies (will be available in the site visit evaluation room)

REI 2.11 Policies governing public service (will be available in the site visit evaluation room)

Suggested Materials

SMI 1 Compilation of entering freshman student ability measures (will be available in the site visit evaluation room)

SMI 2 Samples of course examinations and other instruments used to assess student achievement or competency and, when possible, available work products determined to be of different levels of quality (will be available in the site visit evaluation room)

SMI 3   Funds devoted to research, if applicable, for each of the past three years; principal sources of such funds (will be available in the site visit evaluation room)

II. Graduate Program

Required Documents

RDII 2.1   Copy of the Graduate Catalog (See University Catalogs)

RDII 2.2   The information specified below is to be summarized separately, or, if it is contained in the Graduate Catalog, identified by page numbers(s):

RDII 2.2.a   All graduate degrees offered (embedded in Standard 2; See University Catalogs pg. 79-84, 2010-2011; pg. 48-50, 2009-2010)

RDII 2.2.b   General graduate admissions requirements for master's degrees including the use of standardized tests, and special requirements by schools, departments, or degree programs if substantially different (embedded in Standard 2; See CD)

RDII 2.2.c   General graduate admissions requirements for doctoral degrees including the use of standardized tests, and special requirements by schools, departments, or degree programs if substantially different (N/A)

RDII 2.2.d   General graduation requirements for advanced degrees and special requirements by schools, departments, or degree programs if substantially different (embedded in Standard 2; See CD)

RDII 2.2.e   Graduate faculty by schools or program (see CD)

RDII 2.3   Inventory of documents or studies that demonstrate the assessment of outcomes for graduate programs. Examples on file may include:

RDII 2.3.a   Studies of graduates or former students (N/A)

RDII 2.3.b   Studies that indicate the degree of success with graduates obtaining employment in field relevant to their graduate education (N/A)

RDII 2.3.c   Surveys of student satisfaction (See CD)

RDII 2.3.d Review of internal program (See CD)

RDII 2.3.e Surveys of employer satisfaction (N/A)

RDII 2.3.f Results of national ranking data (N/A)

Required Exhibits

REII 2.1   Policy on the acceptance of graduate credit, including transfer credit (will be available in the site visit evaluation room)

REII 2.2   Policy on the granting of credit for internships, field experience, or clinical practice (will be available in the site visit evaluation room)

III. Continuing Education and Special Learning Activities

Required Documents

RDIII 2.1 Organizational charts which show the relationship of continuing education to various academic units of the institution, including the internal organization of the continuing education unit (See CD)

RDIII 2.2 Summary listing of off-campus programs, directors, sites, and enrollments (See CD)

RDIII 2.3 Policy and procedures for institutional approval of off-campus and special programs and courses (see CD)

Required Exhibits

REIII 2.1 Catalogs, brochures, announcements, and class schedules for special programs (will be available in the site visit evaluation room)

REIII 2.2 Policies regarding the award of credit based on prior experiential learning including the distribution of credits, by term, for the past two years (will be available in the site visit evaluation room)

REIII 2.3 Policies that address all items of Standard Indicator 2.A.10 regarding award of credit (will be available in the site visit evaluation room)

REIII 2.4 List of all courses and programs taught by nontraditional instructional formats for the past three years, indicating the course, type and duration of instruction, number of credits, enrollment, and location (will be available in the site visit evaluation room)

REIII 2.5 Budgetary information and financial arrangements relating to continuing education and special learning activities (will be available in the site visit evaluation room)

REIII 2.6 Studies demonstrating comparability of outcomes for courses or programs offered under concentrated or accelerated time frames, or special degrees (will be available in the site visit evaluation room)

REIII 2.7 Policies regarding admission, transfer of prior earned credit, credit by examination (e.g. College Level Examination Program [CLEP]), credit for prior experiential learning, credit by evaluation and residency requirements as they apply to external degrees, degree-completion programs, or special degrees (will be available in the site visit evaluation room)

REIII 2.8 Sample transcript with explanation of codes showing designations for credit for prior experiential learning and non-degree credit (will be available in the site visit evaluation room)

REIII 2.9 Contractual agreements with other institutions or travel agencies (will be available in the site visit evaluation room)

REIII 2.10 Criteria and procedures for admission of students and awarding of credit; procedures for maintenance of student records (will be available in the site visit evaluation room)

REIII 2.11 Catalogs, brochures, and announcements for continuing education courses and programs, and special learning activities (will be available in the site visit evaluation room)

REIII 2.12 Criteria and procedures for registration of students and awarding of units; procedures for keeping student records (will be available in the site visit evaluation room)

REIII 2.13 Procedures for involving appropriate institutional personnel in program approval and development (will be available in the site visit evaluation room)

Standard Three

INTRODUCTION

The Student Affairs Division at Utah Valley University presents a progressive and energetic array of student services. All activities and programs seek to provide a positive atmosphere for educational excellence and individual growth. The Student Affairs Division priorities mirror the larger organization priorities established through the Planning, Budgeting, and Accountability (PBA) process:

- Manage Enrollment

- Create a Distinctive Educational Experience for Students

- Improve Support Services

- Continue to Engage the Larger Community

Under the direction of the Vice President of Student Affairs, the division for student support services engages students, faculty, staff, and the community in a dynamic student-centered environment where students experience educational excellence through personal, professional, and leadership development. Student Affairs is dedicated to achieving the highest levels of collaboration with Academic Affairs and other institutional partners to ensure that students from all walks of life discover and pursue pathways to success both inside and outside the classroom.

STANDARD 3.A – PURPOSE AND ORGANIZATION

3.A.1 Organization of Student Services

There are five major functional areas within Student Affairs. Three Associate Vice Presidents, an Assistant Vice President, and a Director together supervise more than 40 UVU departments responsible for the comprehensive services available to students (RD 3.1). The five functional areas are:

- *Enrollment Management.* The staff collaborates with faculty, staff, alumni, and the community to recruit, retain, and support students in the successful completion of certificates and/or university degrees.

- *Student Advisement and Support Services.* The Division of Student Advisement and Support Services (SASS) proactively engages students in achieving success by providing personalized, seamless, and intentional career, academic, and support advising.

- *Student Life.* This division is dedicated to providing a wide variety of opportunities to engage students outside of the classroom in programs such as student government, clubs and organizations, intramurals, etc. Over 100 different clubs, organizations, and groups are available for student participation.

- *Athletics.* The Athletic Department provides a wide range of highly competitive athletic programs and seeks to be a source of pride, revenue, good will, and high quality entertainment for the university and community. The Athletic Department provides student-athletes with opportunities to improve athletic skills and abilities while obtaining a quality education.

- *Center for the Advancement of Leadership (CAL).* This center provides direct and indirect support for leadership education through programs and affiliations targeted at students and community members of all ages.

Yearly, a strategic plan for Student Affairs is updated and evaluated regarding salient goals and objectives that directly support the achievement of UVU's overall mission and goals. All Student Affairs departments completed self-studies outlining how their mission, values, and goals contribute to the overall UVU mission (RE 3.5 & RE 3.6).

3.A.2 Staff Qualifications and Evaluation

The staff has a wide range of appropriate abilities and experience. Resumes for Student Affairs professionals and program staff are available for review during the site visit. Assignments are clearly defined and published on the web. Personnel performance is regularly evaluated each year, and copies of reviews are maintained in employees' personnel files.

3.A.3 Policies and Procedures

All policies related to student services are developed through a collaborative process involving faculty, staff, and students. Policies directly related to Student Affairs are in the 500 section of the UVU Policies Manual. Proposals for new policies or policy revisions are reviewed by the Deans' Council, Faculty Senate, Professional Association of Campus Employees (PACE), UVU Student Association (UVUSA), President's Council, and UVU Board of Trustees (RD 3.7). Approved policies are posted on the web. The UVU Student Association (UVUSA) abides by policies and procedures outlined in the Constitution of Associated Students. The constitution establishes the objectives and purposes of the UVUSA as working toward the common goal of higher education and providing meaningful and educational interaction among students, faculty, staff, administration, and the community. The UVU Student Code of Conduct (RD 3.2) is distributed at New Student Orientations as well as online and in the UVU catalog.

All policies and procedures were reviewed to be in compliance with the change to university status in 2009–2010. Policies needing update are identified and work is continuing to ensure that all policies are, and remain, current.

3.A.4 Resource Allocation

The number of employees in Student Affairs has increased to meet students' needs as enrollment has grown, as shown in Table 3.1. Federal work-study numbers decreased due to federal budget restrictions (RD 3.6).

Table 3.1
Student Affairs Employees Headcount Fall 2005 to Fall 2009

Fiscal Year	Student Headcount Fall Semester	Student Affairs Full-Time Employees	Student Affairs Part-Time Employees	Financial Aid Work-Study
2005	24,487	198	N/A	529
2006	23,305	218	269	431
2007	23,840	219	221	528
2008	26,696	240	280	433
2009	28,765	254	307	456

The PBA process requires departments to identify human, physical, and/or financial resources and make appropriate requests to address areas of need. The Physical Space Summit is a component of the university-wide PBA process that focuses on physical facility needs. At the most recent Physical Space Summit, the Vice President for Student Affairs presented the physical facility needs of Student Affairs. Based on this meeting, along with several feedback sessions, a Master Plan for the entire campus was finalized in December 2009 that includes areas of Student Affairs future expansion: Athletic Track, Athletic Field House, Intramural Fields, Student Life and Wellness Center, and expansion of the Wee Care Center.

The majority of Student Affairs offices are housed in the Sorenson Student Center, the newly remodeled Losee Center for Student Success, the UVU Events Center, the Wolverine Services Complex, and the Browning Administration Building. The Sorensen Student Center is funded by student fees and rental income with no state-appropriated money. Funds are available to cover repair and replacement expenses. Recent remodeling within the Losee Center for Student Success allowed significant facility expansion of multiple Student Affairs programs, including Career and Academic Counseling, Career Services and Student Employment, Prospective Students, Center for the Advancement of Leadership, Accessibility Services, Student Success

and Retention, Women's Resource Center, and the Volunteer and Service Learning Center.

Student Affairs' budget continues to keep pace with the increase in student enrollment. Student Affairs is given time to present requests for new positions and budget increases and to report on accountability from the previous year at the PBA meetings held each fall. As illustrated in Table 3.2, the appropriated budget has increased concurrently with student headcount.

Table 3.2
Student Affairs Appropriated Operating Budget 2005–2006 through 2009–2010

Year	Student Headcount	Appropriated Budget	% of Total Operating Budget
2005–2006	24,487	$9,664,284	9.82%
2006–2007	23,305	$10,200,534	10.21%
2007–2008	23,840	$12,848,902	11.04%
2008–2009	26,696	$13,122,753	10.34%
2009–2010	28,765	$13,769,178	11.02%

3.A SUMMARY

3.A Strengths

• Student Affairs is well organized and staffed. Resources have increased as student enrollment has increased.

• Student Affairs uses a mature strategic planning process that is aligned well with the UVU mission. Departments continually review their progress on goals.

3.A Challenges and Recommendations

• Student enrollment growth has continued.

Student Affairs will continue to participate in the UVU Managing Enrollment Growth initiative to ensure that students continue to have the needed resources and support.

STANDARD 3.B – GENERAL RESPONSIBILITIES

3.B.1 Student Characteristics and Needs (RD 3.3)

UVU reviews student characteristic data from admission applications, financial aid applications, and yearly surveys (new student survey, non-returning student survey, survey of student opinions, Beginning College Survey of Student Engagement (BCSSE), and National Survey of Student Engagement (NSSE). The data is used to design programs and sponsor activities to meet UVU students' needs.

UVU's enrollment for both males and females has experienced significant growth, with the most dramatic growth occurring between 2007 and 2009. Male students continue to outnumber female students (see Figure 3.1). In 2009, 57% of UVU students were male while 43% were female. First-time student enrollments follow the trend of total student enrollment with first-time male enrollment being consistently higher (see Figure 3.2). In large part, the ratio difference can be explained by UVU's rich history of trade and technology programs, which have an ongoing trend of male-dominated enrollment. If the College of Technology and Computing and High School Concurrent Enrollment majors were omitted from UVU's total count, the male/female ratio would be 49/51.

Figure 3.1. Total Headcount by Gender (above), First-Time Students Headcount by Gender (below). Information from Institutional Research and Information (IRI) Fact Book, 2009–2010 *Note: Unknown genders were omitted from chart for 2005 & 2006*
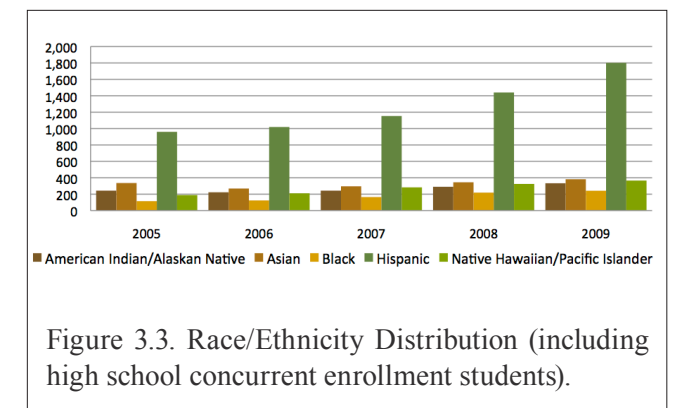
Figure 3.3. Race/Ethnicity Distribution (including high school concurrent enrollment students).

A primary focus at UVU over the past five years has been the recruitment and retention of a more diverse student body. (See Standard 3.D and Policy 3.1 for multicultural recruitment/retention efforts.) The results of these efforts are reflected in the steady increase of multicultural students (see Figure 3.3). The percentage of multicultural students increased from 7.5% in 2005 to 10.9% in 2009. Multicultural student retention has been positively affected by the implementation of the Latino Initiative and a Summer Survivor Program for incoming multicultural

students (see 3.D.9). The most dramatic growth occurred between 2007 and 2009. An item of note is that students are increasingly self-identifying their specific ethnicity with fewer and fewer students identifying themselves as "Other or Unidentified." *Figure 3.3.* Race/Ethnicity Distribution (including high school concurrent enrollment students).

Many of UVU's students are employed full-time while attending school part-time. UVU is cognizant of these students' needs for flexible course scheduling, and this awareness is reflected in the diversity of course offerings and availability. Courses are available in the evenings, on Friday nights, on Saturday mornings, and online to accommodate various student scheduling requests. UVU is not a traditional college with a large portion of the students being full-time students. In fall 2009, full-time students
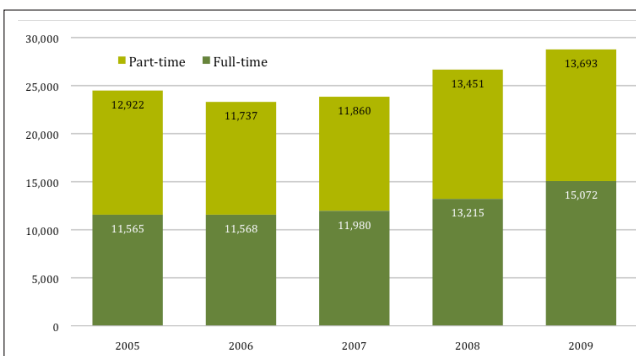
Figure 3.4. Headcount by Full-time/Part-Time Student Status. Information from Institutional Research and Information (IRI) Fact Book, 2009–2010.

UVU is an open admission institution, which has an impact on the distribution of student enrollment by class. Many of UVU's students have high needs for developmental instruction. Students starting school with these academic deficiencies are usually more prone to attrition. Another factor that is influencing the class-level distribution is the high transfer rate. (See 3.B.6 for more information on retention initiatives.)

In September 2006, Utah Valley University was awarded a five-year individual development Title III grant through the Department of Education under the Strengthening Institutions Program (SIP). The performance period is October 1, 2006, to September 30, 2011. This grant award enabled UVU to create the Office of Student Success & Retention. A goal of the grant was to increase fall-to-fall retention from 43% in 2004 to 55% by fall 2011. Currently the university is on target to achieve the goals and objectives of the grant. Retention was measured at 61.9% for fall 2008. Figure 3.5 shows student headcount by class level for the past five years, illustrating the increase in retention of students continuing past the freshman year.
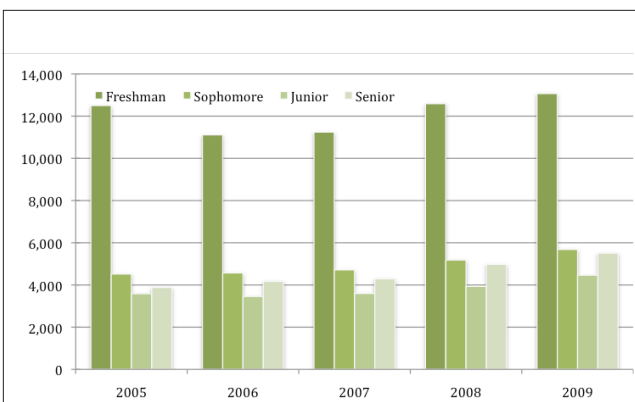
Figure 3.5. Headcount by Class Level, 2005–2009 *Note: Graduate students were omitted from chart for 2008 & 2009.*

UVU's student population comes primarily from within the state of Utah (88%). Figure 3.6 shows the headcount by residency including concurrent enrollment high school students. Numbers of both resident and non-resident students have increased consistently over the past five years. However, between 2007 and 2009 there has been a decrease in non-resident students, which is likely due to the current economic climate combined with the higher tuition for non-resident students. Non-resident students frequently sit out for a year to gain residency and reduce their tuition costs. One accommodation that UVU makes to assist non-resident students is offering in-state tuition to all students during the summer terms.
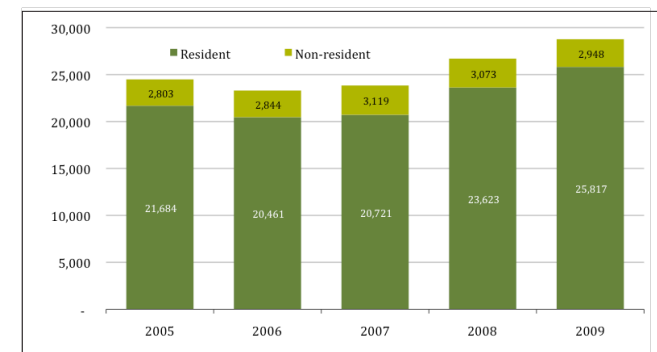
Figure 3.6. Headcount by Residency (including high school concurrent enrollment students). Information from Institutional Research and Information (IRI) *Fact Book*, 2009–2010.

By examining the types of students enrolling (returning, first-time, continuing, transfer, etc.), a more extensive understanding of UVU's student population can be gained (see Figure 3.7). The highest percentage of UVU's student population consists of continuing students, followed by high school students who are primarily enrolled in concurrent enrollment courses. Continuing students, first-time college students greater than one year since high school, returning students, and graduate students have seen increases from 2008–2009. This could likely be a result of UVU's change to university status, the availability of a growing number of four-year degree programs, and a poor economy.
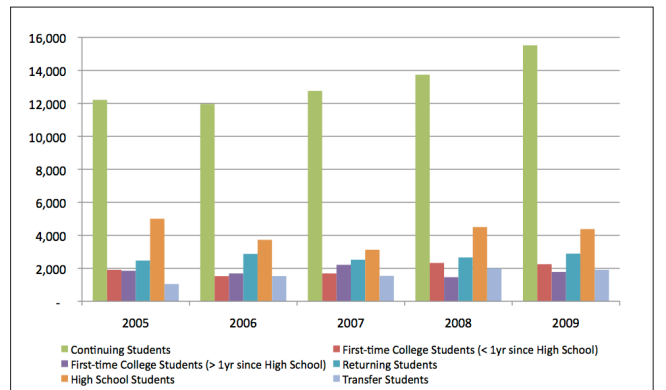
Figure 3.7. Headcount by Types of Students Enrolling, 2005–2009 *Note: Graduate students were omitted from chart for 2008 & 2009*

Because UVU has an open-admission policy, no applications are denied. UVU does not discriminate in recruitment or admission of students on the basis of race, color, religion, age, sex, national origin, or other legally impermissible factors. As seen in Figure 3.7, admission and enrollment trends have begun to stabilize, but the data suggests the need for continued efforts in enrollment management and recruitment. The Associate Vice President of Enrollment Management and the Associate Vice President of University Marketing coordinate with Academic and Student Affairs departments to plan and implement comprehensive student recruitment and retention campaigns, which are proving to be successful.

The university provides a variety of programs to meet students' needs, specifically emphasizing achievement of their educational goals. As demographics have changed, programs have been developed to meet the individualized needs of students. The First Year Experience (FYE) Program, which reports directly to the associate vice presidents of Academic Affairs and Student Affairs, assists in

the transition to UVU and is designed to assist new students with study skills, understanding their personal learning styles, making friends, and finding a connection to the campus. The Resident Engagement Coordinator (REC) program partners UVU student activity coordinators with private student apartment complexes to increase student involvement and retention. The program started in 2009 and currently has 22 student coordinators servicing 14 apartment complexes.

UVU saw a change in characteristics of the student population with the requirement that all applicants submit ACT scores starting fall 2005. Students requiring additional developmental courses were more readily identified and assisted. Students whose test scores suggest better academic preparation are en-

couraged to participate in the Honors Program. The Honors Program and the Presidential Leadership Program have created a new residential component to encourage learning communities.

Federal TRIO programs meet the needs of selected students who are low-income, first-generation college students, or disabled. Upward Bound/Talent Search TRIO targets approximately 1,130 pre-college students from sixth to twelfth grade within sixteen public schools in five surrounding counties. This is a continuous effort to empower youth who have academic potential but lack adequate information or educational preparation to enter and/or continue in postsecondary education. The average high school graduation rate for Upward Bound/Talent Search students is 90%. Enrollment in post-secondary education is more than 70%. TRIO (Student Support Services) selects 150 UVU students to provide intensive academic support from first year to graduation. School, College, and University Partnerships (SCUP) offers intensive academic tutoring in more than 20 public schools (approximately 1,000 students) from first through twelfth grades with the America Reads Program and the Utah Valley Urban Initiative.

Since 2007 Utah's statewide Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) operates through UVU and provides academic support services to more than 2,000 pre-college students each year. GEAR UP has a 90% retention rate and annually distributes more than a million dollars in scholarship money for students entering post-secondary education.

Each year Turning Point provides outreach to approximately 1,100 non-traditional prospective students who are returning to pursue their education after a stop-out or who are beginning a post-secondary program five or more years after high school. Twenty-five scholarships are awarded to non-traditional students each year.

UVU strives to serve as a resource for non-traditional students and single parents who are returning to school. The Women's Resource Center provides services such as scholarships, academic support,

and referrals. The Women's Resource Center relies heavily on Wee Care to assist single parents in returning to school. Wee Care is an on-campus child care provider that provides child care on a sliding cost scale. The quality of care is excellent and in high demand. These services are invaluable in serving the non-traditional students who make up a large majority of our student population. Funding has been approved to conduct a comprehensive study and develop plans for substantially expanding this program.

Multicultural outreach is provided to public schools, corporations, state, and community entities through the Cultural Legacy program. In 2009, Legacy participated in 30 events resulting in contacts with 21,000 community members and prospective students. More than 100 UVU students volunteer as outreach ambassadors through song, dance, and presentations in the Legacy program. The Latino Initiative reaches 1,200 prospective students through outreach programs. In addition, the Latino Initiative has strong UVU campus partnerships including English as a Second Language, Prospective Student Services, Freshman Orientation, Concurrent Enrollment, Business, Education, and Multicultural/International centers. Community entities include Latinos in Action, Centro Hispano, Hispanic Chamber of Commerce, American Chamber of Commerce, and the Mexican Consulate.

3.B.2 Student Participation in Governance and Faculty Involvement in Student Policies, Programs, and Services

UVU is committed to shared governance and provides students the opportunity to participate in institutional committees, decisions, and policy. The Department of Student Life and Student Government is the primary avenue through which students participate in the governance of UVU. Training and support are provided as students become involved in student leadership. Members of Student Council serve on all major decision-making committees campus-wide, including President's Council and the Board of Trustees. Students participate in governance at the academic department level by serving as academic department senators. (See section 6.E

for further discussion of student participation in university governance.) Shared governance emphasis allows students to develop confidence as they learn the vital importance of commitment, communication, and respect (RE 3.7).

UVUSA is divided into four areas to facilitate student participation:

- *Independent Branch.* This branch defines and interprets UVUSA constitutional issues; organizes student government service activities; coordinates projects and service between Clubs, Volunteer Services, and UVUSA; coordinates activities/programs for student mentoring and Student Success classes; maintains web pages; serves as a liaison between Student Government and satellite campuses; and coordinates activities with Student Life departments. This branch involves approximately 60–75 students.

- *Academic Senate.* The Senate coordinates programs parallel with students, faculty, and academic administrators; organizes campus speakers, forums, and debates; and addresses other student-driven issues. Each academic department has a student senator who represents department interests on multiple committees. The Senate involves approximately 50–60 students.

- *Student Activities.* This branch plans, coordinates, and produces dances, campus entertainment, fine arts events, concerts, theater productions, films, Kid's Night, noon-time events, Miss UVU, Mr. UVU, activities to promote school spirit (The Mighty Athletic Wolverine League – MAWL), and Homecoming Week. Student Activities involves approximately 750–1,000 students.

- *UV Clubs.* The UV Clubs office promotes UVU club activities, events, and individual club development. The office coordinates speakers, service projects, and fund raising; serves as liaison with Intramurals; assists sports clubs in publicizing games and events; and increases campus awareness of diversity, culture, and ethnic origins. Club memberships include between 1,500 and 2,000 students.

Faculty and staff play a vital role in policy development. Faculty Senate and the Professional Association of College Employees (PACE) help develop and approve policies for student programs and services through a number of committees and activities.

3.B.3 Policies on Students' Rights and Responsibilities

The Student Rights and Responsibilities Code (UVU Policy #541, *Student Rights and Responsibilities, Sanctions, and Grievances*) is available in multiple formats. Students can obtain the Student Rights and Responsibilities Code in printed form in the UVU catalog, on a handout created by the department of Judicial Affairs, and in a student handbook provided to students at Jumpstart Orientation (see section 3.B.6). The code can be found on the Judicial Affairs website as well as in the online catalog. The code sets forth in a clear and concise manner the rules and regulations of conduct expected of those who join the UVU community. Violations of the student code are reviewed and sanctions are imposed and enforced for the protection of the student and the university.

To ensure that fairness and consistency are upheld to the highest degree, the office of Judicial Affairs has procedures to facilitate both accuracy and due process. A student who is accused of violating the Student Rights and Responsibilities Code meets with the Director of Judicial Affairs and given the opportunity to present his or her personal perception of the circumstances. If needed, the director will gather additional information to make a decision. The director issues appropriate sanctions as outlined in the student code. The sanction and information regarding any possible appeal are communicated, verbally and in writing, to the student.

A standardized appeal process is provided for students who feel the sanctions are unfounded. Appeals to the Dean of Students for general conduct or to the dean of the appropriate school/college are part of the due process system.

Judicial Affairs currently maintains records of all reported violations of the student code. However, not all violations of the student code are reported to Judicial Affairs; therefore, a fully accurate count cannot be made. Many students are given the option to expunge their student code violation records after a certain amount of time or after successful completion of their academic career at UVU.

Records of misconduct are categorized four ways: Academic Misconduct (AM), General Misconduct (GM), Violent Misconduct (VM), and Sexual Misconduct (SM). Records of the occurrence of these infractions reported from October 2005 to October 2009 are seen in Table 3.3.

Table 3.3
Records of Misconduct 2005–2010

Academic Year	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010
Academic	7	1	9	0	1
General	12	14	3	1	5
Violent	1	1	0	2	2
Sexual	1	0	0	0	1

3.B.4 Student Safety and Security

University police officers are certified by the State of Utah and are responsible for providing a full range of public safety services to the university community, including the handling of all crime reports, investigations, and traffic collisions; the enforcement of laws regulating underage drinking, the use of controlled substances, and weapons violations; the enforcement of all applicable state, county, and local laws and UVU administrative rules and regulations; and the handling of all other incidents that require police assistance, such as medical and fire emergencies.

Information concerning student safety is published and distributed in the UVU catalog and on the web. The University Police Department submits a monthly Uniform Crime Report (UCR) to the Federal Bureau of Investigation through the Utah Bureau of Criminal Identification. UCR data shows that UVU has a low crime rate when compared with colleges and universities nationwide.

Information required by the Campus Security Act, the Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and the Student Right-to-Know Act are included in the UVU catalog, on the website, and in course schedules published each semester (RE 3.8).

Recently, the UVU student body president took the initiative to have the Campus Emergency Plan made into a one-page instruction sheet to be placed in locations throughout campus and on the web. The content was formed in collaboration with the UVU Police Department Chief and the Emergency Preparedness Advisory Committee (EPAC). Approval was given by the UVU Space Allocation Committee and the President's Council. UVU Emergency Procedures are placed at 194 locations throughout campus, giving students, faculty, and staff access to the Campus Emergency Plan.

3.B.5 Catalog and Student Handbook

The UVU catalog includes all the necessary policies, procedures, listings, and other items mentioned in standard 3.B.5. The web version and hard copy catalog are readily available to both prospective and enrolled students and the public. The university catalog, as well as the UVU Student Code of Conduct booklet published by the UVU Student Life office, contains all information required for a

student handbook. Both publications contain details regarding student rights and responsibilities, which include General Rights, Academic Rights, General Responsibilities, Academic Responsibilities (Academic Honesty), Sanctions, Institutional

Sanctions, Monetary Sanctions, Personal Development Sanctions, Individual/Group Sanctions, Temporary/Interim/Emergency Sanctions, Appeals, and Grievance Procedures. Student government, student organizations and services, and athletics are detailed in the catalog.

The UVU catalog includes information required by the Campus Security Act, the Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and the Student Right-to Know Act.

3.B.6 Evaluation of Student Services and Programs

All Student Affairs departments at UVU have institutional outcomes assessment plans that list goals and provide data to identify areas that need improvement. Data are used in yearly planning and implementing of new programs and/or procedures to improve the Division of Student Affairs. Institutional Research Information (IRI) systematically evaluates Student Affairs programs and provides the results on the IRI web page. An in-depth study on the effect of risk factors and student interventions on university retention called the Non-Returning Student Survey is conducted each year. Results from this survey guide the university in making changes that will increase student satisfaction and retention.

UVU provides strong developmental education programs and tutoring services to support students who place below college level when entering UVU. Since 2005 the university has dedicated significant resources to improving tutoring services, such as the relocation of the writing lab and the expansion of math tutoring services. The University College also provides services for students who are undecided on their educational goals and/or major and need developmental instruction.

The Office of Advisor Training supervises the advisor training program. This program offers workshops for academic advisors, providing them with a high standard of knowledge of the latest retention strategies and programs, and assists all advisors and support personnel in providing students with accu-

rate, current information. Over 150 faculty members, professional advisors, peer advisors, and campus staff have participated in this program.

Using information from the National Orientation Directors Association (NODA) and feedback from new-student surveys, the institution modified the orientation for new students from the UVU Experience, a one-day event before the beginning of fall semester, to the Jumpstart Orientation, which provides 16 sessions throughout the summer with an average attendance of 150 students per session (students may choose the session time that best meets their needs).

The Director of Orientation was hired in 2006 and reports to the Assistant Dean of Students. The Director serves on the Student Success and Retention Committee and on First-Year Experience subcommittees.

The Student Success and Retention Committee, consisting of faculty and Student Affairs representatives, meets monthly to discuss survey results, implement new initiatives based on those findings, and develop strategies for increasing retention and graduation rates. Figure 3.8 details retention rates for the last five admission cohorts (RD 3.4).
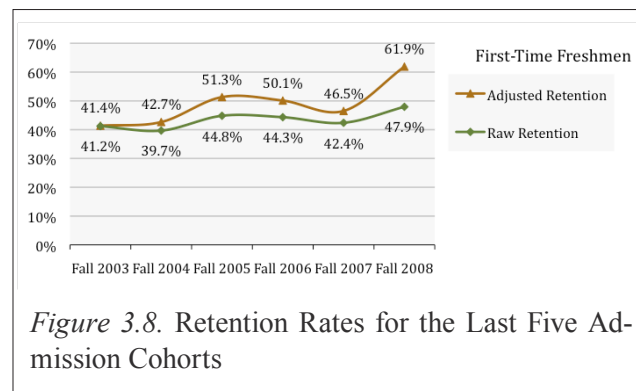
Figure 3.8. Retention Rates for the Last Five Admission Cohorts

Student success and retention, as well as overall student satisfaction, are primary measures of the adequacy and success of student services. The following studies detail some factors that may contribute to student success and retention at UVU (RE 3.7).

• "The Effect of Risk Factors and Student Service Interventions on College Retention – Fall 2007" found that the following groups

of students are the most likely to drop out of school: married, parents, low-GPA, undecided on major, first-generation, and in need of academic remediation.

• "Non-Returning Student Survey –Fall 2004-05, Fall 2005-06 and Fall 2006-07" identified the most common reasons students drop out: courses not available at convenient times, courses/programs not available, schedule conflicts with work, insufficient financial aid, family responsibilities or child care, stress of college, unsure about educational goals, dissatisfied with quality of instruction from faculty, dissatisfied with helpfulness of faculty/staff, and dissatisfied with availability of instructors.

• "The Survey of Student Opinions (SSO) – June 2008" indicated that the general feeling of students toward UVU has been above average. Satisfaction with academic advising has improved at UVU relative to the national average. Personal security/safety has consistently rated well above the national average. Financial Aid Services and Career Planning/Job Placement were listed as the most important services UVU provided to assist students. UVU's younger students have very different attitudes toward educational services than more mature students. Younger students tended to favor social aspects of student life while mature students rated professional and academic aspects as more important. Multicultural students at UVU are generally more concerned about educational services; they reported feeling more isolated than other students at UVU. Female students, on average, were more engaged with their educational experience than males. There was a positive correlation between students who were highly satisfied with UVU and those who engaged in UVU-sponsored social activities.

In an effort to address the self-identified needs of UVU students, Personalized, Seamless, and Intentional (PSI) advising was implemented in 2006. PSI refers to a series of proactive contacts with students and a seamless referral system facilitating student contact with appropriate and specifically assigned advisors.

3.B SUMMARY

3.B Strengths

• UVU campus is recognized as one of the safest in the nation. Campus police take extra precautions to ensure the security of students and employees on the premises. The University Police Department, fully accredited by the state of Utah, maintains the same full police powers and responsibilities as officers in other Utah law enforcement agencies. The force provides 24-hour-a-day police patrol and security protection for the benefit of all UVU properties, employees, students, and visitors.

• Outreach programs to assist underrepresented secondary students in continuing their education at a university level are valued and supported by UVU.

• Fall-to-fall retention is at 61.9% in fall 2008 for full-time adjusted bachelor degree-seeking students.

3.B Challenges and Recommendations

• The Student Rights and Responsibilities Code (UVU Policy #541) has not had a comprehensive policy review for five years. Because of the importance of this code, a complete review is in order to determine any best-practice procedure that may be needed to update and strengthen the language of the policy.

Judicial Affairs needs to update the Student Rights and Responsibilities Code (UVU Policy #541) in order to clearly and comprehensively outline for, and educate, the campus community concerning students' rights and responsibilities. Judicial Affairs needs to expand awareness of the services and benefits offered to the university and needs to continue professional networking and educating the campus with the support and cooperation of administration, faculty, and students.

• Wee Care is an on-campus child care provider that provides child care on a sliding costs scale. The quality of care is excellent and there is a high demand for these services. However, Wee Care is highly competitive because of a lack of

resources. The Wee Care facility is only 2,850 square feet, including the basement offices, with a staff of 30 part-time employees. Each semester only 130 children are enrolled in the program. The facility can only have 60 children in the building at one time. Each semester there are about 30 families on the waiting list. First priority is given to single parents and those who are struggling economically.

Fundraising efforts for expanding the Wee Care Center must be a priority in order to meet the needs of students struggling to complete a degree while supporting families.

STANDARD 3.C – ACADEMIC CREDIT AND RECORDS

3.C.1 Evaluation of student learning or achievement and credit awarded

Credit is defined and awarded consistent with the Northwest Glossary definition and is applied to a student's transcript within one week following the end of the semester. Grades are based upon measures determined by the instructor and department and may include the following: evaluation of responses, written exercises and examinations, performance exercises and examinations, classroom/laboratory contributions, mastery of pertinent skills, etc., as detailed in the UVU catalog. Credit toward graduation is awarded for courses at or above the 1000 level. Letter grades are defined in the UVU catalog. Ongoing training regarding record management and security is provided under the direction of the registrar.

UVU faculty members report final grades directly to the Registration/Records Office through UVLink (the University's secure web portal), which houses the online grading system. Changes to initially entered grades are submitted directly to the Registration/Records Office by faculty or academic departments. To initiate a grade change, the required grade change form must bear the faculty signature as well as the department stamp. The Registration/Records Office will not accept an incomplete form. Plans are in place to implement an online grade change

program in order to streamline the process of submitting grade changes. This technology should be available to faculty by fall 2010.

The directors for the offices of Admissions, Registration/Records, Financial Aid, and Business meet bi-monthly to discuss items including coordinating calendar items and events, improving customer service, making the Banner self-serve system more student-orientated, and implementing student timelines/deadlines. Additional security measures are discussed in section 3.C.5.

3.C.2 Student Evaluation and Achievement Criteria

Course syllabi specify the criteria for performance and achievement through a variety of performance and achievement measures, which may include but are not limited to examinations, written papers, oral presentations, skills, performance, and other means appropriate to the discipline, course level, and degree level. The following paragraphs give examples.

The Department of History thesis requirement nurtures the students' commitment to undergraduate research, provides the opportunity for a more engaged mentoring relationship with faculty, and enhances students' preparation for graduate level academic experiences. The thesis requirement is clearly defined. The student forms and works with a faculty committee of three on a directed research and writing project. It is divided into two semesters. The first semester focuses on the research component through knowledge gained from earlier courses including primary and secondary source research, historiographic analysis, comparative history, and critical thinking. The second semester is the writing component. The student continues the research project, meets several times with the committee members, prepares drafts of the thesis, completes the research, and analyzes the historiographic relationship between the research and existing literature. The student then defends the paper's thesis, methods, sources, and conclusion before the committee.

The School of Education requires master's degree candidates to complete a final research-based cre-

ative project as culminating evidence of their scholarship at the graduate level. While the projects may be diverse in focus and content, the School of Education provides a general rubric defining expectations for original content, appropriate design, structure, and reflective analysis. A student's faculty chair may recommend additional content/project-specific requirements. Proposals for the projects must be vetted by the student's faculty chair and presented to a committee of graduate faculty, whose approval must be granted before the student initiates work on the project. After completing the project, the student submits a formal written report and presents an oral defense evaluated by the student's faculty chair and two or more additional graduate faculty.

3.C.3 Degree and Non-Degree Credit

UVU publications and oral representations explicitly indicate if credit will not be recognized toward a degree or if special conditions exist before such credit will be recognized. Any use of such terms as *extension credit, X credit,* or *continuing education credit* is accompanied by clear statements regarding the acceptability of such credit toward degrees offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever UVU grants non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.

The UVU catalog clearly identifies courses for which credit will not be accepted toward graduation requirements and states, "0000-0999 remedial or preparatory non-credit courses may not be counted toward a certificate, diploma, associate, or bachelor's degree." The UVU catalog further states that courses at the 1000 level or higher carry credit for degrees granted at UVU. Classes below the 1000 level fall into the "Not Counted" area on the degree audit and are not used toward degree completion requirements. All non-degree credit courses, such as pre-college or preparatory courses under the 1000 level, include an evaluation of student performance beyond attendance. Grades given for these courses are factored into the student's overall UVU GPA. The UVU transcript delineates credit and noncredit courses.

UVU's publications and oral representations explicitly indicate whether credit for a course will be recognized toward a degree or if special conditions must exist in order to recognize these credits. The UVU catalog specifically notes that the following grades are not computed in the GPA (see Table 3.4).

Table 3.4
Grades Not Computed in GPA

Letter Grade	Explanation
W	Official Course Withdrawal
I	Incomplete
AU	Audit
CR	Credit Granted
NC	No Credit Granted
CEU	Non-credit Continuing Education Unit

The catalog states that no additional credit is given for repeating a course in which the initial grade was passing. The two exceptions to this rule are if the course number ends in the letter suffix R, which designates that a course is designed to be repeated for credit, or if the course description states the course may be repeated for credit. Distinctions between credit and non-credit courses are publicized in the UVU catalog and on the Community and Continuing Education website. Student transcripts clearly note credit and non-credit work completed.

3.C.4 Transfer and Award of Academic Credit

All transcripts received from other institutions of higher education are evaluated as to content and rigor; the course is either equated to a UVU course by the Transfer Office if previously evaluated or sent to the department for a further evaluation.

Students may view their transfer credit through the UVLink portal to Banner Online Services. They may view their accepted work by meeting with their academic advisor or the Transfer Credit Supervisor. UVU grants credit from regionally accredited institutions. Individual academic departments may award credit from institutions that are not regionally accredited after a thorough review of the course, in-

structors, and teaching methods. Credit is awarded for military training after the department reviews courses for relevance to the particular program.

The process of evaluation and award of transfer credit from Utah higher education institutions has been accelerated by the adoption of sending and receiving official electronic transcripts through the National Clearing House. Transcripts can be received as quickly as the next day instead of having to wait for lengthy processing. The UVU Informa-

tion Technology (IT) Department and Registrar's Office collaborated to make the transition to electronic transcripts possible.

3.C.5 Student Record Security

UVU's Registration/Records Office provides for the security of student records (including transcripts). Records prior to 1994 are housed in a locked vault only accessible to authorized personnel. Since 1994, documents (i.e., admission applications, acceptance letters, enrollment verifications, audit request forms, grade change forms, challenge/experiential credit forms, academic and refund petitions with appropriate supporting documentation, and final grade rolls) are maintained on the student imaging system. Information Technology (IT) currently runs a daily differential (changes

since the base), weekly base, and monthly snapshot on the student imaging system. Files are updated as additional documents are added to the imaging system. Original documents are destroyed after being entered into the imaging system.

Records stored in the Banner database system are backed up daily and weekly, with on-site and off-site storage of weekly back-up tapes. Data and records are moved and backed up in a manner that ensures recovery in the event of a disaster.

The Registration/Records Office complies with the Federal Education Rights and Privacy Act by releasing directory information only, thus ensuring the confidentiality of records and files and protecting a student's right to privacy.

3.C SUMMARY

3.C Strengths

• The Registration Office awards academic credit in a timely manner at the end of each semester or term. Students are able to view their grades and unofficial transcripts within one week after the end of the semester. Records are kept in a secure system, with access to the Banner data system granted by specific request through data stewards.

• The Registration Office ensures that registration policies and procedures are followed to ensure accuracy and security for any changes to a student's record.

• The offices of Admissions, Registration/Records, Financial Aid, and Business are collaborating to ensure students' needs are met. The directors from each department meet bi-monthly. Discussion items include coordinating calendar items and events, improving customer service, making the Banner self-serve system more student-orientated, and implementing student timelines/deadlines.

• The Registrar's Office began sending and receiving official electronic transcripts with other state institutions through the National Clearing House in fall 2008. The Registrar's Office and UVU IT

Department were instrumental in helping other institutions with the original set up. Benefits include students can request and pay fees online; transcript is received the next day (in most cases) by the transfer institution; and evaluation is streamlined by the Transfer Credit Office. Benefits to the Registrar's Office include better service for students; savings on transcript paper, envelopes, and postage; and the same reasons listed above for students.

3.C Challenges and Recommendations

• Grade changes require instructors/departments fill out a paper change form. The instructor then submits this paper form to the Registrar's Office (with required signatures/stamps).

The Registration/Records Office will make online grade changes available by the end of fall 2010 semester. The Registrar's Office will complete thorough testing of the production system before implementation.

STANDARD 3.D – STUDENT SERVICES

3.D.1 Admission Policies (RD 3.5)

UVU maintains an open admission policy (UVU Policy #501, Admissions), admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered and who are generally beyond the age of high school enrollment. UVU requires taking the ACT exam. In its admission policy and procedures, UVU adheres to its commitment to equal opportunity without regard to race, color, disability, religion, age, sex, national origin, or other legally impermissible factors. UVU has not denied admission to any applicant.

Selecting a specific major does not guarantee enrollment in major courses. In courses with limited openings (or seats), enrollment is based on a first come, first served procedure, assuming prerequisites have been satisfied. Certain majors in the university that are accredited by professional or technical organizations may recommend certain minimum standards for entrance into the program. Other programs may require prerequisite skills that are specific to entry-level courses required for that major. There is a separate acceptance process into

such majors, and it is administered by the department offering the major. Additionally, there are majors with a competitive entry process, such as the Nursing and Dental Hygiene programs.
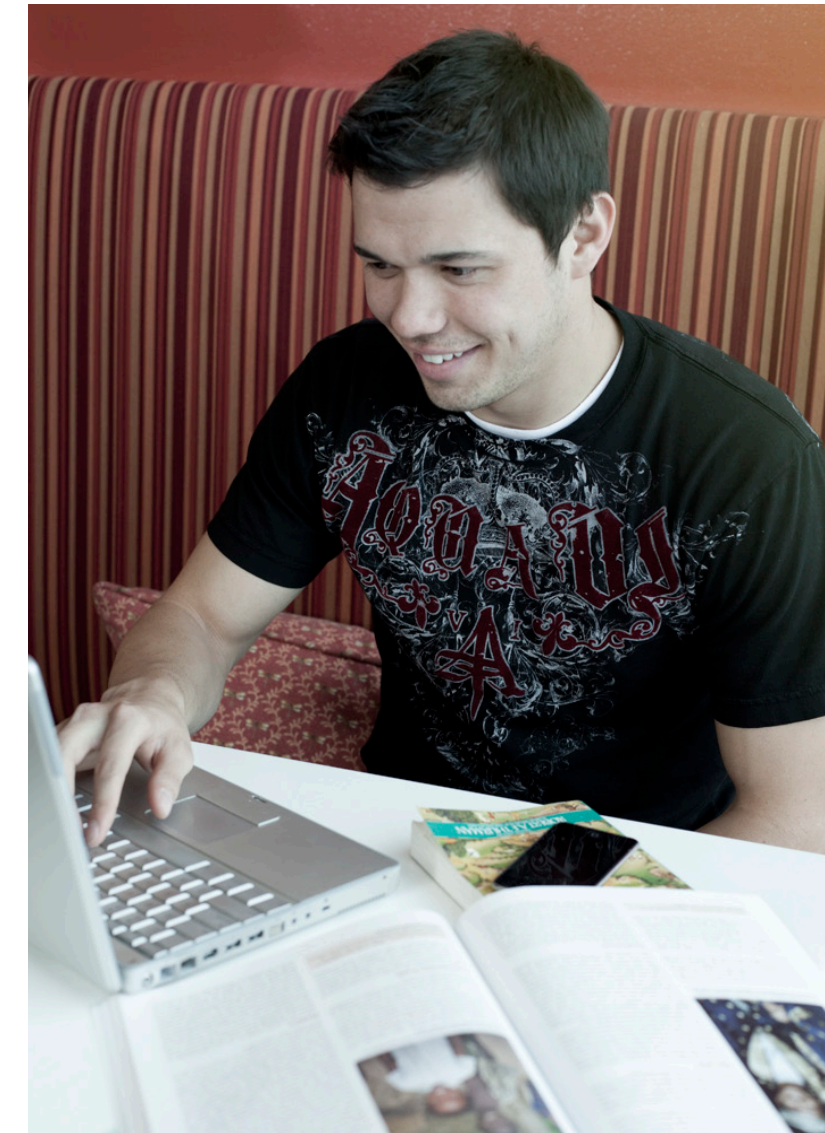
3.D.2 Needs and Characteristics of the Student Body

The Multicultural Center designs programs and events to support students' ethnic origins, academic achievement, and leadership development. Students are always the primary focus of every multicultural program. The Center provides supplemental academic advisement, counseling, scholarships, and financial aid resources to students. UVU maintains lists of faculty and staff members fluent in foreign

languages to facilitate necessary accommodations for students and their families.

authentic cultural programs to assist ethnic students in developing leadership skills and learning about their own cultural backgrounds. Community-acclaimed UVU cultural programs provide knowledge of authentic cultural music, dance, history, literature, crafts, and foods to broaden understanding and appreciation of culture. This includes events such as Legacy Polynesian Dance Luaus, a Legacy Latino/Latina Dance Company, an annual Native American PowWow, Latin American parent/student events and community outreach programs, Multicultural fund-raising events, Open House Socials, Multicultural High School Conferences, and International Showcase programs. The Black Student Union, African Club, Oceania Pacific Islander Club, Native Sun, and Latin American Clubs sponsor and support student-driven events.

The Center offers diversity understanding programs to staff, faculty, community organizations, businesses, clubs, and institutions. The Cultural Envoy Program consists of student ambassadors who present academic, cultural, and motivational programs at junior and senior high schools to inspire teens to pursue a higher education. Latinos Unidos are student ambassadors who specifically target the large Latino/Latina populations in the community. Latino/Latino Educators of Tomorrow helps fill a critical need for bilingual and bicultural educators in local K-12 schools.

The Multicultural Center is committed to retention and specifically targets academically challenged minority students through a calling campaign, workshops, and personal attention to motivate and encourage students to graduate. Currently the Center is regarded by many as a "home away from home," a "safe zone," and a meeting place for diverse ethnic, religious and all underrepresented students outside of UVU's mainstream population, which is predominately white (see Table 3.5 for Multicultural Students: Race/Ethnic Distribution).

The Multicultural Center uses the National Campus Diversity Project developed by Harvard University's Graduate School of Education as a guide in the development of a systemic university-wide diversity action plan. The Center sponsors ethnic charity programs and produces high-standard,

Table 3.5
Multicultural Students: Race/Ethnic Distribution

Ethnic Distribution	2009	%
American Indian/Alaskan Native	333	1.16%
Asian	382	1.33%
Black	242	0.84%
Hispanic	1,802	6.26%
Native Hawaiian/Pacific Islander	366	1.27%
Total Minorities	3,125	10.86%
White	24,565	85.40%
Non-resident Alien	472	1.64%
Other/Not Specified	603	2.10%
Total	28,765	100.00%

Another manner in which UVU addresses diversity and social awareness is through three-credit Global Intercultural courses, which are a graduation requirement. Course options include strong diversity components in virtually every major. Multicultural Societies, Race and Minority Relations, International Business, Cross Cultural Communication, Multi-Ethnic Literature in America, Health and Diversity, Multicultural Understanding, and Comparable Criminal Justice Systems are a few course options.

The UVU International Center provides students with an opportunity to embrace diversity by developing a global perspective. There are numerous International cultural programs, visiting international diplomats, international student clubs, and social and cultural gatherings. Study Abroad programs offer students the opportunity to acquire academic global understanding. Students, faculty, and staff are involved in global awareness initiatives across campus. UVU's International Center provides admissions, visa advising, financial aid, and scholarship assistance to potential and current international students. The International Student Council promotes student leadership and mentoring.

Students are able to expand diversity awareness by joining clubs such as the National Alliance on Mental Illness (NAMI), The Invisible Children

Club (created to raise political awareness and help the suffering children from the wars in Africa), and the Environmental Awareness Club.

UVU addresses issues of sexual and gender identity by providing a "safe zone" of communication in the Multicultural Center and through the Gay Straight Alliance. Student Health Services provides SAFEZONE Training for faculty and staff to assist in fostering an environment of inclusion for lesbian, gay, bisexual, and transgender (LGBT) individuals at UVU and in the surrounding community.
Religious diversity is supported and valued at UVU in multiple ways. Integrated Studies offers a Religious Studies emphasis that includes courses covering world religions. Ethics and Values courses, a graduation requirement, promote awareness of the role that religion plays in ethics and morality. UVU sponsors symposiums, conferences, and lectures on diverse religious topics, where international, national, and community presenters are featured. Student clubs represent a variety of religious persuasions (the Baptist Student Union, Christian Fellowship, Latter-day Saints Student Association, and UVU Interfaith Student Association).

Federal TRIO programs provide assistance to students who are low-income, first-generation, and/or disabled. GEAR UP, Title III, and Perkins funding (federal programs) assist underserved

populations with recruiting, motivating, and retention initiatives. The Community Based Job Training Grant targets Native American students and communities. Turning Point is a UVU community and university resource for individuals who need assistance with personal and professional issues. Turning Point provides support to men, women, and families who are going through emotional crisis and transition due to death, divorce, separation, abandonment, disability, unemployment, and underemployment.

Accessibility Services ensures that students with disabilities, eligible under the Americans with Disabilities Act (ADA, 1990), have the opportunity to pursue a higher education by providing students with appropriate accommodations. Student accommodations are available in every aspect of education and include American Sign Language interpreters, accommodative testing, and note-taking services. Orthopedic devices as well as various software and equipment are located in the Assistive Technology lab.

3.D.3 Placement of Students in Courses and Programs

UVU policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the expectations of UVU.

UVU students are placed in math and English courses based on ACT scores, SAT scores, New Student Assessment (Accuplacer) scores, or prior completion of equivalent math or English courses at an accredited institution of higher learning. All new students under the age of 21 are required to submit ACT or SAT scores. To help accommodate students, UVU offers the ACT Residual test on campus at Testing Services on Thursday mornings. Students over 21 are not required to take the ACT or SAT but will take the Accuplacer student assessment test to determine placement. The Accuplacer test, a standardized test approved by the Department of Education, has been offered at UVU since spring 2009 as part of a statewide adoption in Utah. Details on placement scores and additional placement information

can be found in section 2.C.6. The Accuplacer test meets the eligibility requirement to receive federal financial aid.

Students who do not receive college-level scoring on the ACT (19 or above) or SAT (Verbal 450, Math 500) are required to take the Accuplacer test. Placement scores indicate whether or not a student has the ability to succeed in UVU courses. Those who score too low to place in UVU developmental courses are referred to a learning strategist who will further assess the student to determine programs and resources that would benefit the student. Some students are referred to the Mountainland Applied Technology College (MATC), where they can remediate specific content-area deficiencies. Students may be tested for entrance to the English as a Second Language (ESL) program if their language scores are very low and they would benefit from more extensive English instruction. The Learning Strategist may recommend that the student meet with Accessibility Services to discuss possible accommodations.

Decisions regarding placement cut-scores are made based on statewide Accuplacer and ACT guidelines and studies with UVU's student population. For example, a study completed by Institutional Research and Information from 2006 to 2007 indicated that of the students who placed and enrolled in ENGH 0890 (Basic Writing I), 69% passed with a C grade or better. Similar studies have been done for math and English courses, including a seven-year study on placement in math courses through MATH 1210 (Calculus I).

A statewide Course Placement Study spanning seven years (2002–2009) researched course completion data on 13 specific courses: ENGL 1010 (Introduction to Writing); six developmental and college-level math courses; and introductory chemistry, physics, biology, history, social studies, and psychology courses. The results of the study have been used to make decisions regarding English and math placement but are not currently affecting placement decisions in the other six introductory courses. These studies have indicated that prospective students have a reasonable chance of success commensurate with UVU's expectations, particularly in math and English.

UVU continually seeks to improve the probability of success for students enrolling in developmental and undergraduate math and English courses. As of fall 2006 UVU only accepts math placement scores or pre-requisites that are no more than two years old. English placement scores and prerequisites expire after three years. The institution is exploring a provisional enrollment placement procedure that will require students to begin any needed developmental coursework during their first semester of enrollment and continue satisfactory progress through the completion of math and English general education core courses in each subsequent semester of enrollment. The provisional enrollment procedure provides that students who repeatedly fail developmental courses will receive interventions to help them succeed.

3.D.4 Requirements for Student Continuation in or Termination from Educational Programs

Students are considered to be in good standing if they earn a 2.0 GPA or higher. UVU students are informed of the requirements (UVU Policy #521, Academic Standards) by visiting the Academic Standards web page where the standards are clearly delineated.

There is an Academic Standards Committee with members appointed by the Faculty Senate representing each school/college. This committee is responsible for deciding whether a student may return after a suspension or dismissal and, where appropriate, for outlining conditions under which a student may return.

If the student's "Petition for Academic Suspension Review" or "Petition for Academic Dismissal Review" is denied by the Academic Standards Committee, then the student may present an appeal to a hearing panel consisting of the Academic Standards Committee and a representative appointed by the President of the UVUSA. Once the petition is reviewed it will be determined whether or not, and under what conditions, the student may return to the institution. If the student is unsatisfied with the committee's decision, the student has the right to appeal in writing to the Vice President of Academic Affairs for a final decision.

UVU has disciplinary policies in place to address student misconduct. The Student Rights and Responsibilities Code (UVU Policy #541) applies to conduct that is in violation of institutional code (RE 3.1). Behavior that violates UVU Policy #541 includes conduct on university premises as well as off-campus conduct that adversely affects the campus community and/or the pursuit of its objectives. UVU Policy #541 applies to a student's conduct even if the student withdraws from the institution while a disciplinary matter is pending. The Director of Judicial Affairs decides whether the Student Rights and Responsibilities Code will be applied to conduct occurring off-campus on a case-by-case basis. Alleged violations by students are handled according to the procedures of the appeal process already discussed in this section. For more information on Judicial Affairs and procedures for dealing with student misconduct, see section 3.B.3.

3.D.5 Publication of Graduation Requirements

UVU publishes information required by the Student Right-to-Know Act in the UVU catalog (RE 3.8) and course schedules as well as on the UVU website. Graduation requirements are included in the catalog, on the university website, as well as in materials prepared by each individual department to be distributed by advisors. Students use the online graduation application (implemented fall 2007) to apply for graduation. This is particularly convenient for students who live outside the area and are completing their degree through online courses. Students may use the Wolverine Track system to easily track their progress toward graduation.

The Office of Graduation and Transfer Services maintains Wolverine Track, an extensive degree-audit system implemented in April 2008. Wolverine Track provides a more accurate and friendly interface for students and advisors to track the student's progress. Phase III of the degree-audit system, "The Student Planner," is currently in use. With the implementation of Wolverine Track, the graduation application process became more streamlined. Wolverine Track allows students to clearly see their progress to graduation by showing which courses are completed, in progress, or still

needed. In addition, Wolverine Track has a status bar that gives students an estimate of their progress toward graduation. When the status bar reaches 100%, the student can then click on the link below the status bar to apply for graduation. This not only helps student to know when they are eligible for graduation but also helps ensure that students who apply for graduation have fulfilled all the requirements for eligibility.

Graduation approval is centralized at UVU. The Office of Graduation and Transfer Services performs a degree audit to show completion of all requirements both when students apply for graduation and upon completion of final coursework before their degree is posted. Substitutions and exceptions must be approved by the appropriate department chair and advisor as directed by the dean of the student's school/college. All of the substitutions and waivers are officially entered on the student's records in this office.

3.D.6 Provisions for Financial Aid

The Office of Financial Aid and Scholarship staff provides comprehensive administration of federal, state, and UVU financial aid and scholarship programs. Financial aid and scholarship counselors provide students with financial aid advising and academic counseling required to maintain program eligibility. Employees collect, review, process and archive sensitive financial applicant documents. Staff members present financial aid and scholarship information sessions to campus and community groups as requested and as resources allow.

Office personnel assist students in applying for grants, scholarships, work-study, loans, tuition waivers, and funding from outside resources. The office annually publishes application information and all necessary forms for students both in print and online. Part-time and full-time employees provide guidance and feedback to students and their families regarding the application processes. In the student award notification, students are given the amount and type of program funding awarded as well as the cost of attendance at UVU for the enrollment period of the award. Students with special circumstances, such as loss of employment, may appeal with a financial aid counselor to receive aid based on current circumstances. Students who fail to keep the program eligibility rules may appeal for reinstatement of their award. Appeals are considered on a case-by-case basis.

A large percentage of UVU students receive financial aid, including loans, from one or more of the federal, state, or institutional programs. The number of students receiving financial aid at UVU increased dramatically for 2009–2010 according to recently published statistics from the Department of Education (fall 2009). From fall 2009 Department of Education statistics, UVU experienced a 29.6% increase in financial aid applications for the year.

The State of Utah Single Audit Report indicates that the UVU Financial Aid and Scholarship Office has been without findings or exceptions for the past five years. The Department of Education Regional Oversight Office reviews the annual state audit. Last year the Financial Aid and Scholarship Office par-

ticipated with the university in an IRS audit without findings (RE 3.3). The Office of Civil Rights conducted a campus review. In response to findings of this review, the Office of Financial Aid and Scholarship updated all student publications and notices to students to include required Civil Rights language and Americans with Disability Act (ADA) accommodation availability for all students.

Each year, the Athletics Department prepares the Equity in Athletics Disclosure Act (EADA) report for the NCAA. Before this report can be submitted to the NCAA, it must be reviewed by an independent audit firm. The auditor confirms that the numbers being reported to the NCAA are correct and the policies being followed are in accordance with NCAA regulations. University scholarships and financial aid for athletes are reviewed in this audit. UVU has not had any findings in the last five years. In addition, the Office of Financial Aid and Scholarship annually submits to a variety of state and internal reviews and reporting requirements.

The number of financial aid awards and the total amount awarded to students has continued to increase during the last five years. In 2005 UVU distributed 28,413 awards to students for total disbursements of $62,745,029. In 2008–2009, UVU distributed 39,671 awards to students for total dis-

bursements of $90,351,793. Total awards are 45,159 and total disbursements are $133,022,749 for 2009–2010. Overall, these increases constitute a 59% increase in awards to students and a 112% increase in disbursements over six years. (See Figures 3.9 and 3.10 for the numbers of awards and disbursements to students respectively). Private loans are not included in these totals. UVU currently administers over $7 million in private loans to students annually.
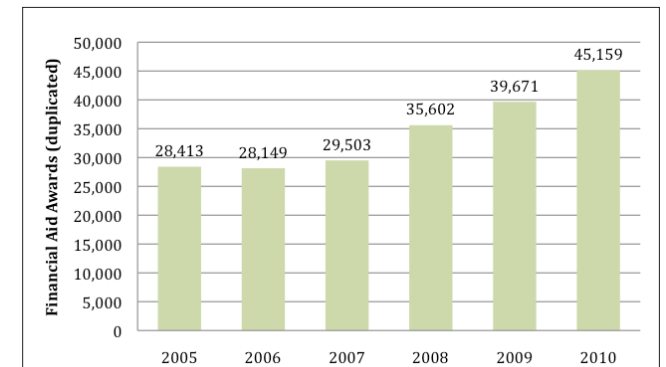

Figure 3.9. Financial Aid Awards to Students 2005–2010. The number of awards to students is higher than UVU student headcount due to students receiving awards from more than one program. For example, some students receive a grant, a loan, and a scholarship.
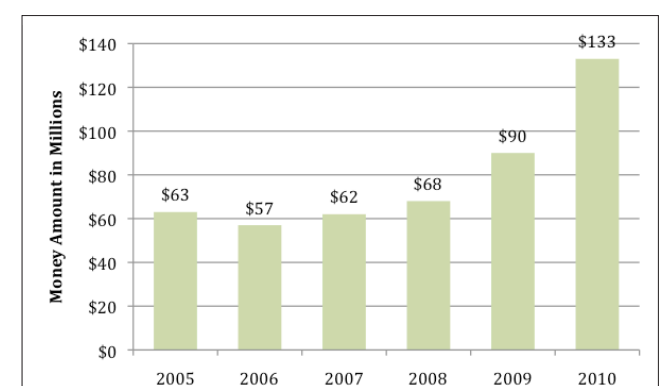

Figure 3.10. Financial Aid Dollars Awarded 2005–2010

While the volume of aid awarded to students has increased, the total number of full-time staff available to accomplish the work has decreased. The office has hired part-time and work-study employees to help offset the demand for services during peak periods.

Currently the staff consists of 50% full-time and 50% part-time employees. Figure 3.11 shows that UVU Financial Aid and Scholarship counselor-to-student ratios are high. The combination of student-centered staff and technological self-service processes allows students to receive financial aid counseling and awards in a timely and professional manner.
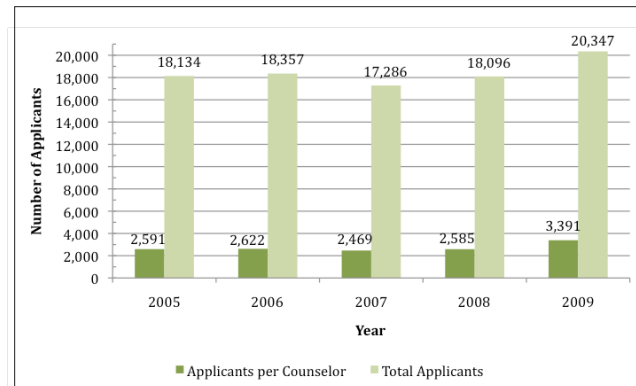

Figure 3.11. Applicants per Counselor. Information from Financial Aid Office Personnel Data; Annual Department of Education Institutional Student Information Record (ISIR) Data in Banner System.

During the past five years, overall grant and scholarship dollars disbursed to students have increased 25%. At the same time, enrollment has increased 17.5%. Although UVU federal student loan volume increased during the past five years, the annual average loan borrowed per student decreased 19.5%. For 2005 the average annual loan was $3,160 and for 2009 it was $2,543. This phenomenon exists largely because the number of borrowers participating in student loan programs grew by 114%. Another probable factor contributing to the decrease in annual student loan borrowing is the increase in grant and scholarship aid availability.

UVU's distribution of financial aid by gender tends to follow the gender distribution of the entire student population. The award distribution follows this trend to about two percentage points. In the 2004–2005 academic year 59% of award recipients were male and 41% were female. In the 2005–2006 school year the percentages were the same. The 2006–2007 school year and the 2007–2008 school year both showed a distribution of 58% of total awards going to males and 42% of total awards going to females. In the 2008–2009 school year, however, the distribution of awards to males and females returned to 59% and 41%, respectively. While there is some variation in percentages of financial aid distribution by gender, the distribution is still very close to the gender distribution of the student population.

3.D.7 Financial Assistance Information

Information about all categories of financial assistance is published in handouts used at high schools and parent-night presentations as well as on the financial aid website and in the university catalog.

The Office of Financial Aid and Scholarships annually publishes Student Consumer Information on the web as required by law. The website details the types of financial aid available at UVU, important deadline dates, and the application process for each type of award. The website has application forms for student use and provides links to other important financial aid information for students.

3.D.8 Monitoring Student Loan Programs

The official student loan default rate published by the Department of Education is reported on a two-year delay. As shown in Figure 3.12, UVU's 2007 default loan rate is the lowest ever in its institutional history and is consistently and significantly lower than the national default rate. UVU complies with the requirement to ensure all student loan recipients complete entrance loan counseling on the Internet regarding loan repayment obligations. During entrance loan counseling, students are encouraged to see a financial aid counselor for specific questions. Once a student has successfully completed entrance loan counseling, his or her loan is certified by financial aid staff and disbursed to the student based on eligibility requirements.
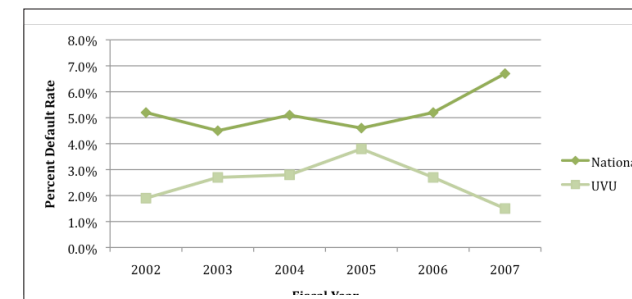
Figure 3.12. UVU and National Student Default Rates 2002-2007. 2007 is the most recent cohort default data published by the Department of Education. The 2007 data was first published September 30, 2009. Information is from the Department of Education Annual Fall Cohort Default Report.

3.D.9 Student Orientation

New UVU students are strongly encouraged to complete an online session of pre-advisement called Webstart. The online program provides a broad overview of knowledge needed to be successful for students at UVU. Information covered in the online program includes common terms heard in the college experience, services and resources available to students, and a step-by-step tutorial of the registration process using the UVLink system. Students can find information about testing requirements, general education courses, and advisor contact information. Completion of Webstart prepares students to have an informed conversation with their advisor prior to receiving clearance for registration. Completion of Webstart is part of the admissions procedure at UVU. Advisors cannot clear a student for registration until he or she has completed Webstart.

Since Jumpstart Orientation (mentioned previously under 3.B.6) began in fall 2008, over 3,500 students and parents have participated in the 27 sessions. Over the past two years survey results have shown that 94% of participants would recommend orientation to other incoming students. Additional survey results have found that 92% of participants agree it was a great first step in starting a successful college experience.

Since 2006 the Multicultural Center has conducted a Summer Survivor Program for incoming multi-

cultural students that has proven very successful (see Table 3.6). The Summer Survivor Program is a three-day orientation designed to help new multicultural students become acclimated to the UVU campus climate through a series of culturally specific activities and academic workshops. All new multicultural students are invited to attend but must commit to participate the full three days if they decide to come. Students are introduced to services offered on campus in order to help create a network of support, and they participate in a series of team-building activities that provide an opportunity for the cohort to bond as a group while creating a safe-space to express their concerns or fears regarding attending a university.

Table 3.6
New Multicultural Students Attending Summer Survivor Program

Year	Number of Participants
2006	72
2007	84
2008	96
2009	112
Total	284

Every semester the International Center and the International Student Mentors (ISM) conduct an International Student Orientation in the week before school starts. Getting acquainted activities, introductions by key campus resource personnel, and a tour of campus are a small sampling of the week's events. An important element of the orientation is introducing new students to their ISMs. The primary responsibility of an ISM is to mentor a group of new UVU international students by answering questions and acting as a resource when needed during the students' critical first year at UVU.

Each school/college plans a dean's orientation every fall for incoming and current students within their area. Orientations provide an opportunity for students and faculty to interact in a casual environment. Deans outline the specific strategies to

promote student success within their school. The Honors Program, the Center for the Advancement of Leadership, and the Women's Resource Center provide annual training and information for students involved with their individual programs. The program-specific orientations focus on expectations, roles, and responsibilities.

UVU's first graduate program, the Master of Education (M.Ed.), began in the fall 2008 semester. An orientation session is held for the M.Ed. program and includes a brief introduction of the faculty, an outline of the program structure, and expectations for student performance.

The second graduate program, Master of Science in Nursing (MSN), began at UVU in the fall 2009. This program also holds a short orientation for incoming students. MSN faculty members are introduced and their areas of research interests discussed, as well as the research interests of the students.

The third graduate program, Master of Business Administration (MBA), begins fall 2010. The Woodbury School of Business will host a welcome orientation bringing together faculty members and students along with students' spouses and guests. Evening orientation will feature guest speakers and the Dean of the School of Business.

3.D.10 Advisement

In the previous 2005 Northwest Accreditation Committee review, a primary recommendation for UVU was to identify and develop an effective advising model. Since that time, UVU has identified a collaborative advisement model based on a split model of advising. Advising duties are split among full-time professional advisors in the academic schools, a central advising office, and the Career and Academic Counseling Center (CACC) for career counseling and academic advisement for exploratory students in the University Studies major. This report details the provision of services within this model.

The CACC is the advising office for students who have not yet decided on a major and are thus en-rolled in the University Studies (UVST) major. CCAC provides career counseling services for students seeking guidance on their future major or career plans and also offers advising for pre-nursing, pre-professional, and other pre-health-care (PREP) programs. Specific CACC counselor/advisor responsibilities are defined, published, and made available to students in the Student Services section of the UVU catalog.

UVU provides quality academic advising and helps students make decisions regarding their academic and career paths. A counselor/advisor meeting with a student engages in a variety of tasks including, but not limited to, identifying the student's academic goals, checking test scores to determine appropriate math and English classes, general advising, assisting the student to plan class schedules, clearing the student for registration, informing the student of important deadlines, discussing department requirements, and recommending specific services based on the student's needs. Counselors in the CACC provide each of their new students with an advising syllabus that clearly lays out the expectations and responsibilities of the counselor/advisor and the student in the advising/counseling relationship.

Departmental academic advisors provide advisement for students who have selected a specific field of study. These advisors deliver program, current career, and graduate school information to students exploring program-specific options. Student success is supported by the monitoring of academic progress, individualized course planning, and the interpretation of course sequences and catalog information. In addition, advisors may engage in a variety of other duties as outlined by the department, which may include maintaining websites and newsletters; serving on committees such as curriculum, assessment, or scheduling; representing departments in university, state, regional, and national organizations; reviewing transfer credit; participating in ongoing professional development; and conducting research on careers, job markets, and lifelong learning.

The distinction between types of advisors is made clear on the Student Advisement website. This web-site clearly defines the advisors' responsibilities with the focus on why students should see an advisor. Students can use the website to find their appropriate advisor. The Advisement website is readily accessed on the UVU home web page by clicking on the "Find Your Advisor" icon.

To ensure that all new advisors have adequate training and experienced advisors are kept current, the Advisor Training and Development Office was developed to provide opportunities for advisors to understand their roles, develop best practices, and become familiar with UVU's programs, policies, and procedures. Advisor Training and Development administers an advisor certification program for all academic advisors and career counselors that ensures development in five aspects of advising: conceptual, informational, relational, technological, and personal. It builds on the proposed National Academic Advising Association (NACADA) certification standards and competencies.

Initial instruction consists of ten half-day training sessions, spread out over one month. Advisors spend the morning training in a classroom setting and the afternoon in their departments shadowing, observing, and applying what they have learned. Throughout the process, the personal aspect of advising is addressed through discussion of what it means to be an advisor and why advising matters. The content has been designed to ensure that the training is outcomes and assessment oriented. Advisors are required to pass a certification exam consisting of a multiple-choice and computer-based practical component. The UVU Advisor Training and Development Program was recognized in 2009 by NACADA as an "Outstanding Advising Program," making it one of only three programs to receive a national certificate of merit.

The Advisement Leadership Council (ALC) was established in 2005 to oversee the direction for advising at UVU. It includes representation from advising administrators, advisor trainers, and working advisors. This council has been effective in defining the advisement model at UVU, instituting the Personalized, Seamless, and Intentional (PSI) advising program, and determining which departments show the greatest need of additional advisors to lower the advisor-to-student ratio. The ALC clarifies the distinction between services provided by academic departmental advisors and services provided by CACC counselors.

PSI advising entails a process of proactive contacts with students and a "seamless" referral system facilitating student contact with the appropriate major advisor as soon as possible. Students enrolled in the University Studies major are e-mailed and called each semester to set up appointments for advising and career planning. When a student is contacted and states an interest in a specific major, the advisor provides the major advisor's contact information, attempts to contact the advisor to make an appointment, and e-mails the advisor with information regarding the student. This facilitates a student's transition to the appropriate advisor, ensuring that the student doesn't delay contacting his/her major advisor. Students who are not able to identify their major plans are provided with information and resources for career counseling services, encouraging them to begin the process of making their academic plans and exploring career directions early.

The PSI approach was instituted in an effort to provide outreach to students as opposed to waiting until students self-indentify a problem. PSI is currently used primarily within the CACC but is gradually being implemented campus-wide as advising ratios become more reasonable.

A positive aspect of PSI advising efforts is a more balanced distribution of CACC student visits through the school year. A trend has been identified that shows students are now coming in for assistance earlier each semester rather than waiting until the last minute. When CACC counselors call students, they encourage students to come in as soon as possible. This prepares the students for earlier registration, resulting in fewer students coming in right before classes begin. Figure 3.13 illustrates this trend.
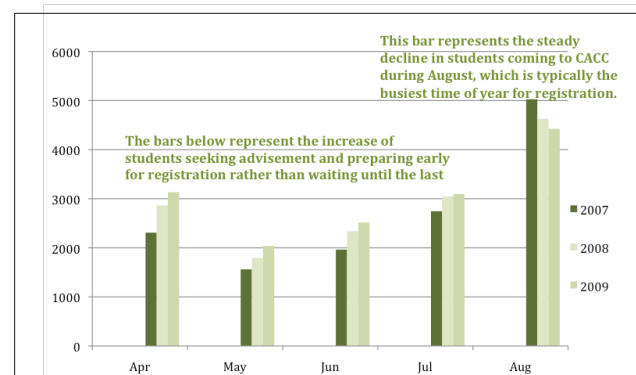
Figure 3.13. Career and Academic Counseling Center Student Visit Totals. Information is from CACC Queue Reports, 2007–2009.

Table 3.7 illustrates the number of contacts made by the CACC in the PSI advising process during fall 2008, spring 2009, and fall 2009 semesters. The CACC uses this data as a guideline to measure the performance and effectiveness of the outreach efforts. This process will continue to be monitored, and changes can be implemented as necessary.

Table 3.7
Contacts Made by the CACC in the PSI Advising Process, Fall 2008 through Fall 2009

# of students enrolled at 3rd week (UVST and PREP)	# of calls made to students (raw number/percent)	# of students receiving one or more e-mails from CACC counselor (raw number/%)	# of student interactions with a CACC counselor (raw number/%)	# of student referrals for major changes to dept. academic advisors
Fall 2008 ⎯⎯⎯⎯ N = 4,612	4,022 / 87%	3,504 / 94%	2,159/ 47%	538
Spring 2009 ⎯⎯⎯⎯ N = 4,139	3,474/ 84%	4,139/100%	1,520/ 37%	522
Fall 2009 ⎯⎯⎯⎯ N = 4,946	3,033/61%	4,921/99%	3,786/77%	297*

*Note: Major changes probably went up, but data reporting from counselors was not occurring as it should have during this semester.

UVU has made a concerted effort to improve the ratio of advisors to students since 2005. Previously, departments that did not have full-time academic advisors used faculty advisors. Since 2005 UVU has hired 16 full-time advisors. A mentoring relationship is now encouraged between students and faculty with all advising done by full-time, specially trained professionals. While the university provides thorough career and academic counseling services, there are additional areas of specialty and support advisement.

While the fluctuations of enrollments can change the ratios each semester, UVU is much closer to recommended ratios due to the recent hiring trends. NACADA recommends an advisor-to-student ratio of 1:350. The institution-wide ratio of advisors to students at UVU during 2004-2005 was approximately 1:700. The ratio in fall 2009 is approximately 1:455. An additional 9 academic advisors are projected to be hired by fall 2010. The fall 2009 school/college ratios are represented in Figure 3.14.
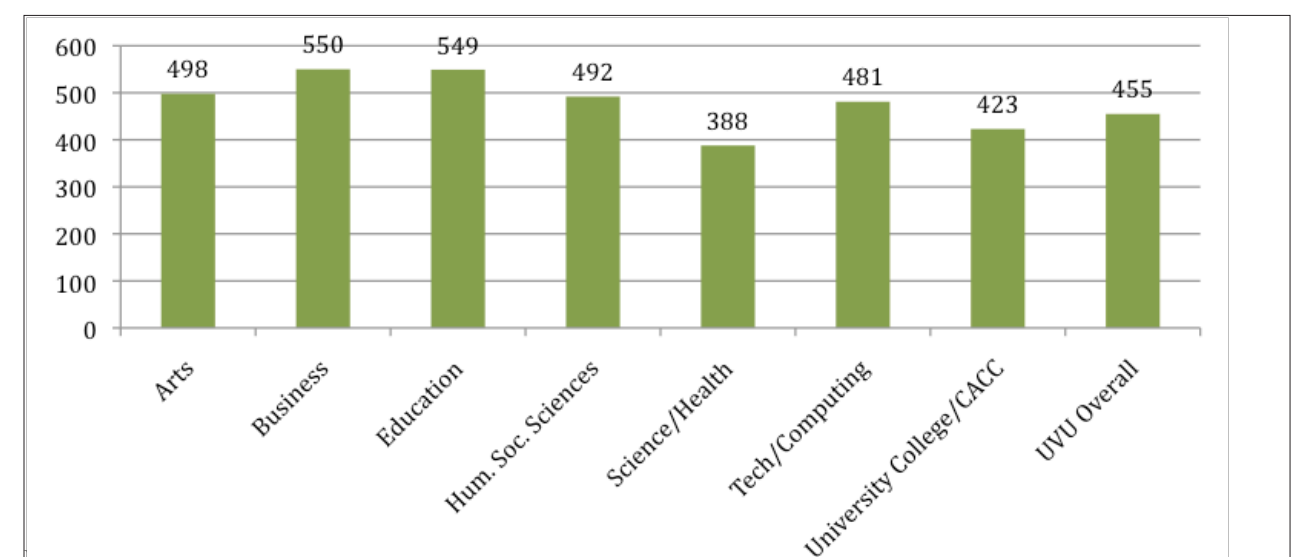
Figure 3.14. Number of Students per Advisor by School and Overall. Information from the Advisor Training and Development Data Tracking, Fall 2009.

Forum Planning Council (AFPC) consists of a representative body of practicing advisors who foster information sharing among campus-wide advisors. They provide advisement training and development on a practical level through Advisement Forum meetings. Advisement Forum is a network of all university advisors, staff, and administrators involved with student advisement. AFPC organizes yearly Advisor Conferences.

Due to the increase of available advising services, it would be reasonable to expect an improvement in the level of service provided to students. UVU participated in a National Survey of Student Engagement (NSSE) in 2008. A question asked on Academic Advising read, "Overall, how would you evaluate the quality of academic advising you have received at your institution?" Freshman University College students (who are the exploratory students that the CACC office advises) rated their advising 3.03 on a scale of 1–4 (1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent), as compared to an overall UVU rating of 2.97. Senior students gave a rating of 2.97 for overall UVU advising.

To gather more data about student satisfaction UVU has purchased AdvisorTRAC, an electronic tracking system that has survey capability. This will provide a measurable indicator of student satisfaction that could be adopted by the ALC as a standard practice. This will be used to identify areas that may require attention and to further improve the areas that are seen as successful.

3.D.11 Career Counseling and Placement Services

Career Services and Student Employment (CSSE) is a crucial part of UVU's career counseling and advising program. The department vision, "Prepare, Connect, Engage," reflects UVU's mission focus on engaged learning and in "promoting student success" while "preparing professional, competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community."

Located in the Losee Center for Student Success, CSSE provides high quality, comprehensive employment-related services to students and alumni; fosters professional relationships with faculty, staff, and administrators; and prepares individuals to obtain student employment, internships, and career positions. The office helps students and alumni develop job search skills leading to student employment, meaningful careers, and service to society as well as the establishment of relationships with premier employers (5,054 employer

contacts, 2008–2009). CSSE counselors are also assigned to specific schools/colleges, which allow them to provide specialized information and facilitate career development for individual students in that specific major.

CSSE reaches out to leaders in the community to create meaningful partnerships. For example, the CSSS Advisory Board (ten professionals from a variety of disciplines) assists with general information, ideas, and networking and, as a component of campus Career Fairs, helps individual students with resume reviews.

Career counseling for students who have not chosen a major and a career path takes place primarily in the CACC. The office is responsible for helping undecided students explore major and career possibilities using the framework of the institutionally developed PSI advising model. By working one-on-one with each student, the CACC is encouraging students to make important major and career decisions early in their schooling so that they can move into their chosen fields, graduate, and become effectively involved in their communities.

In the summer of 2009 the CACC was awarded $20,000 through institutional funds to cover the cost of career assessments (Strong Interest Inventory and Myers-Briggs Type Indicator) for exploratory students. As of October 2009, the CACC demonstrated a 9% increase in student use of the career assessment instruments and career counseling when compared to 2008.

To increase job placement, CSSE uses technology, fairs, recruitment days, and referrals to connect students with employers. CSSE uses an Internet-based technology known as the "UV Job Board." This resource is available continually to students seeking part-time employment, internships, and career employment. It assists employers who are seeking students and career professionals for positions. Student attendance at career fairs and job board usage has been increasing. Table 3.8 demonstrates the increase in student attendance at career fairs over the past five years. Table 3.9 shows the increase in student usage of the UV Job Board.

Table 3.8
Career Fair Student Attendance

Event	# of Students	# of Employers
Spring 2006	1,000	73
Spring 2007	900	89
Spring 2008	1,200	81
Spring 2009	1,550	73
Spring 2010	1,575	63

Table 3.9
UV Job Board Usage (Not including multiple logins)

Year	# of Students
2005–06	3,915
2006–07	4,457
2007–08	5,281
2008–09	8,915
2009–10	10,505

Academic advisors in schools/colleges and departments also provide career counseling for students in their specific majors. This includes career exploration within the discipline, exploration of specific job possibilities, and graduate school admissions and selection assistance. In 2008–2009 UVU faculty and staff were awarded $20,000 to support directed career exploration experiences for students for on-campus programs or student excursions. Examples of exploration experiences include geology students building wells in Mexico, history students meeting with professionals and performing research at Washington DC's Holocaust Museum, aviation students attending a Federal Aviation Safety and Policy Seminar, and education students using the UVU Capitol Reef facility to learn how to further engage elementary students with science.

Another method of connecting students with employers is through internships. CSSE engages the students by offering a variety of local, national, and international internships. The Internship Coordinator assists departments when needed to locate, market, and process internship opportunities. In 2008–2009 the total number of students serving internships was 1,962. (Internship credit may be earned in all majors.)

The Institute for Professional Engagement (IPE) was established in 2007 with institutional and private funding to help prepare students for successful careers and to promote and facilitate activities by UVU students, faculty, and staff that help develop professional competence and confidence. The IPE currently offers two programs for student career exploration: (1) paid internships at identified non-profit organizations and (2) grants for faculty and staff to help students explore career options and the related professional competencies needed to enter the workforce.

In 2008–2009, nine interns served in local United Way agencies with financing coming from a 75% contribution from the IPE and 25% contribution from the agency. (See Table 3.10 for internship funding contributions by nonprofit organizations.)

Table 3.10
IPE Nonprofit Internships

IPE Nonprofit Internships	
Agency	**(75% of wages paid by IPE funds)**
Family Support Treatment	$3,425.14
Community Action	$6,777.00
Welcome Baby	$1,773.00
United Way	$4,305.48
Total Funding 2008 – 2009	$16,280.62

To assist students who plan to attend graduate school, a "Grad Prep" room is available. Through a partnership with Kaplan, free test materials are available to assist students to prepare for graduate school. The number of students receiving graduate school preparation assistance increased from 10,098 students in 2007–2008 to 13,702 in 2008–2009, a 27% increase.

3.D.12 Student Health Care

Utah Valley University is dedicated to professional and accessible health care for its students (UVU has no on-campus residential students). UVU Student Health Services (SHS) is an integrated health center providing medical, mental health, and health education services to students. SHS's well-trained and professional staff is dedicated to its mission founded on the values of accessibility, commitment, collaboration, and excellence in providing health care. Student Health Services provides critical planning and consultation in important areas such as emergency planning, school violence, pandemic planning, and faculty consultation.

SHS is accessible to students with a staff of two full-time nurse practitioners, one full-time psychiatric nurse practitioner, four full-time mental health therapists, one full-time suicide prevention coordinator, two full-time Association for Psychological Postdoctoral and Internship Center (APPIC) interns, lab assistants, part-time medical staff, therapeutic externs, office staff, and administrative staff. SHS uses an integrated health care model to serve students. The use of integrated services, referrals, and charting improves the comprehensiveness of services to students.

SHS is open 8:00 a.m. to 5:00 p.m., Monday through Friday, and has a 24-hour on-call rotation for therapy or crisis issues. In most cases medical, mental health, and health education services are readily available. During high-volume times (November through April) services are limited by practitioner availability.

The national standard as recommended by APPIC for mental health therapists is one therapist to 1,500 students. UVU is currently operating at one therapist to 7,190 students. As a result of the limited number of therapists, the wait time is between one to three weeks unless a student is identified as suicidal or in crisis. Mental health visits for 2009 totaled 2,584.

Utah Valley University does not require students to carry health insurance. SHS makes every effort to maintain accessibility to services by keeping prices low and having a sliding scale for cases when price is an obstacle. The target price for the majority of services is between $10 and $20. Some services and lab fees are greater than the target price due to the extensiveness of the services or outside costs.

SHS Wellness Education provides services that enhance personal wellness and the ability to be successful in five areas of health: physical, academic, emotional, social, and spiritual. Programs offered include behavioral modification, educational campaigns, classroom presentations, wellness workshops, and fitness opportunities. Wellness Education provides a very high standard of diverse programming recognized by the Platinum Health Promotion Award for the State of Utah in 2009. For the 2008–2009 academic year, there were 8,150 participants in wellness education events.

3.D.13 Student Housing

While Utah Valley University provides no student housing nor plans to build any on-campus housing, the university does coordinate and collaborate with adjacent student housing complexes and a number of complexes in the area to support student needs. Each partner complex shares in the support of at least two Resident Engaged Learning Coordinators (RECs). The student coordinators are recruited and trained by the university to support student needs and create student-centered activities.

Each REC is required to provide activities and events at their apartment complex on a monthly basis while encouraging participation in campus events and activities on a weekly basis. RECs are trained in supporting students in their academic and strategic needs. For example, RECs are trained on the various support services on campus: tutoring services, student health services, etc. It is the RECs' responsibility to personally know students living in their complex, making them able to recommend departments and personnel who can assist them with their individual areas of need.

Each apartment complex supports this partnership both financially and managerially. The program has developed a series of specific goals and objectives that are being evaluated regularly for progress. This program was selected by Utah Student Affairs Administrators in Higher Education organization as the "Best Innovative New Program" for 2009.

The UVU Honors Program and the Presidential Leadership Program have residential housing components. Since 2008 UVU has leased four floors of the Ventana Apartments complex. Each floor holds 36 students and two residential assistants, for a total of 72 residential students and four residential assistants per program. Students participating in these programs pay approximately one-third of the rent and utilities, while UVU pays two-thirds of the rent and utilities, according to the contract with Ventana. This provides a residential component for both programs and the foundation of a residential campus community. However, this is a private apartment complex and is not university-managed housing. This arrangement has given both programs increased attention from better prepared students seeking a typical university housing experience. In addition, informal learning communities have developed throughout the complex.

3.D.14 Student Food Services

Appropriate food services are provided for UVU's campus. The director of Dining Services has a Bachelor of Science degree in Business Administration and is certified as a ServSafe Food Production Manager. Additionally, all management personnel of Dining Services have completed training by the National Restaurant Association and are ServSafe Certified. The training includes eight-hour in-class intensive instruction on food safety and all elements of proper food service preparation. All newly hired student and part-time employees receive four hours of one-on-one food safety training at the beginning of each academic year. These training sessions continue with monthly employee meetings emphasizing standards of health, safety, and nutrition production.

In fall 2009 the Dining Services Department held a full day of training and a new-hire orientation. All Dining Services employees attended at least part of this training meeting. Subjects included customer service, food safety and sanitation, and optimum nutrition of food service production. The workshops also addressed employee expectations, professionalism, and organizational behavior in the workplace. Training is a top priority for all food

service staff. Dining Services managers have updated their training manuals, handbooks, and educational materials as of the 2009–2010 academic year.

Every two years, Dining Services participates in the National Association of College and University Food Services Customer Satisfaction Survey. Customer satisfaction has increased annually for the past six years. In the most recent survey in 2007, Food Services received an overall customer satisfaction rating of 3.93 on a 5-point scale. The national average is 3.73. In the category of "services overall," colleges nationwide received a 3.98 while UVU Dining Services was rated 4.12.

Dining Services performs complete annual reviews of all menu cycles and posted menus in the cafeterias. These menus are developed and critiqued for nutritional appropriateness using the American Dietetic Association Nutritional Guidelines. The menus are planned and written using the six basic food groups from the USDA Food Guide Pyramid. Utah Valley University neither owns nor operates any dormitories on or off campus, therefore meal plans are directed more toward an elective audience of students, faculty, and staff.

UVU Dining Services is inspected by the Utah County Health Department semi-annually. This agency issues annual operation permits upon the successful passing of the food safety inspection points. All food service employees (150 students and staff workers) must pass an exam every three years on their knowledge of proper food handling to renew their food handler's permit from the Utah County Health Department.

3.D.15 Co-Curricular Activities

The needs of a wide range of students are met through many different activities including, but not limited to, student government committees, committee involvement, speakers and forums, dances, family nights, movie nights, writing contests, service activities, student elections, comedy nights, fine arts performances, advocacy groups, clubs and organizations, and many more co-sponsored programs with other academic and student services

departments. Activities are offered at a variety of times to meet the needs of part-time, evening, and commuter students who are only on campus a limited amount of time during the week.

Strong interest from students and faculty has led to an expansion of campus involvement with service and volunteerism. The Center for Volunteer and Service-Learning recently expanded its operation in the Losee Center for Student Success. A full-time volunteer service coordinator was added in 2007, which has enabled the office to increase its community involvement programs and participation in partnerships with Americorps, United Way, and Habitat for Humanity, substantially increasing the number of volunteer and service opportunities for students, staff, and faculty.

The Center for Volunteer and Service-Learning sponsors the Service Scholar Program. This program requires students to take courses with the Service Learning Distinction and to participate in service activities offered by the Center. Students completing the Service Scholar Program are recognized at graduation. This program has enjoyed steady and consistent growth. Thirty-eight students graduated with this distinction in 2005; there are 58 service scholars on track to graduate in 2010. Students may take a variety of academically challenging service-learning courses, which substantially enhance their classroom learning, increase their understanding and depth of commitment to community, and provides additional opportunities to make a difference in nonprofit organizations. Over the last five years, the number of service-learning courses has steadily increased. In the 2004–2005 academic year there were 66 service-learning courses. There were 95 service-learning courses in the 2008–2009 academic year. In total over the last five years, 8,095 students have participated in a service-learning experience.

UVU clubs and organizations play an important role on campus by providing the opportunity for students who share a particular interest to come together and create a bond with each other and the institution. More than 127 clubs completed the official chartering process in 2009 and are actively designing activities and engagement opportunities for students who share

similar interests. A program was initiated in 2006 to provide funds for clubs to highlight their interests and increase their visibility to the student body. The Club Programming Grant sponsored by student government has awarded over $15,000 in the past three years (up to $5,000 per year) to clubs for specific events that enhance the educational experience at UVU. Student Life was reorganized in January 2010, and a new Clubs and Organizations Coordinator was hired. There is a new focus on organization management through a tracking system called OrgSync. Other areas of focus include better training for faculty/staff advising and a more simplified purchasing process in an effort to ease the burden of club advisors.

The Office of Student Involvement provides three areas for engaged learning and participation, consistent with UVU's mission. First, UVU has a unique relationship with housing for students. Student Involvement employs and trains students as Residential Engagement Coordinators (RECs) who live in privately owned apartment complexes adjacent to campus. Planned surveys and research identify ways to improve social integration and connection to campus. Second, UVU is developing Action Learning Communities. These communities engage students in out-of-classroom experiences while building strong social ties as they learn skills in areas of high interest to them. The third area is the Engaged Student Learning ZONE—or what the students call "The Zone!" located in the Sorenson Student Center. All activities focus on a carefully researched list of activities that students have a high interest in learning and participating in such as fitness, cooking, service projects, woodcarving, watercolor, fly fishing, and academic contests. All participation is free and conducted by skilled professionals from campus and the community. "The Zone" is a quick way for students to get involved between classes.

In addition to "the Zone," many other activities take place in the Sorenson Center. The primary venue for UVU Student Activities is the Wilson W. Sorenson Student Center. It provides meeting space for various clubs, organizations, and student involvement groups. The Student Center serves not only the student population but also staff, faculty, and various other community organizations and groups.

UVU strives to meet the needs of all students and community members. Organizations across campus from Student Government to Clubs consider accessibility when planning events. UVU has a legal obligation and an institutional commitment to ensure that its programs, services, and activities are accessible to all members of the community, including persons with disabilities. In planning and promoting events, wheelchair accessibility is considered (including venues, buses, restrooms, etc.) and information is provided to participants and guests of their right to request disability-related accommodations, such as American Sign Language interpreters, assistive listening devices, and brailed materials.

3.D.16 Co-Curricular Program Policies and Procedures

Student Life is ultimately governed by the general policies and procedures of the campus and follows these policies in areas of finance, budgeting, and risk management. All clubs and organizations adhere to a Club Manual that is edited and revised yearly and serves as a guide for operation. Intramural Sports provides online packets with guidelines that competitors must agree to before participating in Intramural Sports.

Student Life has recently purchased the web-based student involvement tracking system, OrgSync, to help facilitate the process of communication and track student involvement. This program enables Student Life to track the number of students participating in various activities, the number of volunteer hours required for a particular event, and other critical statistics needed to evaluate a program for effectiveness. The program allows students to provide feedback to student leaders and professionals regarding their experiences and ideas on improving campus programming. Under the direction of the Dean of Student Life, a co-curricular transcript for students who participate in programs and events is created.

Students play a key role in the governance, planning, and organization of all programs and events for Student Life. Examples of university-wide events that students played a major role in were UVUphoria (transition to university status) and Inaugural Week for the installation of the new UVU president. Student government officers seek to represent students as they develop goals based on students' requests and feedback. This year, campus sustainability has been at the top of the students' list of objectives. A good deal of progress has been made in this area with an increased awareness of recycling and placement of more than 200 new recycling bins across campus. The Student Life office makes a reasonable effort to assure that there is student representation on all campus committees and that students have the responsibility and resources to fulfill their leadership roles and responsibilities.

3.D.17 Adequate Opportunities and Facilities for Student Recreation Needs

Students participate in Intramural Sports, Extramural Sports, Cheer and Dance Teams, and a wide array of recreational programs available on campus. In 2008–2009, Intramural Sports served more than 3,600 students in the following activities: flag football, basketball, racquetball, volleyball, golf, Frisbee golf, pool, table tennis, and chess. Participation has increased since 2006 (see Table 3.11). Two new intramural fields were constructed in April 2010 on the southeast side of campus as well as north of the McKay Education building, which will increase opportunity for student participation and practice for club sports.

Table 3.11
Intramural Participation

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
# of Events	33	37	54	44	56	38	49
# of Participants	1,828	1,995	2,659	2,578	2,508	2,507	2,496

Utah Valley University's club sports programs provide students the opportunity to compete with peer institutions in sports that have not been sanctioned as official NCAA sports. Teams range from rodeo to men's soccer to men's and women's rugby. Club sports receive support both administratively and financially from Student Life.

The Outdoor Adventure Center is another organization that provides UVU students the opportunity to get involved. The Center has increased rental options to include bicycles, rafts, and kayaks. Guided overnight trips are open to the student body. These trips and activities give student interns valuable training in creating adventure learning activities while increasing leadership and outdoor adventure skills.

The general student body has access to open facilities in the Physical Education Building. On average, 600 students use these facilities every week. Open facilities include three fitness rooms (available 58 hours per week), racquetball courts (available 60 hours per week), and a weight room (available 54 hours each week).

Under the direction of Student Activities, the cheer squad and dance team are now united as the Spirit Squad with a full-time coordinator. The Spirit Squad coordinator, the Dance Team assistant, and the Cheer Squad assistant are all certified members of the American Association of Cheerleading Coaches and Administrators (AACCA). The UVU Cheer and Dance Team attends training camps and competes with the National Cheerleading Association (NCA) and National Dance Association (NDA). The spirit squad competes with United Spirit Association (USA). The cheer squad won the NCA National Championship in 2009. Having the Spirit Squad as part of Student Activities creates a mutually beneficial partnership with athletics. This partnership is officially called the Wolverine Spirit Task Force. The task force addresses a

wide range of issues including game operations, ticket sales, joint Spirit Squad and athletic appearances, and overall school spirit.

3.D.18 University Bookstore

The UVU Bookstore provides all required and recommended textbooks along with required instructional supplies as requested by faculty. The bookstore is an official Apple Computer supplier and carries educationally priced software. The UVU Bookstore carries 590 trade titles and 281 reference publications.

The bookstore engages with the campus and local communities to enhance the image and vision of UVU. It sponsors book signings for faculty authors and invites guest presenters on campus. The bookstore is a sponsor for Summer University, which provides opportunities for UVU staff and faculty to be lifelong learners. Annually, the bookstore, the School of Education, and Conferences and Workshops co-host the Children's Literature Forum for elementary school teachers, UVU education students, local school teachers, librarians, and aspiring writers. The bookstore donates student textbook scholarships, which are presented to incoming freshman at Jumpstart Orientations.

Bookstore personnel were involved in the Image Committee on campus that assisted in the development of the new university logos. The bookstore continues to promote school loyalty by providing UVU clothing and gifts; participating in Homecoming events, and working closely with athletics to strengthen school spirit.

Bookstore general merchandise and textbook buyers are held to industry bookstore standards. The bookstore participates in the National Association of College Stores (NACS) Financial Survey and benchmarks itself against college stores of similar gross revenues, student population, and degrees offered.

Collaboration with faculty, staff, students, administrators, and visitors is essential to the success of bookstore personnel. Students, faculty, and staff have an opportunity to participate in developing and monitoring of bookstore policies and procedures. A

Bookstore Advisory Committee with representation from each of these groups meets once each semester to review policies and procedures. Each year the bookstore participates in the PBA process. Last year students and campus administration approved the allocation of 1,350 additional square feet to further meet the academic material needs of a growing student population.

Bookstore cash handling, inventory, and procurement card purchases are monitored by UVU internal and state auditors on an ongoing basis. Every three to five years a comprehensive financial audit is conducted by UVU's internal auditor. Findings of the comprehensive audit are reported to UVU administrators, the UVU Board of Trustees, the State Board of Regents, and state auditing administrators. The Utah State Auditor's office performs an annual external audit in accordance with the Utah Constitution and Utah Code annotated Title 67 Chapter 3. Recommendations made by these auditors are incorporated into bookstore operations.

3.D.19 Student Publications and Other Media

UVU has clearly defined guidelines and procedures regarding student publications and other media as detailed in the Student Publications and Media Constitution. Guidelines and procedures are printed and distributed to staff members in the staff manual.

The Publications Board consists of the Vice President for Student Affairs, Dean of Students, UVUSA President, faculty representative, staff representative, off-campus print media representative, Senior Director for Student Life, Coordinator of Student Publications, the Editor-in-Chief, and a student at large. This Board serves as liaison to the administration, meets regularly, and is responsible for executive staffing and publication advising.

Student Publications and Media is a First Amendment news organization; all student staff members bear the responsibility of the productions and their content. Student Publications and Media works under the authority of the Student Publications and Media Constitution. Members of the UVU Review (student newspaper) team receive a copy of the Constitution during

initial staff orientation and training. This document details the First Amendment Right of the students to publish the college newspaper and online news.

Student Media and Publications produces 3,000 copies of the *UVU Review* concurrently with uvureview.com (online student newspaper) weekly. The *UVU Review's* focus is on campus and local issues. National issues are addressed through the UVU Student Readership Program, a program providing free newspapers to students on Monday-Friday. The *New York Times, Deseret News,* and *USA Today* are available in various locations across campus. Having these national and regional newspapers available on campus has motivated the student editors at *UVU Review* to focus more on campus news and improve the look of *UVU Review.* The newspapers, provided by the Student Readership Program, are used by faculty in various departments to augment course materials and bring current events into course discussions.

3.D SUMMARY

3.D Strengths

• The Graduation Office made the Online Graduation Application available in fall 2007. Benefits to students include applying "anytime/anywhere" (they do not need to come on campus during office hours to submit application or pay application fee), and receiving an alert if there is a hold on their record or they have not met all graduation requirements (eligible for degree/catalog year, etc.). Benefits to the Graduation Office include information from applications is entered electronically into Banner (no manual input); no outstanding payments; and the online application checks for degree eligibility, residency requirements, catalog year, and student holds.

• The Financial Aid Office reports that UVU's 2007 student loan default rate (most current rates available from the federal government) is the lowest ever in UVU history. For the past five years, UVU's student loan default rate has been significantly lower than the national default rate.

• Jumpstart Orientation began in 2008 with over 3,500 students and parents participating in 27 sessions. Increased retention rates for students who participate in orientation have occurred. This is significant improvement over the previous orientation format, which offered one session per semester.

• UVU Student Advisement and Support Services has now identified and developed an effective primary and support advising model based on the recommendation from the 2005 NWCCU site visit evaluation.

• The advisor training program at UVU is nationally recognized for its quality and innovation. Advisor training provides training for new advisors and ongoing professional development for experienced advisors.

• The ALC was created and has been instrumental in managing the advising effort. With representation from Student Affairs support areas and academic schools/colleges, great progress has been made in lowering advisor-to-student ratios, clarifying the advisement model, and defining the PSI advising program.

• The UVU Personalized, Seamless, and Intentional (PSI) advisement program has been effectively implemented within the CACC with the intent of expanding the program to all departments as resources permit.

• UVU has hired 29 new full-time professional advisors from 2005 to present, lowering the advisor-to-student ratio from 1:700 to 1:455 (fall 2009).

• The UVU Honors Program and the Presidential Leadership Program have offered residential housing components (with a stipend) providing a natural learning community among students since 2008.

• IPE was initiated and students now have increased opportunity to engage in their prospective profession through internships or applied learning experiences.

• The Wilson W. Sorensen Student Center is the center for campus life. Services and activities

provided by the Student Center benefit students, faculty, staff, and community. The Student Center is always spotless and orderly. Students, faculty, staff, and community members who use the Center consistently respond with positive feedback.

- The UVU Volunteer and Service-Learning Center has made significant progress over the past five years. The staff and Service Council have grown exponentially as has their office with the new, larger location in the Losee Center for Student Success. The number of service-learning courses registered through the Volunteer and Service-Learning Center has increased from 14 to 56. The Service Scholar Program has 62 active members. The yearly AmeriCorps service scholarships have increased from approximately $12,000 to $142,990.

- The Office of Student Involvement, which started two years ago, provides three areas of engaged learning and participation. First, UVU has established a unique relationship with housing for students. Second, the Office of Student Involvement is developing Action Learning Communities, which engage students in out-of-classroom experiences that build strong social ties as they learn skills in areas of high interest to them. Third, the Office of Student Involvement has created the Engaged Student Learning Zone—or what the students call "The Zone!" All activities focus on a carefully researched list of activities in which students have demonstrated a high interest.

- Student Leadership at UVU has been built upon a strong, 30-year shared-governance foundation. Students elected and/or selected to the student council receive advice and training on the importance of shared governance on a university campus. Students assigned to standing committees know the importance of commitment, communication, and respect. The Student Body President serves on the President's Council and is a member of the Board of Trustees. The training and continued development of new council members is a top priority for the Student Life staff.

- The Intramural Department, which is now part of Campus Recreation, served more than 3,600 students in 2008–2009 and is on track to serve more than 4,000 students in 2009–2010. A full-time coordinator position was created in 2009 and two new Intramural Fields (one in 2007 and one in 2009) were created.

- The UVU Review (student newspaper) has improved in quality and readership over the past five years.

- The UVU Student Readership Program is a successful partnership between Student Life and Academic Affairs. This program provides students free newspapers Monday through Friday. Faculty increasingly uses these papers for classroom discussion and assignments. Newspapers provided to students include the UVU Review, NY Times, Deseret News, and USA Today. Financial support for the program comes from UVUSA and Academic Affairs.

3.D Challenges and Recommendations

- The Office of Financial Aid is understaffed as more students apply for federal aid. In 2009, there were 3,391 financial aid students for every one financial aid counselor. A dedicated, student-centered staff makes meeting this demand possible. Services to students could be greatly improved if more counselors were available. New regulations will require additional work.

Financial Aid needs additional employees to accommodate the increase in students receiving financial aid and to respond to additional work created by new direct-lending regulations. A PBA request has been submitted to support new staffing requirements.

- Career Services and Student Employment is lacking more detailed job placement data regarding its graduates.

Career Services and Student Employment needs a method of gathering more accurate job placement data to better track UVU graduates. A best-practices study should be implemented to identify effective methods working at other institutions and to implement applicable practices at UVU.

- The IPE has provided students with opportunities to participate in nonprofit internships and excursion experiences. Additional program development is necessary to expand its services to fully implement all areas identified as its mission.

IPE's leadership duties will be structurally organized to allow sufficient time for planning, development, implementation, growth, and assessment of the IPE program.

- Student Health Services is currently operating at one therapist to 7,190 students. The recommended ratio of mental health therapists to students is one therapist to 1,500 students. More mental health therapists need to be hired.

Student Health Services needs to hire mental health therapists as resources permit to move toward a lower therapist-to-student ratio in accordance with national standards.

- Clubs and organizations have been struggling for the last five years to increase student membership and recruit new faculty/staff advisors. Tracking the number of students involved in clubs has been a challenge. In addition, faculty and staff advisors have requested a streamlining of business processes required for club sponsorship.

Student Life completed a reorganization in January 2010. A new Clubs & Organizations Coordinator was hired who reports directly to the Director of Student Activities. The key areas of focus are organization management through a web-based student involvement tracking system called OrgSync,

advisor recognition and training, and a streamlined purchasing process to assist in streamlining procedures for faculty/staff advisors. An internal marketing campaign to address the changes will be implemented.

STANDARD 3.E–INTERCOLLEGIATE ATHLETICS

3.E.1 Institutional Control for Intercollegiate Athletics

UVU received full NCAA Division I membership in July 2009 after completing a seven-year process to transition from Junior College athletic status to NCAA Division I. The NCAA Certification includes intensive evaluation of the UVU Athletic Program and is intended to ensure the NCAA's fundamental commitment to integrity in intercollegiate athletics. The certification covers governance and commitment to rule compliance, academic integrity, fiscal integrity, equity, welfare, and sportsmanship in thorough detail. This systematic evaluation will occur every ten years as a requirement of NCAA membership.

UVU Athletics has proven highly competitive in the NCAA Division I arena. Several teams have won independent and conference championships, as well as receiving regional and national recognition. Ryan Toolson, a UVU men's basketball player, was featured in an ESPN magazine article (March 9, 2009). The majority of teams have winning records. NCAA status has allowed UVU Athletics to enter the Great West Conference, where teams have proven to be formidable opponents.

The new NCAA Division I certification includes requirements that the Athletic Department complete frequent evaluations and audits to ensure that required standards are met as outlined in the NCAA Division I Manual. In addition to NCAA certification, there is oversight and periodic review of the UVU Athletic Department by the Trustees and Regents. The Vice President for Student Affairs and the Athletic Director make biannual presentations to the University President detailing achievements, progress, and future goals. The UVU Athletic Department is committed to the development of the total student-athlete and supports both athletic and academic endeavors that promote the development of skills, knowledge, and character of student-athletes. Participation in athletics provides each student-athlete with a unique opportunity for tremendous growth in the areas of self-discipline, physical fitness, competitiveness, interpersonal relations, and stress and time management.

The UVU Athletic Department annually reviews and updates its departmental strategic plan. This plan serves as a guide when making budgetary requests to further develop the UVU Athletic Department. This is done under the direction of the Vice President for Student Affairs and promotes a consistent approach to achieving both athletic and academic success.

3.E.2 Institutional Goals and Objectives of the Intercollegiate Athletic Program

The Athletic Department provides the mission statement, vision statement, strategic priorities, and Athletic Department Strategic Plan on the Athletic Department website. This is available to all potential candidates applying for athletic staff positions. Once hired, all athletic staff members are required to sign a statement of ethical behavior based on NCAA expectations.

All Athletic Department administrators, staff, and coaches attend an annual orientation each August where department, institutional, and NCAA rules and policies are covered. Additional trainings and education are presented at monthly compliance training, staff, and head coach meetings, or as requested.

The duties and authority of the Director of Athletics, Faculty Athletic Representative, and others involved in athletics policy-making are detailed in human resource job descriptions. In addition, the scope and role of the Faculty Athletics' Representative and Committee is detailed in the NCAA Certification Report.

3.E.3 Athletics' Institutional Standards

Athletics representatives have been appointed in both the financial aid and registrar's offices to ensure that athletes are held accountable for the same policies, procedures, and requirements as the general student body. NCAA Division I student-athletes are held to a higher academic standard both for initial and continuing eligibility than the UVU standards (RE 3.1).

The student-athlete admission process does not differ from the general student admission process. UVU maintains an open admission policy, admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered and who are generally beyond the age of high school enrollment. UVU is committed to the concept of equal opportunity without regard to race, color, religion, age, sex, national origin, sexual orientation, or other legally impermissible factors. To be officially admitted to the university, an applicant must submit the following to the Office of Admissions: completed Application for Admission either online or on paper with a $35 application fee (for first-time applicants), official transcripts of all previous college and high school work or, if applicable, GED or other certification of high school completion. Placement test scores are required before students are eligible for registration. Acceptance and resident status are determined by the Admissions Office.

UVU Athletics prides itself on the high academic achievement of its student-athletes. Student-athletes are required to meet NCAA Division I academic standards for initial and continuing eligibility, take 15 credits each semester, and maintain significant progress toward bachelor's degree completion. UVU Athletes go above and beyond this requirement and present an example of academic excel-

lence that exceeds the minimum requirements for university attendance. At UVU, a 2.0 is required to be in good standing with the university. The UVU Athletic Department average GPA exceeds this minimum requirement by consistently remaining at or above a 3.0. Athletes are tracked closely regarding degree progress and graduation. Graduation reports are monitored yearly (RE 3.4).

3.E.4 Athletic Budget Development

The Athletic Department adheres to UVU's general financial policies (UVU Policies #201 through 234) and standard operating procedures set forth by UVU. Ongoing monitoring and approval takes place by athletic administration and the budget manager. Periodic reviews and audits are conducted by state and federal agencies to ensure accuracy and compliance with appropriate laws (RE 3.3). All incoming funds are deposited into designated UVU accounts. The department added a full-time finance manager in 2006. This position has greatly enhanced the ability of the Athletic Department to accurately monitor and evaluate budgets and spending. Athletic Department personnel are routinely educated and reminded of purchasing guidelines (RE 3.1). This training occurs during orientations, staff and head coaches meetings, and individual budget discussions.

The Athletic Department's budget has increased over the past seven years, allowing for the development and improvement of athletic facilities. The baseball stadium was built in 2004 and is a premier facility that is used by the Orem Owls, a minor league team affiliated with the Anaheim Angels. The Wolverine Service Center was remodeled and the Athletic Department gained 24,000 square feet, including office space, a student-athlete computer lab, a sports medicine training room, wrestling room, and meeting space. During 2005-2010 the overall athletic department budget has increased from $1.3 million to $7.3 million.

3.E.5 Equitable Treatment of Male and Female Athletes

UVU is committed to fair and equitable treatment of both male and female student-athletes. Opportunities for participation are divided among the fifteen sponsored sport programs. Seven of the programs are men's sports and eight are women's sports. UVU does not sponsor football. UVU traditionally hosts approximately 290 student-athletes, with 2009–2010 athletic participation percentages at 53% male and 47% female. This correlates with UVU regular student enrollment statistics of 57% male and 43% female for the fall 2009 semester. These numbers change each year depending on recruiting and team roster needs, just as male/female enrollment numbers are constantly in flux. Resident tuition versus non-resident tuition is another contributing factor in percentage discrepancies.

Athletic scholarship funding continues to be an area of concern and focus. Athletic scholarship funding has grown over the past several years, but increases to cost of living and changes in resident status requirements have had negative impacts on the objective of providing adequate funding for student-athletes. Athletic scholarship funding needs to be increased both in the number of athletic scholarships, especially for lower-tier sports, and in the amount of each scholarship to meet NCAA Division I maximum allowed levels. The total amount spent on male athletes and female athletes during the last five cohorts in athletics is outlined in Table 3.12.

Table 3.12
Allotment of Financial Aid (Males/Females)

		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Tuition	Men	$263,950.00	$223,554.00	$328,506.00	$332,089.50	$409,128.00
	Women	$299,510.50	$285,680.00	$446,775.00	$413,627.00	$513,232.00
Fees	Men	$16,354.00	$88,933.00	$31,014.00	$25,098.00	$26,280.00
	Women	$30,097.00	$105,368.00	$32,484.00	$32,148.00	$35,624.00
Room	Men	$81,620.00	$95,793.25	$101,500.28	$139,084.00	$125,550.00
	Women	$112,127.64	$142,536.00	$140,664.65	$163,417.00	$170,190.00
Board	Men	$61,950.00	$73,582.00	$77,485.87	$93,142.00	$91,125.00
	Women	$84,981.00	$112,954.50	$111,125.68	$111,098.50	$123,525.00
Books	Men	$13,800.00	$14,400.00	$15,600.00	$16,400.00	$18,000.00
	Women	$20,200.00	$22,600.00	$20,800.00	$22,300.00	$24,400.00
Summer	Men	$10,027.00	$16,943.04	$10,282.00	$13,085.00	$18,000.00
	Women	$12,043.00	$22,328.48	$11,663.00	$11,930.00	$22,000.00
Totals	Men	$447,701.00	$513,205.29	$564,388.15	$618,898.50	$688,083.00
	% of Total	44.47%	42.60%	42.50%	45.06%	43.63%
	Women	$558,959.14	$691,466.98	$763,512.33	$754,520.50	$888,971.00
	% of Total	55.53%	57.40%	57.50%	54.94%	56.37%
Grand Total		$1,006,660.14	$1,204,672.27	$1,327,900.48	$1,373,419.00	$1,577,054.00

It is important to note that of the seven male sports, only one (Men's Basketball) is considered a Head Count Sport by the NCAA, and of the eight women's sports, there are two Head Count Sports (Women's Basketball & Women's Volleyball). Head Count Sports are more fully funded than the other Equivalency Sports. The variation in funding based on sport type helps elucidate why the percentage of dollars spent on female student-athletes is larger than the percentage of dollars spent on the male student-athletes.

Student-athlete scholarships have been funded for both male and female sports. When a full athletic scholarship at UVU is offered, the amounts given to a male student-athlete are the same as the amounts given to a female student-athlete. The only allowable difference in awards is based on resident versus non-resident tuition status.

Student support services including tutors, academic advisors, computer lab and study hall access, athletic trainers, etc. are available to student-athletes on an equal basis. Student-athletes have a faculty athletic representative (FAR) who serves as a liaison between the Athletic Department and faculty. The availability and quality of services is not dependent upon sport team or gender.

Equipment is managed through the equipment manager and purchased with team budgets under the monitoring of the athletic budget manager.

Access to facilities is coordinated by the Associate Athletic Director responsible for game management and facilities. Annual discussions are held to coordinate practice times and locations, with a primary focus on coordinating men's and women's basketball due to a shared facility. Prime practice times are rotated between the two teams each semester. Most teams have their own facilities for practice and competition. Men's and Women's Golf have access to the same courses for practice. This past summer the University started construction of an on-campus track facility. This facility will greatly enhance both men's and women's track student-athletes. Not all sports have adequate facilities. Two areas that are in great need of facility improvements are the softball

and soccer fields. Softball has limited metal bleacher seating, chain-link-fenced dugouts, and no press box for media services. The soccer field has had improvements that allow better drainage and elevation, but it still needs seating, lights, and a press box. Plans are in place to make the needed improvements.

The areas of participation, financial aid, support services, equipment, and facilities are monitored closely through the NCAA certification process. Recent approval in 2008 ensures these resources and opportunities are being fairly allocated between genders.

3.E.6 Policies for Scheduling Athletics Practices and Competitions

UVU is dedicated to the academic success of its student-athletes. Athletic teams consistently earn team GPA's of 3.0 or higher, and the overall Athletic Department GPA continues to be above 3.0. Every effort is made to reduce the conflicts between athletic practices, competitions, educational opportunities, and experiences. The UVU Athletic Department policy (found in the "Policy and Procedure" section of the online UVU Athletic Department Compliance Manual) includes guidelines intended to protect the educational experience of student-athletes. Student-athletes are provided with practice times for upcoming semesters prior to early registration. Home and away contests should not be scheduled during final examination periods. Contests during the final week of classes each semester should be scheduled at home or with only limited travel demands. Student-athletes may not miss class to attend practices.

UVU Athletic Administration and Coaching staff recognizes that the success of student-athletes is dependent on their presence and participation in classes. Exceptions to these guidelines can be approved only by UVU Athletic Administration after consideration and reasonable justification.

Official policy is established in UVU Policy #602, *Student-Athlete Travel and Attendance* (RE 3.1). The Student-Athlete Advisory Council (SAAC) is educated on UVU policies and guidelines. This

information is communicated to student-athletes and coaches in the annual August orientations. The Faculty Athletic Representative is the liaison for this policy when acceptable accommodations cannot be reached initially between students and instructors. The Travel and Attendance Policy is intended to protect the athletic experience of student-athletes while maintaining academic integrity for class completion.

3.E SUMMARY

3.E Strengths

- UVU Athletics earned full NCAA Division I membership on July 7, 2009, when a seven-year provisional transition culminated in successful NCAA certification.

- UVU Athletics prides itself on the high academic achievement of its student-athletes. Student-athletes are required to meet NCAA Division I academic standards for initial eligibility and continuing eligibility, take 15 credits each semester, and maintain significant progress toward bachelor's degree completion. The UVU Athletic Department average GPA consistently remains at or above a 3.0.

- UVU Athletics has proven highly competitive in the NCAA Division I arena. Several teams have won independent and conference championships, as well as receiving regional and national recognition. The majority of teams have winning records.

- Athletic facility improvements have made great strides as well as increased the overall athletic budget during the past seven years. The baseball stadium was built in 2004 and is a premier facility. The Wolverine Service Center was remodeled and the Athletic Department gained 24,000 square feet, including office space, student-athlete computer lab, sports medicine training room, wrestling room, and meeting space. During 2005-2010, the overall athletic department budget has increased from $1.3 million to $7.3 million.

3.E Challenges and Recommendations

- Athletic Scholarship funding continues to be an area of concern and focus. Athletic Scholarship funding has grown over the past several years, but increases in cost of living and changes in resident status requirements have had negative impacts on the progress.

Athletics is committed to providing athletic scholarships comparable to NCAA Division I programs. The Athletics Department's goal is to be fully funded in both number and amount within a 3–5 year period.

- The Athletics Department needs upgrades for their softball and soccer facilities. Softball currently has minimal metal bleacher seating, chain-link-fence dugouts, and no press box for media services. The soccer field has recently undergone a renovation to improve drainage and elevation issues but lacks sufficient seating, lights, and a press box.

Athletics is in the planning stages for improvements to the UVU soccer and softball fields. The softball complex is scheduled to receive grandstand seating, a press box, and improved dugouts. Lights and bleachers are planned for the soccer field. Additionally, the Athletics Department plans to put a shared locker room and office facility on the institutional master plan that would be utilized by both the softball and soccer programs, as their fields are adjacent.

NWCCU POLICY 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

UVU exhibits integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

A. Advertising, Publications, and Promotional Literature

- Educational programs and services offered are the primary emphasis of all advertisements,

publications, promotional literature, and recruitment activities. The responsibility for institutional advertising resides with University Marketing and Communications, which reports directly through the Vice President of University Relations. University Marketing and Communications is a full-service shop providing press releases, publications, promotional materials, marketing/branding strategy, photography, video, and web resources. Prospective Students Services (PSS) works in partnership with University Marketing and Communications regarding all recruitment activities.

- All statements and representations are clear, factually accurate, and current. Supporting information is maintained on the web and readily available across campus. Institutional advertising applies the UVU brand in a consistent and logical format in an effort to project a unified, progressive image to all constituencies with emphasis upon tradition and history. Every effort is made to provide advertising that fosters a loyal student body, faculty, alumni, and community in conjunction with projecting a clear image of an institution that is vibrant, well-organized, and respected.

- The UVU catalog and other official publications are readily available on the web and accurately depict institutional mission and goals; entrance requirements and procedures; basic information on programs and courses; clearly stated sequences and frequency of course offerings; degree and program completion requirements, including length of time required to obtain a degree or certification of completion; a list of full-time faculty with degrees held and the conferring institution (part-time faculty are not listed); institutional facilities readily available for educational use; rules and regulations for conduct; tuition, fees, and other program costs; and opportunities and requirements for financial aid. Policies and procedures for refunding fees and charges to students who withdraw from enrollment are listed on the web under UVU Policy #503, *Registration, Change of Registration, Withdrawals.* Academic Calendar/Student Timetables are listed on the web.

- The UVU catalog describes career opportunities under each program listed along with national and/or state legal requirements for eligibility for licensure or entry into an occupation or profession for which education and training are offered. Any unique requirements for career paths or for employment and advancement opportunities in the profession or occupation are described.

B. Student Recruitment for Admissions

- Student recruitment is conducted by well-qualified admissions officers and trained volunteers whose credentials, purposes, and affiliation with the institution are clearly specified. In the past five years there has been an increase in budget and staff for Prospective Student Services (PSS), allowing for the hiring of four additional full-time staff members. Enrollment Management and University Marketing have developed a successful communication plan for student recruitment. Student recruitment activities are conducted by five diverse recruitment coordinators/admissions officers. Each recruitment coordinator has a clearly specified position description. Areas of recruitment responsibility:

- High School Relations

- High School Relations Hispanic/Multicultural

- Out-of-State

- Junior/Community Colleges

- On-Campus

Another development is the creation of the recruitment Hosting Room. The remodel of the Losee Center provided the space to create this casual sitting area where prospective students and their families can enjoy refreshments and listen to a presentation before going on a campus tour. A more formal film presentation about UVU needs to be created before the campus tour. Additional training on how to effectively use the hosting room before tours and for targeted presentations is also needed.

In addition, efforts have been made to provide multicultural recruiters so that recruitment to specific

ethnic populations is being done by recruiters or students of that ethnicity, if at all possible. These new developments in student recruitment have resulted in a substantial growth trend over the past five years.

PSS plans to implement a Student Recruitment Ambassador program. UVU students chosen as ambassadors would assist PSS in planning and implementing recruitment activities, including visits to high schools, junior colleges, and college fairs as well as in guiding campus tours.

To support recruitment, a publications and events designer position was added to PSS in July 2009. This person works very closely with the design team from the University Marketing department. The Prospective Student Services Director, Assistant Director, and Designer for Prospective Student Services meet weekly with the Associate Vice President of Enrollment Management and the University Marketing design team to coordinate campus recruitment publications and plans. A collaborative meeting with the above-mentioned group and representatives from all academic areas is held monthly. Educational programs and services offered are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities. Every effort is made to assure all statements and representations are clear, factually accurate, and current.

- Independent contractors or agents are not used by UVU to recruit. Student ambassadors and volunteers are governed by the same principles as institutional admissions officers.

- The following practices in student recruitment are not allowed, and the use of such will result in termination of employment with UVU: ensuring student employment unless employment arrangements have been made and can be verified; misrepresenting job placement and employment opportunities for graduates; misrepresenting program costs; misrepresenting abilities required to complete intended program; and offering to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. Awards of privately endowed restricted funds, grants, and/or scholarships are offered only on

the basis of specific criteria related to merit or financial need. All scholarships and the criteria required are listed on the web.

C. Representation of Accredited Status

- The 2010-2011 UVU catalog, page 7, contains the following statement about accreditation:

    In October 2008, the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation, granted Utah Valley University candidacy at the master's degree level, while retaining accreditation at the associate and baccalaureate degree levels.

    Northwest Commission on Colleges and Universities
    8060 165th Avenue NE, Suite 100
    Redmond, Washington 98052-3981

    In addition, some programs or majors may have other specialized accreditation.

- No statement about possible future accreditation status or qualification not yet conferred by an accrediting body is made in the catalog, advertisements, or recruitment materials.

NWCCU POLICY 3.1 SUMMARY

Policy 3.1 Strengths

- Enrollment Management and University Marketing, in collaboration with Academic Affairs, have developed a successful Communication Plan. Monthly meetings focus on enrollment strategies and plans for prospective students.

- Prospective Student Services (PSS) has received an increase in funding of $100,000 as well as four additional full-time staff members within the past five years.

- PSS serves a diverse population of prospective students within the United States. Recruitment

of a specific ethnic population is accomplished whenever possible by a professional and/or student of the same ethnicity.

Policy 3.1 Challenges and Recommendations

- The Losee Student Center for Student Success 4th floor remodeling created a long-awaited recruitment hosting room. It is used to greet guests and provide them with refreshments and information before they take a walking tour of campus. The challenge is to provide a professional presentation about UVU while guests wait for the entire group to arrive.

There is a need for the Prospective Student Services Office to plan and create what is to happen in the hosting room prior to scheduled campus tours. This will include informal conversation and formal presenting of information. A video presentation that can be viewed by prospective students and their families while waiting to be led on a walking tour

needs to be created. All recruitment ambassadors need to be taught how to utilize the equipment facilitating the professional presentation.

- UVU is one of the few universities in Utah that does not have a fully functioning Student Ambassador Program. An ambassador program would provide student-to-student recruiters to assist in planning and implementing events and school visits. This program would enhance the efforts of student recruitment.

Seeing the need for a recruitment student ambassador program at UVU, PSS is in the process of creating and implementing such a program. Student responsibilities in the Ambassador Program need to be determined and a training program developed. PSS is accepting applications and arranging interviews in order to select the first group of PSS student ambassadors for fall 2010. There is a need to create and implement the ambassador program student responsibilities and duties.

Standard Four
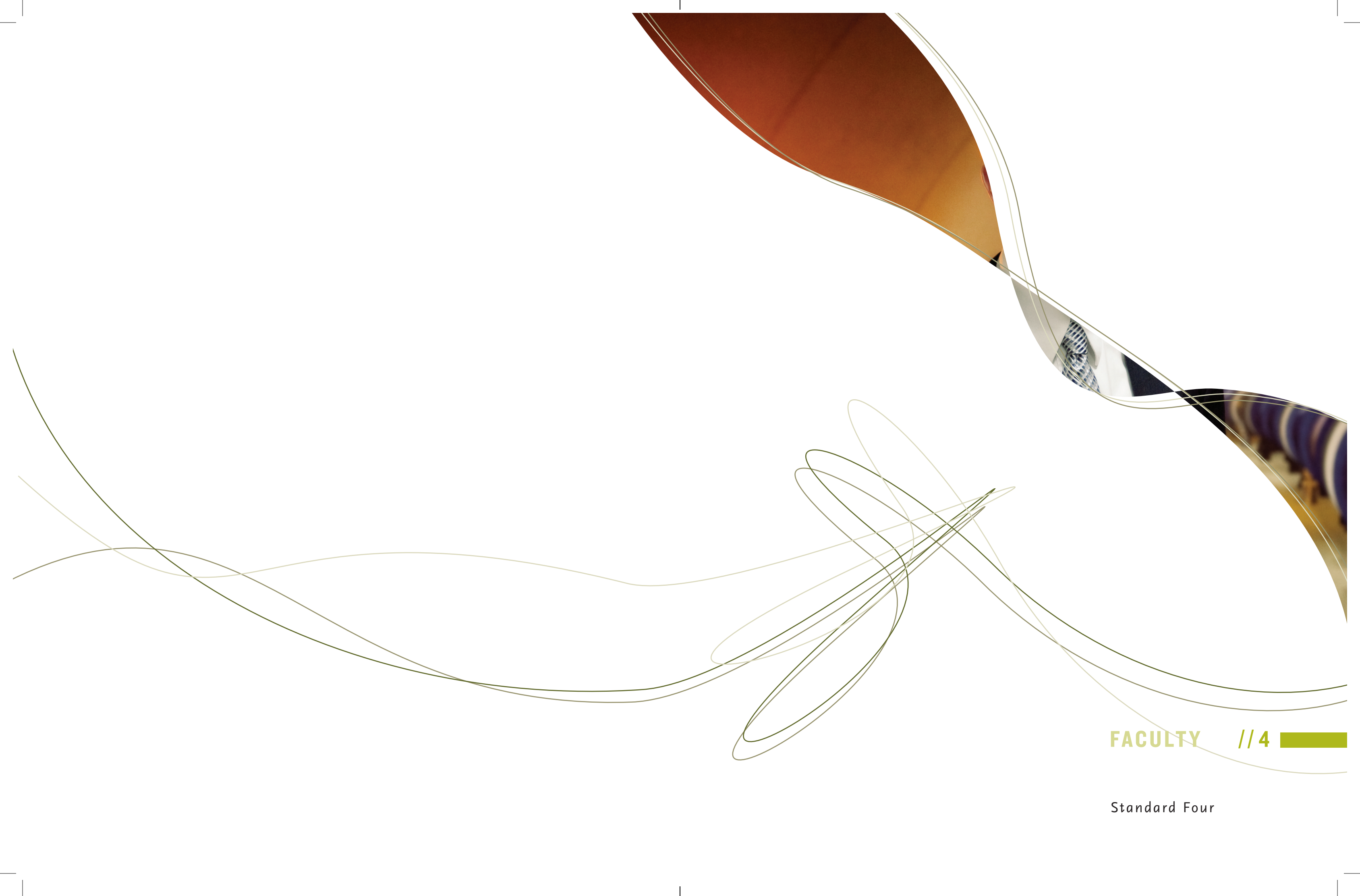
INTRODUCTION

Hiring quality faculty has long been a goal and practice of Utah Valley University. As the institution has transitioned to a university, there has been an increase of faculty with terminal degrees. Needed faculty positions were, and continue to be, identified and filled through the Planning, Budgeting, and Accountability (PBA) process. This chapter describes faculty selection process, evaluation, roles, welfare, and professional development.

STANDARD 4.A — FACULTY SELECTION, EVALUATION, ROLES, WELFARE, AND PROFESSIONAL DEVELOPMENT

4.A.1 Institutional Commitment of Professionally Qualified Faculty

UVU faculty members have strong educational and professional credentials. During fall 2009 UVU employed 476 faculty, 273 of whom hold doctoral degrees and 23 of whom hold terminal master's degrees within their disciplines from 113 institutions of higher education across the country and internationally. In fall 2004, 184 faculty held terminal degrees. Over the past five years, the percent of faculty holding terminal degrees has risen significantly from 47% to the current 62% (Figure 4.1). In addition to their academic credentials, many faculty have rich practical experience in their professions and industry. Departmental self-studies contain additional information on faculty qualifications.
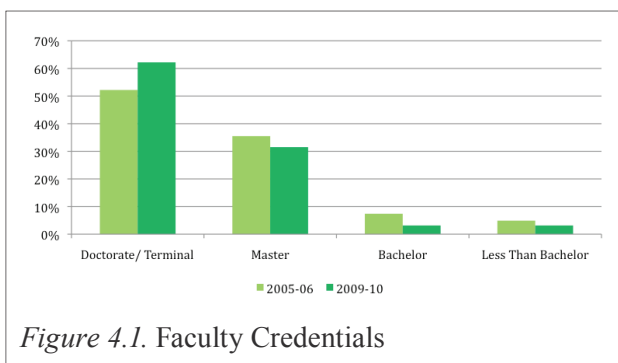
Figure 4.1. Faculty Credentials

Since 2005 UVU has increased the number and range of baccalaureate and associate degree programs and implemented three master's degree programs. The approval process for new degrees requires an assess-

ment of existing faculty support and identification of new faculty required to support the proposed degree. These identified faculty needs are tracked by the Office of Academic Affairs for recommendation and high prioritization during appropriate future PBA cycles. Further, new degree programs are reviewed after three years and all programs are reviewed every five years by the university and the Utah State Board of Regents (Regents Policy R401).

The $10 million appropriation given to UVU to support the transition to university status included funds for faculty positions to support new degree programs, including new master's degree programs. The majority of this appropriation ($7.4 million) was specifically directed toward new faculty positions to (a) increase the percent of instructional credit hours delivered by salaried faculty, (b) reduce/align faculty teaching load, and (c) ensure adequate faculty for new degree programs, including master's degree programs.

In addition to the $10 million appropriation for university status, UVU has used tuition revenue from enrollment growth and tuition increases to raise the number of salaried faculty by 17 percent (2008). (See Figure 4.2.) State tax fund reductions for 2009–2010 resulted in a slight decrease in the number of faculty through voluntary separation incentives and normal personnel actions. In April 2010 President Holland announced the addition of 44 faculty positions for the 2010–2011 academic year.
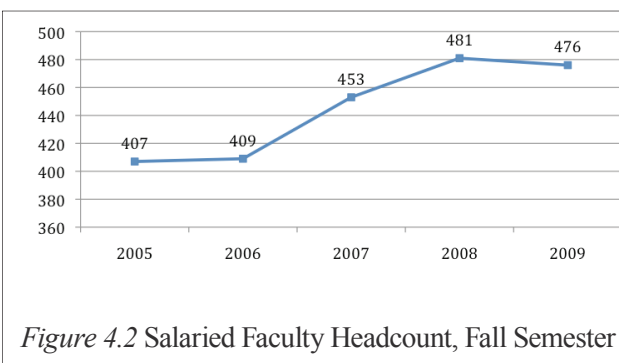

Figure 4.2 Salaried Faculty Headcount, Fall Semester

Salaried faculty have primary commitment to the institution. UVU faculty are highly committed professionals whose primary focus is teaching supported by service and scholarly and creative

work, details of which are described in departmental self-studies.

4.A.2 Faculty Participation in Academic Planning and Governance

Faculty have primary responsibility for curriculum, subject matter, and methods of instruction as outlined in UVU Policy #635, *Faculty Rights and Professional Responsibilities*. UVU Policy #605, *Curriculum and Program Changes Approval Process,* identifies the Curriculum Committee (a standing committee of the Faculty Senate) as the committee responsible for approving changes, deletions, and additions to the curriculum, including new programs, new courses, and course numbering and credit changes. The Curriculum Committee also reviews and approves the submission of any new program or program change proposals prior to submission to the Board of Trustees and Board of Regents. The Curriculum Committee consists of faculty representatives from each school/college as well as representatives from Student Affairs and Academic Affairs responsible for curriculum/catalog, scheduling, graduation, and articulation.

After careful review, the academic advising practices at UVU underwent dramatic change in 2005–2006. As identified in the recommendations from the 2005 NWCCU site visit, the practice of using designated faculty members as content-specific advisors was problematic for faculty, who had difficulty fitting advisement duties into their full schedules, and for students, who would receive conflicting academic advice. An Advisement Leadership Council (ALC) was formed with representatives from Student Affairs, Academic Affairs, and faculty to initiate and oversee a new model of Personalized Seamless Intentional Advising (PSIA). The ALC is an oversight board that monitors, assesses, and coordinates the work of all advising on campus, and recommends advisement policy to President's Council. This PSIA model involves professional, discipline-specific advisors working with students as primary academic advisors. In addition to serving on the ALC, faculty serve as mentors, particularly for upper-division students.

The Faculty Senate, comprised of salaried faculty representatives elected by individual (or grouped) departments, is the recognized voice for faculty in institutional governance. The interaction between senior administration and the Faculty Senate is reciprocal. The President and Vice President for Academic Affairs serve as non-voting members of the Faculty Senate Executive Committee and regularly attend Senate meetings. The Faculty Senate President is a member of UVU's President's Council, Academic Affairs Forum (comprised of deans and senior academic affairs staff), and Leadership Council. The Senate President attends all meetings of the Board of Trustees. [See Standard Six for further discussion of the faculty role in institutional governance.]

In January 2009 the Faculty Senate released a "Statement on Shared Governance." Although not a policy document, this statement reaffirms the faculty's commitment to a "share in the governance of Utah Valley University according to the principles and guidelines outlined in the 'Statement on Government of Colleges and Universities' of the American Association of University Professors (AAUP)." "Shared governance is a model of management in higher education founded on democratic ideals and is based on principles of mutual trust, respect, fairness, transparency, accountability, open dialogue, and the best use of human talent and physical resources."

The Faculty Senate plays an important role in the initiation and approval of policies and initiatives that affect the faculty. Any faculty member may bring proposals for policy changes or resolutions to the Senate, which then facilitates discussions with senior administrators. Policy proposals follow a process (UVU Policy #101, *Policy Governing Policies*) that provides the Faculty Senate and faculty at large opportunity to provide feedback prior to a policy proposal submission to the Board of Trustees. Faculty participate on departmental and school/college planning and curriculum development committees.

In addition, faculty serve on many university committees and task forces, including the Strategic Di-

rections Advisory Committee (SDAC), Curriculum Committee, Institutional Effectiveness Committee (IEC), Policy Advisory Committee, PBA Coordinating Committee, Institutional Research Board (IRB), Advisement Leadership Council (ALC), Scheduling Quality Improvement (QI) Team, Engaged Learning Advisory Committee, and Academic Calendar Committee. These committees provide opportunity for faculty to engage in university planning. For example, the SDAC reviews institutional initiatives, conducts annual Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, and engages in other planning and assessment activities.

4.A.3 Faculty Workload

The Board of Regents establishes the framework for faculty workload in two policies—R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles,* and R485, *Faculty Workload Guidelines.* As Utah Valley University transitioned to university status, the Regents re-

vised policy R312 to establish (a) a more appropriate teaching workload for UVU faculty at an average of "at least 24 credit hour equivalents each academic year," and (b) a more appropriate criteria for selection, retention, and advancement based "primarily on . . . effective teaching" with additional criteria including "scholarly, professional and creative achievements, and service that complements the teaching role."

As highlighted in the university's mission statement, UVU is "a teaching institution which . . . promotes student success. . . . UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning." UVU Policy #641, *Salaried Faculty Workload—Academic Year,* reflects this mission and recognizes (a) "teaching is a faculty member's primary responsibility at the institution, supported by professional activities, scholarship, and public and community service"; (b) "providing a quality education for students is fundamental to the mission and goals of the institution"; and (c) "managing faculty workload is a vital component of effective planning and resource allocation."

UVU Policy #641 establishes workload standards by categorizing workload requirements into three units of measure that are combined to equal a faculty member's workload. The categories are: (a) Governance Credit Hour Equivalents (GCHE), which indicates participation in academic and institutional governance such as program coordinator, department chair, or Senate officer; (b) Academic Credit Hour Equivalents (ACHE), which is used as a measure of academic activities such as research, creative activities, and scholarship; and (c) Instructional Credit Hour Equivalents (ICHE), which incorporates instructional delivery. The combination of a faculty member's GCHE, ACHE, and ICHE is defined as Workload Credit Hour Equivalents (WCHE), which is the total of a faculty member's formally tracked workload. Salaried faculty members are not required to perform in excess of 30 WCHE per academic year.

UVU Policy #641 provides the Vice President for Academic Affairs (VPAA) flexibility to determine average teaching loads by school/college and departments. This flexibility allows some schools/colleges and departments to average less than 24 ICHE per academic year in order to maintain professional accreditation and/or achieve various other strategic goals. In order to comply with Regents standards, therefore, other schools/colleges and departments do average higher than 24 ICHE per academic year. For example, Woodbury School of Business faculty average less than 24 ICHE per academic year while University College faculty average more. Faculty

with lower ICHE requirements have higher ACHE requirements, providing opportunity for scholarly activities and creative work generally expected for specialized accreditations. Table 4.1 provides a history of average ICHE by school/college for the past five years (as reported fall semester).

Table 4.1
History of Average Instructional Credit Hour Equivalents by School/College

Average Instructional Credit Hours — Fall Semester					
	2005	2006	2007	2008	2009
Arts	13.1	14.7	14.5	14.3	12.8
Business	10.8	11.0	10.8	10.7	10.1
Education	17.0	14.2	16.0	14.4	15.1
Humanities & Social Science	11.2	13.3	12.9	12.4	12.2
Science & Health	13.2	13.6	13.6	12.7	12.2
Technology & Computing	15.3	16.5	17.0	14.7	12.3
University College	14.5	14.7	14.9	14.9	15.9
Total UVU	13.1	13.9	14.0	13.2	12.5

After the passage of UVU Policy #641, *Salaried Faculty Workload --- Academic Year*, a task force developed UVU Policy #642, *Salaried Faculty Overload,* to provide a clear definition and process for faculty overload. This policy emphasizes the institution's commitment to quality teaching and limits a salaried faculty member's overload teaching opportunities to an additional 10 ICHE per school year as approved by the school/college's dean. Very few salaried faculty participate in overload assignments.

UVU recognizes the critical role that professional growth and renewal play in supporting faculty and enhancing student learning. UVU's commitment to curricular engagement is built on a foundation of active teaching strategies that encourage students to learn and to apply what they learn. Faculty development is a primary responsibility of departments with support for professional growth provided through the schools/colleges, Academic Affairs, Institute for

Professional Engagement (IPE), Service Learning Center, Center for Engaged Learning (CEL), and Faculty Center for Teaching Excellence (FCTE). For example, the FCTE provides collaborative leadership to enrich the teaching culture at UVU, to enhance engaged student learning, and to promote collegiality. The FCTE provides programs such as new faculty orientation, adjunct faculty orientation, and "Best Practices" workshops.

Professional growth and renewal for faculty are further supported through departmental and school/college travel funds for participation in professional conferences, trainings, workshops, and through a variety of on-campus faculty development workshops, conferences, and speakers. Individual schools/colleges host a range of opportunities for faculty to engage in seminars, conferences, symposia, lecture series, exchanges, and showcases on campus. Further information on these activities may be found in school/college and departmental self-studies.

Faculty sabbatical leave provides another means for faculty growth and renewal. In 2009 UVU revised its policy on faculty sabbaticals (UVU Policy #640, *Faculty Sabbatical Leave*), which defines faculty eligibility, compensation, reporting requirements, and procedures for requesting sabbatical leave. Sabbatical leave is an opportunity offered to tenured faculty to engage in scholarly and creative activities that will enhance their capacity to contribute to the university. Sabbatical leave is not considered to be a faculty benefit but rather a competitive program for professional development and creativity that benefits the entire educational enterprise. The institution granted seven academic year and three one-semester sabbaticals for the 2009–2010 academic year.
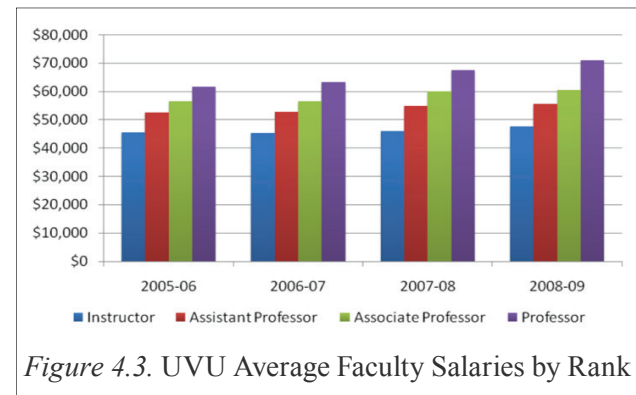
4.A.4 Faculty Salaries and Benefits

In the early 2000s UVU undertook a significant multi-phase faculty salary equity program. This program focused on addressing gender-based inequities, establishing salary "floors" based on rank, centrally funding rank salary adjustments, and raising faculty salaries based on rank and discipline

closer to average salaries for peer institutions. As Figure 4.3 indicates, faculty salaries by rank were historically compressed. In 2005—2006 a 35 percent average difference existed between instructors and professors; in 2008—2009, that difference had increased to 49 percent.

Figure 4.3. UVU Average Faculty Salaries by Rank

Steady progress on the plan occurred through 2008–2009, at which point all faculty were at approximately 90 percent and all terminal-degreed full professors were at approximately 95 percent of the College and University Professional Association (CUPA) average for the selected peer group based on rank and discipline. In conjunction with university transition, the Utah System of Higher Education (USHE) adjusted our selected peer group for faculty salary comparisons from public general baccalaureate institutions to public master's institutions. Table 4.2 provides a comparison of average faculty salaries by rank based on the new peer group of public master's institutions. Beginning with the 2010–2011 equity adjustments, faculty salaries will be benchmarked with this new peer group by rank and discipline.

Table 4.2
Average Faculty Salaries by Rank, 2008–2009

	UVU Average	Public Master's Institutions Peer Group Average	% Difference
Professor	$71,315	$88,357	-19.29%
Associate Professor	$60,675	$70,308	-13.70%
Assistant Professor	$56,010	$59,416	-5.73%
Instructor	$47,807	$43,183	10.71%

UVU offers a very attractive benefits package including retirement, medical, dental, life insurance, long-term disability, and tuition waivers for faculty and dependents. Information on the benefits plan is published annually and is available on the Human Resources website. UVU's generous benefits package plays an important role in the recruitment and retention of faculty. Table 4.3 provides a comparison of average total faculty compensation by rank for UVU and the new peer group of public master's institutions.

Table 4.3
Average Faculty Compensation by Rank, 2008–2009

	UVU Average	Public Master's Institutions Peer Group Average	% Difference
Professor	$99,015	$112,123	-11.69%
Associate Professor	$87,175	$90,765	-3.96%
Assistant Professor	$81,210	$77,216	5.17%
Instructor	$71,307	$56,596	25.99%

Faculty turnover at UVU is low, ranging from 3.6 percent to 5.9 percent over the last five years (Table 4.4), suggesting that faculty satisfaction with compensation and working environment is high.

Table 4.4
Faculty Turnover 2005–2009

	Year				
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Turnover Rate	3.6%	5.5%	4.4%	5.9%	4.3%

Policies on salaries and benefits are clearly stated, widely available, and equitably administered. UVU Policy #358, *Faculty Compensation,* UVU Policy #351, *Annual Compensation and Benefits Plan,* UVU Policy #363, *Supplemental and Adjunct/Overload Pay Methods,* UVU Policy #642, *Salaried Faculty Overload,* and UVU Policy #643, *Salaried Faculty Summer Teaching,* govern salary and benefits for faculty.

Faculty performing administrative functions often receive additional compensation above base salary in consideration for the extra responsibilities and duties required of the role. For example, department chairpersons receive stipends for their academic year and summer semester duties as chair. Faculty teaching summer courses are compensated in accordance with UVU Policy #643.

4.A.5 Institutional Policies, Regulations, and Procedures for Faculty Performance Evaluation

UVU Policy #631, *Instructor and Course Evaluations,* UVU Policy #623, *Assignment and Advancement in Academic Rank,* UVU Policy #637, *Tenure and Appeals*, and UVU Policy #638, *Post-Tenure Review,* outline UVU processes for the evaluation of faculty on a continuing basis consistent with NWCCU's Policy 4.1.

Students provide regular, periodic evaluations of the faculty members' courses and teaching performance. Information provided by these evaluations may also be used to document the faculty members' professional responsibility performance and to assist in tenure decisions. First- and second-year faculty are evaluated in two or more classes each semester. All faculty are evaluated by students at least one semester per year in at least two sections. A standard institution-wide evaluation instrument, the Student Rating of Instruction (SRI), is administered to all students electronically through the UVLink. This instrument collects information considered most relevant to the faculty's performance, course organization, and professional responsibility. Space is provided on the instrument for students to make specific comments or suggestions about the faculty member or the course. After changing from in-class paper evaluations to an electronic evaluation, the rate of student response to the electronic SRIs declined. Measures implemented in fall 2009 have increased the student response rate from 18.55 percent in fall 2007 to 38.56 percent in fall 2009.

In addition to the SRI evaluations, the department chair conducts a yearly appraisal interview with each faculty member using information from the SRI evaluation as one of the evidences

of instructor performance and as a basis for setting goals. In addition, other sources of evidence of teaching effectiveness may include peer and supervisor observations and the Student Consultants on Teaching (SCOT). The chair annually prepares a written evaluation and reviews it with each faculty member.

UVU policies prescribe more extensive faculty evaluations at the third and sixth year for tenure-track faculty and for all faculty pursuing rank advancement. Under UVU's decentralized tenure and promotion system, departments establish discipline-based criteria, which are then used in the annual evaluation as well as in tenure and rank promotion evaluations. Student, supervisor, and peer evaluations are required as a part of both the tenure and rank promotion evaluation processes.

UVU's Post-Tenure Review process is intended to promote continued professional development; provide the necessary means for enhancing future productivity; recognize excellent performance among tenured faculty; clarify the timeline for review; assign more responsibility to departmental Retention, Tenure, and Promotion (RTP) committees; and define evaluative criteria. Post-tenure review of tenured faculty shall occur once every five years after the award of tenure, or five years after the most recent evaluation for promotion in rank.

4.A.6 Recruitment and Appointment of Full-time Faculty

UVU defines the process for recruitment and appointment of faculty in the following policies: UVU Policy #301, *Equal Employment, Education Opportunity, and Affirmative Action*, UVU Policy #302, *Hiring of Salaried and Hourly Positions,* UVU Policy #304, *Nepotism*, UVU Policy #306, *Faculty Positions: Posting and Waivers of Posting,* UVU Policy #632, *Assignment and Advancement in Academic Rank,* and UVU Policy #637, *Tenure and Appeals.*

UVU manages the application and selection process through web-based software that provides applicants with a position description and information on required and optional documents needed for applications. Search committees access application materials through the web. The university encourages a high level of professionalism in the hiring process, including an interview practice that provides an opportunity for faculty candidates to spend time on campus and interact with students, faculty, and other members of the department and academic administration.

The hiring process stresses UVU's commitment to teaching, scholarship, and service, with an emphasis on hiring well-qualified faculty with an enthusiasm for teaching excellence. Hiring procedures outline the role of the department, dean, and the Office of Academic Affairs in the selection of new faculty. Departments may recruit directly at national professional meetings and may request recruitment in targeted publications.

4.A.7 Academic Freedom

In April 2010 the university adopted an updated UVU Policy #635, *Faculty Rights and Professional Responsibilities.* This policy references the *1940 Statement of Principles on Tenure and Academic Freedom,* American Association of University Professors (AAUP), and includes a policy section titled "Academic Freedom and Faculty Rights and Responsibilities at UVU." UVU recognizes academic freedom "as a right of all members of the faculty as they engage in teaching, scholarly and creative activities, and service to the institution and their professions." The university sponsors ongoing discussions and presentations regarding academic freedom and what it means to faculty and students. Throughout the policy approval process for UVU Policy #635, healthy dialogue surrounding academic freedom occurred among and between faculty and administration.

4.A.8 Qualified Part-time and Adjunct Faculty

In addition to a strong full-time faculty, the university employs a significant number of adjunct faculty who are well qualified academically and/or professionally in the disciplines they teach. Adjunct faculty are a valued and essential component of UVU, providing a wealth of practical experience and work in conjunction with salaried faculty members in teaching the many and varied courses offered by UVU. Spring 2010 data shows the high quality of the educational and professional preparation of UVU's adjunct faculty. UVU employed 121 adjunct faculty holding doctorates, 472 with master's degrees, 220 with bachelor's degrees, and 90 with less than a bachelor degree. The adjunct faculty bring a wealth of practical and professional experience in their fields. Areas such as the School of Technology and Computing rely heavily on experience, as demonstrated by adjunct faculty in emergency services with over 402 years of combined experience (RD 4.01). Adjunct faculty teach specific practitioner-oriented courses (such as attorneys teaching in Legal Studies), specialized courses (from physical education activity courses to languages), and high-demand General Education courses. Descriptions of adjunct faculty qualifications can be found in department self-studies.

4.A.9 Employment Practices for Part-time and Adjunct Faculty

UVU Policy #639, *Adjunct Faculty Policy,* outlines the conditions of employment, duties, professional responsibilities, evaluation, and teaching load, and UVU Policy # 363, *Supplemental and Adjunct/Overload Pay Methods,* outlines pay practices and procedures. Administrators and professional staff instruct courses with approval of the academic department chair and the staff member's supervisor (see UVU Policy #325, *Workload for Full-time, Non-faculty Employees*). Adjunct rate scales are approved annually by the Board of Trustees and published on the human resources website. Departments determine professional criteria for employment. Department chairs or their designees hire, supervise, assign workload, and coordinate orientation, training, and support for adjunct faculty. For

example, in Developmental Math, where the adjunct percentage is high, the department sponsors an adjunct orientation and assigns each adjunct faculty a mentor. The Faculty Center for Teaching Excellence annually hosts a Faculty Adjunct Conference to provide important professional and pedagogical development for adjunct faculty. Additionally, schools/colleges and departments conduct regular training workshops for adjunct faculty. This includes orientation sessions at the start of each semester as well as training in particular areas such as use of the Blackboard Vista instructional platform, Turnitin, and other faculty support services.

4.A.10 Assessment of Policies Concerning Part-time and Adjunct Faculty

UVU Policy #639, *Adjunct Faculty Policy*, was approved in February 2009 after considerable discussion of the institution's continued commitment to employ and support qualified adjunct faculty. This policy delineates the requirements of professional conduct and clearly defines the maximum teaching load for adjunct faculty not to exceed 11 ICHE per semester.

As an open enrollment institution, UVU typically responds to immediate demands of enrollment growth through the addition of new sections instructed by adjunct faculty. Over time, the percent of instructional credit hours delivered by adjunct faculty increased to over 50 percent. Reducing this percentage by hiring additional salaried faculty was one of the top priorities in resource allocation decisions. Progress on reducing this percentage occurred from fall 2005 (54.2%) through fall 2007 (46.4%). Significant enrollment growth during fall 2008 and fall 2009, combined with tax fund budget reductions, made it necessary for UVU to again increase the adjunct percentage. Fall 2009 the percentage of credit hours taught by adjunct faculty was 51.9%. President Holland announced the addition of 44 new faculty positions in April 2010, a portion of which were targeted at reducing the adjunct ratio in specific departments.

During fall 2009 the Office of Academic Affairs reviewed adjunct pay rates for institutions in Utah,

UVU's primary market for adjuncts. This review indicated a need to increase adjunct pay rates significantly. In April 2010, at the recommendation of President Holland, the Board of Trustees approved a 14.3 percent increase effective summer 2010 as the first phase of an initiative to bring adjunct rates closer to market norms. In addition to compensation, schools/colleges select and recognize adjunct faculty of the year.

4.A SUMMARY

4.A Strengths

- UVU is able to attract and retain well-qualified and committed faculty, which is reflected in the growing number of faculty with terminal degrees from a wide variety of graduate programs.

- UVU faculty have numerous opportunities to participate in academic planning, budgeting, curriculum development, and curriculum review.

- UVU faculty have a significant voice in the governance of the university, as evidenced by their participation in key leadership positions and on a wide range of campus committees, including those concerned with the processes of tenure and rank advancement. The institution's commitment to shared governance is also reflected in the structure and workings of the Faculty Senate.

- The university provides multiple opportunities for faculty growth, renewal, and development at UVU, including innovative new programs designed and delivered by the FCTE.

- Compensation for faculty at UVU is competitive, particularly for instructors and assistant professors.

- The campus-wide mean rating of instructors indicates consistent and positive ratings for UVU faculty by the student population

- The ongoing conversations and negotiations regarding academic freedom at UVU are evidence of a healthy and productive dialogue between faculty and administration.

4.A Challenges and Recommendations

- Increase the percent of instruction delivered by salaried faculty.

UVU must continue to prioritize full-time faculty positions through its Planning, Budgeting, and Accountability process.

- Bring faculty salary up to 90% of our public master's institutions peer group by rank and discipline.

As compensation dollars become available, UVU will target equity increases to those faculty furthest from the benchmark.

- Increase adjunct pay rates to remain competitive in our market.

UVU will continue implementation of a multiphased program to increase adjunct pay rates.

- Improve the rate of return of SRIs and ensure this assessment aligns with current institutional goals and responds to school/college and department needs.

Establish a Quality Improvement (QI) Task Force to assess current practices and recommend improvements for implementation.

STANDARD 4.B – SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION

4.B.1–7 Faculty Scholarship, Research, and Artistic Creation

"Utah Valley University is a teaching institution. . . . UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning." UVU's emphasis on scholarly and creative work is reflected in its mission statement and supported in its policies and practices. As a Carnegie Engagement institution, faculty are encouraged to develop research and creative activities that allow direct student participation. As evidence of the university's commitment, UVU funds more students' participation in the National Conference on Undergraduate

Research (NCUR) than any other institution in the USHE system.

UVU clearly communicates institutional policies and procedures, including ethical considerations concerning scholarship, research and artistic creation. These policies include UVU Policy #114, *Conflict of Interest,* UVU Policy #132, *Campus Research,* UVU Policy #136, *Intellectual Property,* UVU Policy #137, S*ponsored Programs (Grants, Contracts, Cooperative Agreements*), UVU Policy #138, *Institutional Review Board,* UVU Policy #444, *Academic Freedom and Information Access,* UVU Policy #632, *Assignment and Advancement in Academic Rank,* UVU Policy #634, *Endowed Chairs and Professorships,* UVU Policy #635, *Faculty Rights and Professional Responsibilities,* UVU Policy #637, *Tenure and Appeals,* UVU Policy #638, *Post-Tenure Review,* UVU Policy #640, *Sabbatical Leave,* and UVU Policy #641, *Salaried Faculty Workload—Academic Year.*

As described in section 4.A.2, faculty play a direct and substantive role in the development and administration of research policies. Faculty are involved in a variety of departmental, school/college, and university committees, including the Institutional Review Board (IRB) and committees that establish criteria and allocate resources to support student and faculty research.

UVU provides appropriate financial, physical, administrative, and information resources for scholarship, research, and artistic creation. The Office of Undergraduate Research and International Programs under the direction of the Vice President for Academic Affairs serves as the principal contact for faculty seeking resources to support research, scholarly, and creative activities. Resources available through this office include fellowships for scholarly and creative works, presidential awards for faculty scholarly activities, opportunities for global engagement, and funding for university undergraduate research. Other university-wide opportunities include Center for Engaged Learning (CEL) grants, university faculty fellowships in ethics, and grants for exceptional merit programs.

Further, the Office of Sponsored Programs (OSP) supports faculty in pursuing research and scholarly opportunities. OSP provides training, access to grant information, search tools, and staff support for faculty interested in securing private and government funding. The Office of Compliance provides faculty with post-award grant management support.

Schools/colleges provide a variety of programs to support discipline-based scholarly and creative work. For example:

- University College offers a scholarship seminar to help faculty develop research skills, identify projects, and explore the scholarship of teaching and learning.

- The College of Science and Health administers over $100,000 of institutional funds annually as well as a variety of sponsored program projects to promote scholarly activities.

- The College of Technology and Computing supports global projects, including a digital archival project in Namibia.

- The School of the Arts houses the Utah Regional Ballet, the Noorda Regional Theatre Center for Children and Youth, and the Woodbury Art Museum, engaging faculty, students, and the community in creative works.

- The School of Education Master of Education students complete faculty-supervised projects that focus on the study and improvement of teaching and learning in partner school districts.

- The College of Humanities and Social Sciences provides approximately $80,000 annually for faculty scholarly activity as well as summer research fellowships.

- The Woodbury School of Business publishes an annual peer-reviewed journal, *The Journal of Business Inquiry.*

Within schools/colleges, departments have funds to support faculty travel to conferences and workshops. Additionally, the FCTE administers funds for travel and special projects over and above sup-

port from departments. Faculty have access to appropriate physical resources including offices, labs, equipment, the library, and technology as well as institutional data to pursue their intellectual and creative endeavors.

UVU's commitment to faculty scholarship, research, and artistic creation is reflected in the assignment of faculty responsibilities, the expectation and reward of faculty performance, and opportunities for faculty renewal through sabbatical leaves. Faculty workload emphasizes teaching while providing opportunity and support for research and scholarly activities. Since 2005 UVU supported 36 faculty on either a full-year or one-semester sabbatical leaves (Table 4.5).

Table 4.5
UVU Faculty Sabbatical Leaves – One-semester and Full-year, 2005 to 2010

Academic Year	One Semester	Full-Year	Total
2005-2006	1	5	6
2006-2007	0	5	5
2007-2008	3	4	7
2009-2009	2	5	7
2009-2010	3	8	11
Totals	9	27	36

Faculty who are pursuing tenure and rank advancement are expected to engage in discipline-related scholarship, research, and artistic creation. Post-tenure review serves as a means of recognizing and enhancing an individual's professional growth and development. The university rewards faculty excellence through awards such as the Board of Trustees' Award of Excellence, Presidential Engagement Award of Excellence, distinguished professorships, and school/college awards. Faculty have published books and articles in peer-reviewed journals; choreographed major dance and music productions; produced award-winning plays; presented papers at state, national, and international symposia and workshops; conducted field research; and exhibited works of art. Departmental self-studies and faculty curriculum vitae provide additional detail on these activities.

Utah Valley University is committed to the principles of academic freedom. UVU Policy #635, *Faculty Academic Freedom, Rights, and Responsibilities,* sets forth the rights and responsibilities of faculty members consistent with principles of academic freedom as articulated in the American Association of University Professors (AAUP) *1940 Statement on Tenure and Academic Freedom.* Faculty and students engage in scholarship, research, and artistic creation in an atmosphere of open inquiry.

4.B SUMMARY

4.B Strengths

- Faculty reflect the engaged mission of the university through their discipline-based scholarship and creative work and their inclusion of undergraduate students in their activities.

- Policies and practices support teaching as faculty's primary focus, with an appropriate balance of scholarship and creative work.

- The university provides recognition in scholarly and creative works in rank advancement, tenure and post-tenure reviews, as well as award programs.

4.B Challenges and Recommendations

- Workload policies support scholarship and creative activity; however, finding the appropriate balance of teaching and scholarship at the faculty level is still a challenge.

Additional and ongoing training and communication with faculty, department chairs, and deans will be provided through the Office of Academic Affairs.

- UVU does not centrally collect and organize information regarding faculty scholarship, research, and artistic creation.

UVU is currently implementing Digital Measures (an e-portfolio system) to facilitate the collection and reporting of faculty scholarly activities at the departmental, school/college, and university levels.

- Many faculty do not have experience in requesting external funding to support their scholarly activities.

Increase faculty participation in existing OSP training programs.

STANDARD 4
REQUIRED DOCUMENTATION

Required Documents

RD 4.1   Statistics available concerning faculty and administration characteristics, such as numbers of males and females, minorities, full-time and part-time faculty, years of service with the institution, degrees or levels of education, and years of other significant service. (See CD)

RD 4.2   Completed Table 1, *Institutional Faculty Profile* and Table 2, *Number and Source of Terminal Degrees of Faculty.* (See CD)

RD 4.3   Salary data for faculty, including compensation for special or extra responsibilities (See CD)

RD 4.4   Policy and procedures on the evaluation of faculty, both full-time and part-time (See CD)

RD 4.5   Representative examples of the institutional and public impact of faculty scholarship (See CD)

RD 4.6   Summary of the most significant artistic creation, scholarly activity, and research by faculty during the past five years. (See CD)

Required Exhibits

RE 4.1   Faculty handbook, including personnel policies and procedures

RE 4.2   Policy on academic freedom

RE 4.3   Faculty committees and membership

RE 4.4   Evaluation forms and summary reports of student evaluations of faculty and courses

RE 4.5   Access to personnel files and current professional vitae

RE 4.6   Criteria and procedures for employing, evaluating, and compensating faculty in special programs such as off-campus, study-abroad, travel/study, non-credit, or extension credit programs.

RE 4.7   Copies of any doctrinal statements required for employment, promotion, and tenure.

RE 4.8   Policies governing the employment, orientation, and evaluation of part-time faculty and teaching fellows, if applicable

RE 4.9   Summary reports of faculty involvement with public services/community services

RE 4.10 Institutional policies regarding scholarship and artistic creation by faculty and students

RE 4.11 Institutional policies regarding research activity, including sponsored research by faculty and students

RE 4.12 Summary of the faculty role in developing and monitoring policies and practices scholarship, artistic creation, and research

Suggested Materials:

SM 4.01 Statistics on faculty retention and turnover
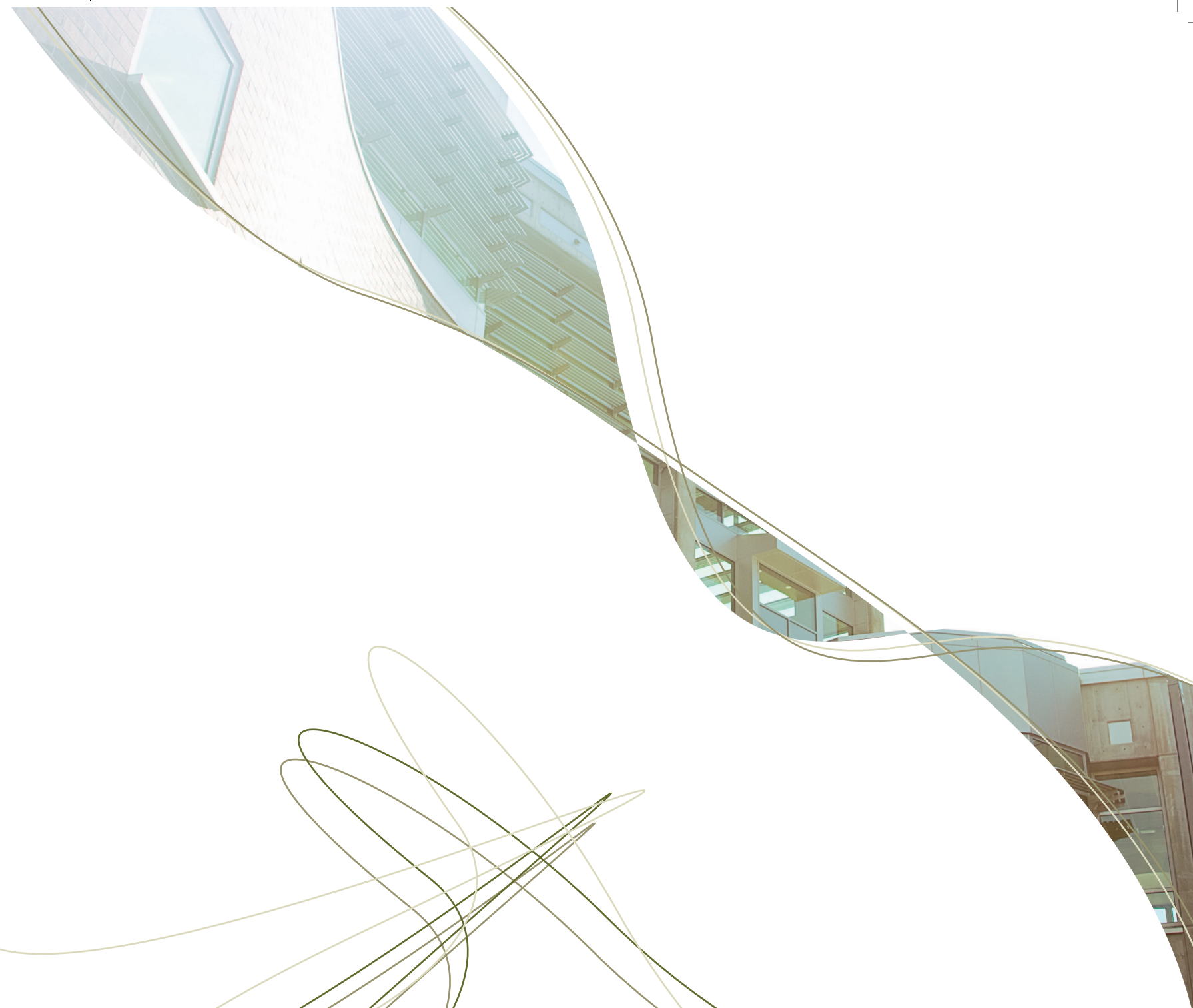
Standard Five

INTRODUCTION

Library and Information Technology (IT) services play significant roles in the teaching, learning, and scholarly activities of Utah Valley University. Chapter Five provides an overview of the Library and Information Technology resources and addresses the purpose and scope, sufficiency and quality, accessibility, personnel and management, and planning and evaluation of the university's library and Information Services.

In this chapter, the institution will respond to each NWCCU standard by discussing first Library Services and then Information Technology services. Each section is labeled.

STANDARD 5.A — PURPOSE AND SCOPE

5.A.1 Information Resources and Services

Library

The library collection is growing rapidly. In the five years reflected in Table 5.1, 52,789 volumes were added to the collection (an average of 10,558 volumes per year). In addition, 9,850 audio/visual items were added to the collection. In all, the library has expended an average of $346,131per year to improve resources for faculty, students, staff, and the community. Three-fourths of the collection has been purchased in the last fifteen years, resulting in a very current collection.

Table 5.1
Volumes Added and Acquisitions Expenditures 2004–2009

	2004–05	2005–06	2006–07	2007–08	2008–09
Audio/Visual Materials	1,750	2,860	1,673	1,620	1,947
Print Volumes	6,584	4,828	3,500	6,605	5,737
Gift Volumes	7,780	8,433	3,657	2,660	3,005
Total Volumes Added	14,364	13,261	7,157	9,265	8,742
Acquisition Expenditures	$ 399,310	$ 322,971	$ 276,405	$ 450,167	$ 341,801

Journal holdings have taken a quantum leap in the past few years. Due to a large number of electronic databases, some funded through the Utah Academic Library Consortium (UALC), journal holdings increased from 18,459 titles in 2005 to over 40,000

titles currently. Historical coverage improved greatly with the inclusion of the JSTOR I-VII collections and Highwire Press. The library also owns the American Periodicals Series, a quality microfilm collection of nineteenth-century publications. ProQuest Newspaper Index provides access to more than 300 U.S. and international news sources, and Ebsco's Newspaper Source provides 154 newspapers, with some overlap of newspapers that are available from both sources.

The library media collection showed a marked increase from 10,973 items in 2004 to 20,034 in 2010. Forty-five percent of all items circulated within the library are from the media collection. Twenty-one DVD and VHS players are available and meet the demand. Approximately 75% of the media items are accessible to hearing-impaired individuals through closed-captioning and sub-titles.

The library has 120 public desktop computers for database searching. Three computer labs with 90 PCs are also available as overflow when classes are not in session. Each computer has standard applications, such as Microsoft Office, as well as access to printers. Eight Mac Pro computers are available for video editing and include Final Cut, Adobe Creative Suite, iLife, and other standard applications. Three flatbed scanners and one document-feed scanner are also available. The Visual Arts Lab provides color copying, computer matboarding, large laminations, and other poster and media production capabilities.

The library employs 15 exempt and 19 non-exempt salaried staff and 30 to 35 work-study students. Thirteen staff members hold at least a master's degree in Library Science.

Information Technology

UVU's Office of Information Technology (IT) is responsible for university computer centers, networks, infrastructure, administrative systems, and telecommunication resources. Distance Education/ Instructional Technology (DE) supports the development, management, and delivery of technology-based instruction. Some decentralized services are delivered in academic departments and support

units that manage specialized computer labs and resources in coordination with IT.

IT employs 62 salaried staff and 41 part-time staff. DE employs 15 salaried staff and 22 part-time staff. Decentralized units are supported by 26 salaried staff and 28 part-time staff.

UVU's technology resources include 4,900 computers and 300 servers connected to a gigabit network backbone, six open student computer labs, 16 academic department instructional labs, a telephone system, the Banner administrative system, e-mail and network file storage, a portal/intranet system, campus announcement systems, an emergency messaging system, a digital messaging system, an imaging system, ODS/EDW, and a web-based course management system for all courses. Wireless network connections and open ports are available across campus. UVU provides bi-directional video/audio connections to more than 140 sites within the state, supports a video production studio, and contributes educational programming through Comcast, KUED, Utah Education Network (UEN), and the Utah Telecommunications Open Infrastructure Agency (UTOPIA). The university has 180 media-enhanced classrooms distributed across campus. Faculty, staff, and students receive IT support through a Help Desk and an online support tool. Current technology resources provide a stable operating environment to meet educational needs and support services.

Studios and engineering production facilities are equipped with reasonably current production and broadcasting equipment. UVU is able to provide educational programming to its students through Comcast Cable, KUED, UEN, and UTOPIA. These facilities afford many opportunities for development of campus resources and media development.

5.A.2 Sufficient Core Collection

Library

The library works closely with faculty to ensure sufficient and appropriate access to information resources that support the curriculum. Use of library

and information resources is integrated in the learning process. Content experts from the library staff are assigned to coordinate with each academic unit. Students are required to use the library and other information resources as appropriate in their areas of study. Library resources are identified in proposals for new programs; the library also receives from the curriculum office a list of new courses offered each semester so that appropriate resources may be planned and acquired.

UVU's library collection is current, with three-fourths of the collection added in the last fifteen years. Journal holdings exceed 40,000 periodical titles in 120 databases; nearly all of those titles in electronic format. Off-campus access by proxy server is available for all databases. Indexing is available for more than 480,000 journal titles. Articles not available in full-text or in the library's print holdings can be made available in two to four working days through e-mail using ILLiad software. The University of Utah fields journal requests for the Utah Academic Library Consortium. Through an agreement with Brigham Young University (BYU), UVU faculty and students can access all collections and information resources in BYU's library system.

Information Technology

Classroom technology such as overhead projectors, televisions, and DVD players are supplied in each classroom and supported by Media Services. Additionally, 180 classrooms contain a computer projector and other resources to create a media-enhanced classroom. Faculty teaching in rooms that have not yet been enhanced may check out portable computer projectors, sound systems, and other media equipment.

Through Distance Education (DE) and the Technology Enhanced Teaching Center (TETC), faculty and curriculum are supported with technology training such as Learning Management systems (Blackboard Vista and Moodle) and related technologies such as Wimba (web conferencing) and Turnitin (writing and scholarship). The TETC offers regular workshops, drop-in training, and phone and e-mail support. Beyond this, online tutorials and manu-

als, a blog, and a wiki are all designed to support campus faculty in their adoption and use of relevant technology. Faculty can consult with IT about curriculum and pedagogy for traditional and online courses. The TETC offers "Teaching under Emergency Conditions" for campus faculty to help them prepare for suspension or interruption of classes.

DE staff develops and supports online courses primarily on the Blackboard Vista course management system. UVU uses Blackboard Vista and hosts more than 200 Distance Education courses and more than 5,000 sections of traditional on-campus courses.

Each full-time faculty member is provided with a desktop or a laptop computer and campus-standard software. Students have access to general and specialized computer labs. For example, the School of Education has two computer labs for coursework specific to elementary and secondary education and the master's program. Students participate in courses such as Instructional Media and Applied Statistics for Education and also use the labs when they are not scheduled for classes as open use computer labs.

5.A.3 Information Resources and Services

Library

Each academic department has a librarian assigned to act as a direct contact for collection development, library use instruction, and any other library service identified by faculty. Librarians attend department meetings and meet regularly with individual faculty members to assure communication of faculty library support needs.

Monies available for collection development are allotted by departments in proportion to programs offered, potential new programs, breadth of publishing in the field, breadth of courses offered, and relative costs of monographs in the respective area. As UVU continues to add new degree programs, upper division courses, and graduate degrees, these percentages are reevaluated.

UVU hosts two offsite libraries. A branch library for Fire Science and Aviation is maintained at the

Provo Airport campus, where these programs are housed. Faculty in Fire Science and Aviation participate in the development of library holdings through their assigned librarian. Materials can be exchanged within one day through intercampus mail and employee courier service.

A second branch is located on the Wasatch Campus in Heber City, with holdings of 10,000 volumes and full access to the main library databases. To expedite the exchange of materials, an online ordering system for books and videos and a courier service are in place.

Information Technology

Each academic program has unique needs; IT equipment and services are provided according to those needs. The School of Technology and Computing, for example, has fewer students per computer than other schools/colleges due to the nature of its programs (Figure 5.3). Each department sets its priorities, and resources are provided within the limits of the UVU and departmental budgets. IT equipment and infrastructure are planned into new buildings, including labs, classrooms, and offices. Over the past ten years, needed information technology resources have been included as part of the construction of the Computer Science Building, the Liberal Arts Building, the Wasatch Campus, and the new library.

Figure 5.3. FTE Students per Computer in School/College-Based Computer Labs
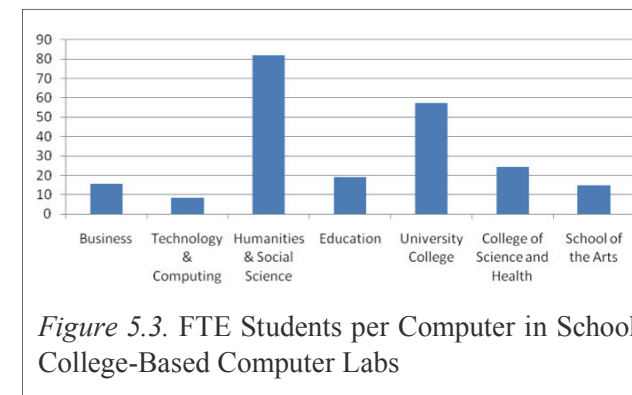
5.A SUMMARY

5.A Strengths

- UVU's library resources continue to grow in number, accessibility, and breadth. One result of this growth is the currency of the collection.

- The Utah Academic Library Consortium provides access to holdings beyond UVU and aids the Utah System of Higher Education in leveraging library resources.

- Faculty involvement with IT and library staff ensures alignment of resources with curricular needs.

- UVU's centralized IT approach ensures an integrated strategic plan, deployment of resources, and operation of services to support the university's educational programs and services.

5.A Challenges and Recommendations

- The continued expansion of technology and electronic journal databases pose challenges to the university's ability to remain current and competitive.

IT and Library leadership must continue to work with groups like the Utah Academic Library Consortium and USHE Higher Education Technology Infrastructure (HETI) group to leverage scarce resources.

STANDARD 5.B — INFORMATION RESOURCES AND SERVICES

5.B.1 Selection, Acquisition, Organization, and Maintenance of Equipment and Materials

Library

As noted in 5.A above, the focus of the library is to support the educational programs on campus. This is accomplished through selecting, acquiring, organizing, and maintaining equipment and materials. Librarians actively solicit recommendations from faculty to assure that collections meet program objectives and requirements.

In October 1998 the library became a member of the Online Computer Library Center (OCLC). This membership provides access to WorldCat, a database with approximately 154 million bibliographic records. Membership in OCLC has greatly increased UVU's ability to find books for interlibrary

loan borrowing. Other libraries can now determine what our holdings are so that UVU can be a lending library (RE 5.10).

In 2003 the Field 856 Machine-Readable Cataloging (MARC) record tag was activated in the online catalog. This tag contains the URL linking library items to affiliated websites. The 856 tag made it practical for e-books, with links to the related online full-text versions of those books, to be added to the library catalog. Through UALC, e-books have been purchased from netLibrary, an OCLC subsidiary. Safari Books and ProQuest's Nursing collection have also been added. UVU now has 11,696 e-books available to patrons.

Reference Services provides 120 desktop computers with Internet access. Laptop computers are checked out to patrons for Internet access and Microsoft Office desktop applications. Several desktop computers are locked into the library public access catalog and located on each floor to allow exclusive access to the library's book and media holdings.

With the move to the new library, an aggressive program of media equipment for faculty provides a wide array of instructional support. Available equipment includes CD/tape players, digital audio recorders, LCD projectors, webcams, digital cameras, laptops, ELMOs, wireless presenters, video cameras, microphones, easels, iPods, cables, tape recorders, and student response cards. A complete list can be accessed on the UVU library website. In addition, a library faculty lounge has three iMac computers, a printer, and a copier for exclusive faculty use.

Information Technology

Most classrooms on campus are supplied with network access, and 98% of the campus is covered by the wireless network. All buildings have been upgraded to gigabit Ethernet connections in the building cores. There are currently about 300 servers on campus. Table 5.2 lists the desktop computers available for student use.

Table 5.2
Computers Available for Student Use

	Computers	Students per Computer (28,765 students 2009-2010)
Open Labs	252	114.15
Kiosks (limited usage)	65	442.5
Total Academic Labs	1,382	20.81
Other specialty labs	69	NA*
Total computers for students	1,768	16.27

*Specialty labs are labs for groups such as athletes that are only available to specific students

The university has six open student computer labs with a total of 252 computers, four black-and-white printers, and four laser color printers for student use. Two of the computer labs are located in the Student Center, one in the Science Building, one at Wasatch Campus, one on West Campus, and one in the library. Computers in the open labs contain Windows Operating Systems, Microsoft Office Suite, Novell Network storage resources, GroupWise, McAfee virus scan, and Internet access with one or more browsers. Based on the 2009–2010 head count (28,765), the number of computers per student has increased tenfold since 2003–2004.

There are also 65 computer kiosks across campus. The computer kiosks allow limited applications; they are programmed to allow students to register and check course schedules and personal university records.

The academic labs located in the various schools/colleges house a total of 1,382 student computers; 69 additional student computers are housed in other specialty labs. These labs are predominately used for classes and course-related scheduled activities with limited open availability.

Use of new technologies such as virtualization, "cloud computing," and terminal services (Citrix, Microsoft Terminal Services, etc.) has extended availability of computing resources. These technologies leverage centralized server systems to provide powerful computing resources via student laptop and home computers systems without the expense for additional physical, electrical, and cooling facilities on campus. These technologies are currently being developed for wider implementation across the campus.

5.B.2 Training of Students, Faculty, and Staff

Library

The library uses four primary approaches to developing the ability of students, faculty, and staff to use resources.

1. Teaching a component of the required General Education courses English 2010 and 2020 Intermediate Writing courses:

Each English 2010/2020 Intermediate Writing section includes a research component in which students work through an online tutorial as an introduction to research, followed by a session with a librarian. Students receive instruction based on instructor preferences; assignment guidelines are distributed and time is allocated to begin their research with librarian assistance. Instruction is offered in three library computer labs, which have 40, 30, and 20 computers, respectively. Each of the eleven professional librarians participates in teaching the approximately 140 sections of the course per academic year.

The library created three on-line tutorials for the Distance Education English 2010/2020 courses as an alternative for professors who did not choose to bring their classes into the library. The presentation incorporates materials from the American College and Research Libraries' Information Literacy Competency Standards for Higher Education.

2. Library instruction for advanced courses: Advanced classes are targeted in all disciplines in order to teach majors the "tools of their trade." Half of the instruction sessions

by request were for upper-division courses in multiple disciplines, which give students the opportunity to learn discipline-specific databases and sources.

3. The CLSS 1050 Library Research course: Approximately 200 students enroll in this one-credit course per year. The library offers the course in the classroom and online.

4. Librarians attend department meetings to keep faculty up-to-date on new library collections and services.

Information Technology

Courses are offered to faculty to assist them in using Blackboard Vista, other web-based technology, and other instructional technology through the TETC and Distance Education (DE). Additional on-campus training is provided to the faculty, including adjuncts, in the use of web-based online courseware by textbook publishers and through the university-owned AtHands online training system. Summer University classes provide a training opportunity for faculty and staff to discuss and learn technology. In addition, the Faculty Center for Teaching Excellence sponsors and coordinates faculty training on technology. Training is also provided as part of the new employee orientation and as part of the new faculty orientation.

The DE staff develops and supports online courses via the Blackboard Vista course management system. In 1998, UVU put the first 12 online courses into WebCT 2.0, and the university has continually added courses since then. UVU is currently using Blackboard Vista and is hosting over 200 Distance Education course sections and more than 6,200 sections of traditional courses offered on campus as well. Resources continue to be developed to support this system.

5.B.3 Policies, Regulations, and Procedures

Library

Library procedures and guidelines are posted on the library homepage and are updated as needed

and assist in providing consistency within the library. The Library Collection Development policy details guidelines for librarians and staff in collection-building and management and communicates collection priorities to UVU faculty, staff, and students.

Information Technology

Information Technology policies, regulations, and procedures are documented and available. These include the appropriate use policy, system access policies, and procedures for P2P, e-mail violations, etc. These are published on the university website and are found in the Information

Technology section, UVU Policies #441 to #460. Information about specific policies is communicated as part of the new employee hiring process, as part of granting access, and on a regular basis through mass communication methods.

5.B.4 Planning Participation

Library

Librarians consult with the faculty in their assigned academic departments in order to receive faculty input for collection and service needs. The library homepage includes links for faculty and students that solicit input concerning the library. Students can readily e-mail the Director or any library staff, and they often do when they have individual concerns. The library also conducts in-library surveys and outside student focus groups to gather information.

Information Technology

The planning and direction of IT are developed and reviewed by the Executive Infrastructure Planning Committee, which consists of all UVU vice presidents and includes as resource people the Associate Vice President for Facilities Planning, the Associate Vice President for Academic Affairs, and the Director of Space Management. They are also reviewed by an Academic Technology Steering Committee (ATSC). The ATSC composition ensures that students, faculty, staff, and IT work together. Each school/college, student government, and each nonacademic area of the university is represented on the 25-member committee, with each academic area having two representatives (one technical and one faculty/administrative). A representative from each academic or institutional support area chairs a technology committee for the area they represent, ensuring input from a broad base. In addition, the IT Center for Student Computing works directly with the students and UVU-SA. The Center is funded by student fees and works on student priorities for services.

5.B.5 Extending Information Boundaries

Library

As a member of the Utah Academic Library Consortium (UALC), the UVU library benefits from databases purchased through a central fund in the Regents office. In addition, student and faculty cards are recognized at all academic libraries, public and private, in Utah. Interlibrary Loan, using the national OCLC bibliographic database, allows student and faculty access to materials nationwide. Students and faculty access databases off-site through an authentication server.

Digitized works are uploaded into the Mountain West Digital Library (mwdl.org) and shared with the world. A digital archival service, CONTENT-dm, allows UVU to be a regional hub, hosting digital content such as historic photographs for public libraries, museums, and governments.

The UALC systems committee investigated the possibility of using "open source" software to replace existing ILS software. Though promising, the functionality of such software to matching existing needs was thought to be several years away. Instead, in 2009, the library migrated from Horizon to Sirsi-Dynix's Symphony system.

The library created a new position, Information Commons Manager, to assess, develop, and conduct technology training for staff and faculty. Two Mac Mini computers became the first Macintosh computers in the library. The library combined forces with the student open labs to centralize the printing contract for students, enabling them to use the same print credit account campus-wide. A high-end Apple Mac Pro supplied media editing hardware and software for the first time.

These changes set the scene for the move to the new InfoCommons. The library combined forces with the campus IT department, turning responsibility of the majority of computers to student computing in order to standardize services and roll InfoCommons computers into the open lab computer rotation using student fees. Eight Mac Pro multimedia workstations were added. Software availability increased with packages including Microsoft Office Suite, Adobe Photoshop, Final Cut Pro Studio (Mac), GIS, and SPSS.

Seven of the 31 group study rooms are multimedia enhanced with Blu-ray DVD players, network connectivity, and a large flat-screen TV and sound system. Library Media has three group viewing rooms with state-of-the-art equipment for group film viewing.

Wireless technology is standard for campus users. The library hosts thirty wireless access points, with each point providing up to twenty-four concurrent connections.

Technology training is essential in order to learn the tools that extend faculty and student's boundaries. Each classroom and seminar room in the new library has a presentation console equipped with a touch-screen interface, ceiling-mounted document camera, built-in computer, Blu-ray/DVD/CD player, on-screen annotation, and connectivity for numerous external devices. The Information Commons Manager partners with the Technology Enhanced Training Center (quartered in the library) to provide basic to advanced software training.

Information Technology

UVU provides a wireless 802.11 a, b, g, n network for the campus community. The addition of wireless has greatly increased access to network resources and provides students with an educational opportunity anywhere on campus. UVU accesses the Internet through two 1-gigabit Ethernet connections. Both connections are routed through UEN's statewide infrastructure. UVU uses fiber-optic data transmission to send data through the campus backbone to sub-locations across campus.

Working with UEN, UVU has access to the Internet, Internet II, and other resources from across the state of Utah. UVU's connection and EdNet rooms allow the university to have interactions with all the libraries throughout the state; with educational institutions including elementary, secondary, and post-secondary; as well as with two-way interactive classes to or from each site. In addition, other video conferencing capabilities exist, including Wimba, a web conferencing/classroom software.

5.B SUMMARY

5. B Strengths

• The media collection to support classroom instruction has grown from less than 10,000 to more than 20,000 items.

• Faculty are involved in the determination of media purchases.

• IT administrative systems, web services, the portal, classroom technology, and IT security have improved significantly. The migration from legacy systems to a relational database system, SCT Banner—a system that required less downtime for operations, is more web-based, and integrates better to other technologies—is an accomplishment that has improved the ability to service the institution's data and administrative services needs. Security of the data has also improved through implementing appropriate firewalls and security measures along with adding dedicated security personnel.

• The upgrade of the network backbone to a gigabit Ethernet backbone along with the connection to the UEN network and Internet through two redundant gigabit links (with the capability of ten gigabits) along with the addition of a life-cycle funded wireless network throughout all of campus have improved the access and stability of access to the Internet and network resources for students and employees.

5.B Challenges and Recommendations

• There is room for improvement in measuring the correlation of library services and collections to the actual classroom experience.

The library staff should continue to assess the faculty needs and library services to increase the coordination between the two.

• IT staff and budgets have not kept pace with the growth of the institution nor the increase in use of technology in the classroom, in student services, and for administrative purposes.

IT funding should be improved so that there is less dependence on one-time funding for operations as well as for new initiatives. Additionally, the IT staff will continue to evaluate operations, needs, and procedures to look for efficiencies.

• Coordination of IT issues within the academic area has improved but needs to continue to be improved.

The IT staff should continue to work toward the improvement of coordination with academic areas. Faculty and staff need a point of coordination to resolve concerns and understand fiscal and system constraints.

• Access to institution data is somewhat difficult.

Improving appropriate access to institutional data for decision-making and servicing the institutional needs is an area that should be a priority of IT and Institutional Research & Information. The ODS/EDW project is designed to help increase access and usability. Dashboard should be developed to assist planning and assessment efforts.

STANDARD 5.C – FACILITIES AND ACCESS

5.C.1 Accessibility and Quality

Library

The library is open for public use 96 hours per week during fall, spring, and summer semesters. The hours are Monday through Friday 7 a.m. to 12 p.m., Saturday 8 a.m. to 7 p.m., Sunday, Closed. In fall 2009 the library began opening on Saturday evenings and Sundays two weekends prior to finals week in order to facilitate studying and the completion of research projects.

One of the most significant accomplishment of the university since 2004 is the construction of the new $48 million, 210,185 square foot library building. The library design architect was Alspector Architecture in New York City, with Cooper, Roberts, Simonsen Inc. as the local planning architect. At the time of its opening, the library facility was

recognized as the "greenest" building owned by the State. The facility is an iconic building for the university and provides contemporary learning and study spaces for faculty and staff.

The library contains the following outstanding features:

• A 120-PC InfoCommons with raised floor for expansion

• A family-study room as an extension of the InfoCommons

• A media equipment checkout room

• Enlarged area for media viewing equipment

• Three group media viewing rooms

• Archives and special collections

• Technical services

• Three seminar rooms

• Four classrooms

• Faculty Lounge

• Café

• A 161-seat auditorium

• Art gallery

• 31 group study rooms

• Three computer lab classrooms

• Room to triple size of circulating collection

In addition, the library building is home to the following academic support and student services departments:

• Assistive Technology Lab

• Deaf Studies Lab

• Visual Arts Lab

• Writing Center

• Teaching Enhanced Technology Center

• Media Engineering Department

• Campus Data Center

• Faculty Center for Teaching Excellence

• Integrated and Interdisciplinary Studies Departments

A singular success of the building was that it was built to accommodate anticipated growth at the institution. The library has considerable growth space, especially for additional collections. Currently, the library hosts other campus departments to maximize its use, particularly the Integrated Studies and Interdisciplinary Studies departments with four classrooms and the art gallery on the fifth floor. The long-term master plan calls for the removal of these areas as expanded space for book stacks is required and as other space becomes available on campus.

Digital collections and services are available from the library website and include the library catalog, more than 120 periodical indexes, 11,696 e-books, electronic reserve, interlibrary loan ordering, and e-mail online chat and text messaging reference. Broadcast searching of all Utah academic library catalogs is available from the library website through "Utah's

Catalog." The library's electronic resources are available from any web-connected computer and are available to off-campus UVU patrons 24 hours a day through an authentication server.

As is the pattern in most academic libraries, circulation has decreased from 2005 to 2008, as shown in Table 5.4. The large number of electronic journals and reference works and access to the web undoubtedly accounts for this. However, since the opening of the new library on July 1, 2008, circulation increased 25% from 2008 to 2009, pointing to the importance of the library as central to the university's academic life.

Table 5.4
Library Circulation Since 2005

Year	Circulation
2005	106,695
2006	87,128
2007	78,810
2008	75,312
2009	94,120

Faculty, staff, and students have open stack access to the audiovisual collection, as one goal of the library is to provide extensive audiovisual material to support instruction. Current periodical routing upon request, a faculty lounge with free printing and copying, and a faculty delivery service all indicate the desire to provide quality services.

An electronic newsletter, the Library Connection, provides information to faculty. New library materials are listed by subject, and services are highlighted. All current and back issues of library newsletters are available on the library website.

Distance Education library users access the library through an online form from the library homepage. The form is automatically sent to and verified by the Distance Education department, and library barcode numbers are e-mailed back to the patron so they can begin using electronic library sources immediately. The UVU Accessibility Services lab,

which is housed in the library, provides library access to disabled patrons.

As part of the Utah Academic Library Consortium (UALC) resource sharing agreement, UVU library patrons may check out materials from any Utah academic institution with their UVU ID. The UVU library currently serves 317 UALC users and 145 community patrons.

The library provides three areas of reserve: electronic, print, and media. Textbooks from the most requested courses taught on campus are donated by the campus bookstore to be put on reserve. Books and audiovisual materials are also put on reserve for student use, with video streaming capability available.

All photocopied material placed on reserve is put on electronic reserve. Docutek software manages and tracks electronic reserve use (see Table 5.5). Electronic reserve easily integrates into Blackboard courseware for instructors, keeping all course material in one location. A new ERES server with the new version of Docutek offers more powerful and efficient video streaming capability. As more instructors place material on Blackboard, the use of this server decreases somewhat, but it is still a vital resource for students and faculty.

Table 5.5
Number of Hits to Course Pages on Electronic Reserve 2005–2009

	2004	2005	2006	2007	2008	2009
Spring Semester	46,910	43,750	44,520	55,221	52,090	45,579
Summer Semester	12,276	10,157	13,321	21,400	10,972	5,917
Fall Semester	36,519	29,554	44,335	38,984	32,097	18,477

The library aggressively works to maintain updated hardware and software. The building is wired with fiber connecting switches with gigabit connections to all desktop computers. Complete, unfiltered Internet access is provided.

All library staff, InfoCommons, and instructional computers are new. Windows PC specs: Main board Intel with Lan MicroATX G33 Intel core, 2 Quad 2.4 GHz CPU, 2GB RAM, 80GB HDD DVD-RW, IDE Lite-On Rewriter, 7-in-1 USB Card reader, 20-inch Samsung WS LCD. Macintosh specs: Mac Pro CPU, Dual Intel 2.8 GHz Quad Core Xeon, 2GB RAM, 320GB HDD DVD Superdrive, 20-inch Samsung WS LCD Video: ATI Radeon HD 2600 w/256mb. The Accessibility Services Lab has all new desktop computers with upgraded Jaws, Kurzweil, and Wynn software with supplemental funding through LSTA grants.

The library moved to the SirsiDynix's Symphony system in the summer of 2009. The transition was smooth and barely noticed by library patrons. In spring 2008 all the circulating collection received radio frequency identification tags (RFID) for efficient inventory control. Other information resources and services include password-protected electronic reserve, ILLiad and Odyssey software for interlibrary loan, faculty electronic newsletters, laptop computers for student checkout, student logins with accompanying P-counter software to monitor printing costs, chat and e-mail reference, EZ Proxy for off-campus database access, 856 MARC tag activation for Internet linking in the catalog including e-books, and the use of e-mail for overdue notices.

Information Technology

There are three open computer labs on the main campus in addition to the InfoCommons available in the library. These labs are open to students during both day and evening hours. The "Loft," located in Student Center (SC) 215, is open Monday through Thursday 7 a.m. to 11 p.m., Friday 7 a.m. to 7 p.m., and Saturday 8 a.m. to 5 p.m. The "Fishbowl," located in SC 116, is open Monday through Friday 8 a.m. to 6 p.m. The "Greenhouse," Science Building 101, is open Monday through Thursday 8 a.m. to 11 p.m. and Friday 8 a.m. to 6 p.m.

Several information systems increase student and faculty access to information. These include:

• Blackboard Vista, a course management system, facilitates student-faculty interaction. An enterprise version of Blackboard Vista has been purchased by the state and is maintained on their servers, thus freeing local resources for other applications.

• MyUVUNet service provides both faculty and staff an easy way to connect with the administrative and other systems from off-campus.

• Wireless networking extends learning from the classroom to the entire campus with wireless networking on 98% of the campus.

• The Distance Education website provides DE students with links to departments on campus with which students may need to interact. DE also provides course information, academic calendars, instructions for tape rentals, proctors, and other course and campus resources. DE provides faculty with tools and online resources to help them effectively develop and manage their courses.

- To increase availability of computing resources, IT Services and academic departments have implemented virtual private network (VPN) technologies. A VPN allows users to connect to the campus network via a public Internet connection. Once authenticated, faculty and students have a secure, encrypted connection to various hardware and software resources as if on campus. This capability allows 24x7 access from almost anywhere in the world.

5.C.2 Formal, Documented Agreements

Interlibrary Loan (ILL) service is available free of charge to UVU faculty, staff, and students via the library homepage. Articles are generally delivered to students within two to four business days. Due to the increased use of interlibrary loan, ILLiad software was purchased to manage and track ILL materials. The "Odyssey" portion of the software allows electronic delivery of articles by posting them to e-mail accounts. The interlibrary loan manager position was upgraded from part-time to full-time to accommodate the dramatic increase in number of requests, to increase service to ILL patrons through extending ILL office hours, and to improve delivery methods and response time. Table 5.6 shows the number of books and articles loaned and borrowed from the UVU library.

Table 5.6
Books and Articles Loaned and Borrowed from UVU Library

Academic Year	Sent/loaned by UVU ILL Department	Received/ borrowed by UVU ILL Department
2005	295	1,746
2006	394	2,777
2007	492	3,421
2008	330	3,564
2009	794	2,911

The library participates in a statewide reciprocal borrowing agreement with all Utah Academic Library Consortium (UALC) schools, the Utah Academic Library Consortium Reciprocal Borrowing Agreement. This agreement offers UVU students access to all academic libraries within Utah and Nevada. The libraries in the consortium are:

- Brigham Young University Harold B. Lee Library
- Howard W. Hunter Law Library (BYU)
- College of Eastern Utah
- Community College of Southern Nevada
- Dixie State College
- Great Basin College
- Salt Lake Community College
- Sierra Nevada College
- Snow College
- Southern Utah University
- Truckee Meadows Community College
- University of Nevada, Reno
- University of Utah J. Willard Marriott Library
- Spencer S. Eccles Health Sciences Library
- S.J. Quinney Law Library
- Utah State Library Division
- Utah State University
- Utah Valley University
- Weber State University
- Western Nevada Community College
- Westminster College (Salt Lake City)

Lending policies for individual schools are posted on the UALC website. UALC members agree to a baseline of delivery service between full UALC members. While UVU patrons do use the Brigham Young University Library more heavily than other consortium libraries, UVU is not heavily dependent on the BYU Library.

UVU has cooperative agreements with UEN, XO, ATT, and Utah County to provide the university access to all academic libraries within Utah and Nevada. The libraries in the consortium are:

with Internet connections, fiber connections, and cable connections to services needed by UVU. In addition, UEN has negotiated a contract with Internet II for access to this research network. This contract is maintained by UEN and not UVU.

UVU also has agreements with the Public Broadcasting Association (PBA) to offer PBA broadcast courses and with the American Meteorological Society to provide access to the Online Weather Studies homepage. The university also has an agreement to offer courses and resources to students over the web in cooperation with UEC.

5.C SUMMARY

5.C Strengths

- Technological access allows delivery of journal articles to patrons' e-mail accounts in days. Fully-subsidized DIALOG searching for specialized access to the journal literature, such as Chemical Abstracts, has increased the scope of journals available. Holdings of more than 40,000 journals electronically, coupled with indexing of approximately 480,000 journals, give large access to the journal literature with quick delivery of those articles not held. All databases are available 24x7 via the web.

- The new library is an outstanding facility with varied spaces for group and quiet study.

- The use of technology for increased library services has greatly expanded. Broadcast searching of catalogs allows viewing of UALC collections, expanding holdings outward to the collections of UVU's consortium libraries. Web-based technology enables delivery of journal databases through authentication from anywhere on the globe. Ariel and ILLiad/Odyssey software, along with OCLC membership, allow delivery of articles to the desktop within days of an interlibrary loan request. Electronic e-mail notices give advanced warnings of due dates, thus eliminating many cases for fines. Electronic reserve and Blackboard course management software allow students to access course support material across the web. Electronic newsletters notify faculty of new library holdings and services. Wireless technology supplies ease of access with no need of network ports (though amply available). Finally, network fiber-optic support allows increased bandwidth and network speeds.

- Downtime of administrative systems and other technology systems has been greatly reduced from having to be down every night and weekend to where significant downtimes are now occurring less than monthly, on average.

- Redundancy of knowledge/persons to maintain and support technology has significantly improved through cross-training and growth of staff in critical areas.

5.C Challenges and Recommendations

- In order to assist in quality improvement, faculty development, and accreditation, implement a new portfolio system for faculty and staff.

The institution should encourage and provide support to enable faculty to populate the system with appropriate information for those purposes.

- With the growth of the institution and advances in technology, the delivery of courses through Distance Education and technology services to students needs to continue to increase in order to service the university community and meet the mission of the university.

The Institution should provide support for departments as they seek to develop courses that can be delivered through a technology-based format.

STANDARD 5.D – PERSONNEL AND MANAGEMENT

5.D.1 Library Staff

Library

Since 2005, the library has added one new professional librarian position, one professional InfoCommons manager, and five additional staff positions. Coverage of the circulation desk and reshelving is managed by work-study students. Managing the

workload that has accompanied UVU's rapid increase in student population, types of services, and degrees will continue to be a challenge.

The Association of College and Research Libraries (ACRL) standards for the number of librarians and staff with professional status is based on a formula that considers enrollment, collection size and scope, size of faculty, and degrees offered. For UVU, the formula suggests that it is a D library. However, students and faculty are well served by the facility and staff.

ACRL Recommendations:
A library: 25 professionals
B library: 21 professionals
C library: 17 professionals
D library: 14 professionals
UVU library: 15 professionals

The library has added a science librarian (duties formerly performed by the Director), an archives and special collections librarian, and a public services librarian. Compared with peer institutions, UVU lags behind in the ratio of librarians to students. The average ratio range is one librarian to every 500–1000 students, depending on the peer institution. The ratio of UVU librarians to students is 1:2,615.

The library added five new classified positions with the opening of the new library. Faculty, students, and de-grees have increased, as well as services (for example: faculty delivery, media equipment checkout, digitization and archives, increased electronic sources, training, marketing through social network software and the website, programming, interlibrary loan, and electronic reserve). As the university continues to increase in enrollment and programs, both professional and classified staffing remain an issue.

Information Technology

In general, the growth of the university has outpaced the growth of the IT support staff. Current staffing levels in the Information Technology area and an increase in the expected hours of service have sometimes resulted in a decrease in the ability to respond to the growing needs of the university in a timely manner. However, the staff finds efficiencies and is currently meeting the needs of the university in almost all areas. These efficiencies include a central one-stop Help Desk, centralized control over the network, a central content management system for the entire website, and automation of many processes including admissions, registration, and financial aid processing.

A top priority in the budget process continues to be personnel. Table 5.7 details the change in number of IT personnel in the last ten years.

Table 5.7
Information Technology Personnel

Area	Number of Personnel January 2010		Change in Number of Personnel Since 2000	
	Full-time	Part-Time	Full-time	Part-Time
Network & Infrastructure	13	3	5	1
Operations	3	0	0	-3
Telephone Services	5	2	1	-6
Center for Student Computing	4	14	0	5
Help Desk	7	8	3	-1
Media Engineering	4	4	-2	2
Computer Shop	1	3	0	0
Technology Support Services	1	1	0	0
Administrative Programming	12	1	3	1
Web Development Services	6	5	2	1
Security	2	0	2	0
Database Administration	2	0	2	0
OIT	2	0	-1	0
Distance Education/TETC	15	22	10	12
Academic Department Support	15	20	0	0
Continuing Education/Wasatch	2	1	-2	-3
Service Area Support	3	7	0	0
Other areas	6	0	-	0
Total	**103**	**91**	**23(24%)**	**9(10%)**

The responsibilities of the Help Desk have increased over the past years without a significant increase in staff. With the growth of systems and an increased expectation of continual support for those systems, the staff has not been able to meet all expectations. Increased hours for the Help Desk were tried but had to be reduced to 7:00 a.m.–6:00 p.m. due to personnel limitations. Many of the IT staff are on call after hours for system problems but after-hours support lacks adequate coverage. The Distance Education (DE) Service Center has extended hours to meet the need of DE non-traditional students. DE and IT also utilize online tools such as Live Chat, a real-time chat tool for technical course assistance.

5.D.2 Qualified Staff

Library

All professional librarians hold a master's degree in Library Science (MLS) from an accredited institution. The library financial manager has a master's degree in Public Administration. One systems professional holds a master's degree in Computer Science and an MLS. The other systems professional holds a bachelor's degree in Computer Science as well as a master's degree in Information Science. The InfoCommons manager holds a bachelor's degree in Digital Media and is working on a master's degree in Instructional Technology.

Information Technology

IT staff includes qualified professional and technical support staff with clearly defined responsibilities and required competencies. IT has been quite successful in recruiting and maintaining highly qualified personnel. The average years of experience for full-time personnel for all areas of IT is greater than ten years, and only four full-time people from the central IT staff have left the university in the past three years.

5.D.3 Growth for Professional Staff

Library

The library makes considerable effort to support travel to professional conferences. Two to three librarians per year are sent to the American Library Association (ALA) annual conference. The Media Librarian attends the national Media Market annually and is secretary to the ALA Business Reference and Services Section (BRASS). In addition, librarians attend conferences of the Utah Library Association, the Mountain Plains Library Association, the Society of American Archivists, Library Orientation Exchange (LOEX) of the West, and the Brigham Young University Annual Symposium on Books for Young Readers. All librarians are members of or have served as chairs of standing committees that serve the Utah Academic Library Consortium. Systems professionals attend the annual automation systems user's group conference.

UVU offers financial support for employees pursuing advanced degrees. The Assistant Director for Public Services completed a master's degree in Instruction Technology from the University of Missouri – Columbia, and the InfoCommons manager is working on the same degree. In addition, the library gives three hours per week to any employee wishing to take courses on campus. The library also supports training sessions such as those provided by the Bibliographical Center for Research (BCR), a nonprofit, multi-state library cooperative, providing cost-effective library and information services in technical services.

Information Technology

UVU provides several opportunities for the Office of Information Technology staff to renew themselves. These include tuition waivers the university offers to all full- and part-time employees and university-sponsored events such as Leadership Conference and Summer University. Every IT employee has a $1,000 allocation for conferences and training each year. While $1,000 is not nearly enough for technical training, the staff is able to do a remarkable job with what is available to them. Staff can apply for additional university training funds and often shift current expense funds to cover training costs. IT partners with the academic schools/colleges and with local businesses to get training. In addition, IT has purchased professional training courses from vendors, such as At Hand Solutions, who provide on-demand training.

5.D.4 Support of Institutional Mission and Goals

Library

The library reorganized as a result of the growth and university status. The positions of Assistant Director for Public Services and Assistant Director for Systems and Technical Services changed the flat reporting system typical of a smaller organization and eliminated the previous multiple reports to the Director.

The library integrates its InfoCommons computing with the IT open labs to provide a consistent image to students and to coordinate printing costs. Student fees provide an ongoing funding source for PC replacement every three years. Open-lab techs staff the reference desk along with reference librarians to provide technical support. Campus software licenses (e.g., Microsoft Office Suite, GIS, SPSS) are negotiated campus-wide to avoid duplication. The new library houses the Media Engineering department, which manages the digital signage and helps with faculty media checkout equipment. The campus data center, also in the library, hosts library servers, which are then maintained by IT staff. The InfoCommons Manager serves on the

Academic Technology Steering Committee, the Technology Standards Committee, and the Apple Education Committee.

The Area Technician serves on the Technology Support Committee and the Campus Information Security Committee.

During the past five years, the library has greatly enhanced electronic resources, particularly in journal databases. Electronic reserve provides broad access to students and is incorporated easily into Blackboard and Distance Education courses. Interlibrary loan has been greatly enhanced, both in speed and in ease of use in ordering via the web and delivering documents to faculty and student desktops. Dialog search service provides access to databases not available, particularly Chemical Abstracts in support of chemistry degree accreditation. Video and media collections have doubled with particular emphasis on curriculum supporting materials.

The library continues to seek ways to use technology to enhance service. An electronic newsletter for faculty keeps our campus community informed of new materials and services available in the library. All overdue notices are now e-mailed in sufficient time for renewals that can easily be done over the web. Broadcast searching is possible across all UALC catalogs. UVU uses ProQuest's Search360 software as a federated search tool across its electronic databases.

The library continues to look for all possible means to participate and communicate more broadly with campus constituents. Two separate librarians have served on the Strategic Directions Committee. Librarians also are on committees inlcuding the Undergraduate Research Committee, First-Year Experience, Retention, Copyright, Children's Literature Forum, and the Q1 Committee for Hiring Procedures.

Information Technology

IT is organized to support the accomplishment of the mission and goals of UVU and to use linkages with computing facilities, instructional media,

and telecommunication centers. The office of IT is organized into three basic areas: Administrative Computing, Network and Infrastructure, and Technology Support Services. An Office of Academic Computing, under the Associate Vice President of Academic Affairs, was created to administer academic decisions now resting in IT. The goal of this configuration is to ensure that IT has the best structure for accomplishing the mission and goals of UVU.

Committees that include representatives of all areas of campus facilitate communication among IT departments and other areas of campus. These include the Academic Technology Steering, Administrative Systems Advisory, Web Advisory, Executive Infrastructure and Planning, Distance Education Coordinators, and Broadcast Committees.

5.D.5 Curriculum Input

Library

Librarians are consulted in the development of new degree programs. The proposal for new degree programs that is submitted to the Regents requires a report on the adequacy of library collections to support that particular degree. Internally, each department is assigned a librarian to consult with faculty in the development of collections for their areas. Librarians examine the university catalog and semester class schedules to monitor course offerings. Developing collections that support new individual courses continues to be a challenge. A recent improvement has been the generation of a report listing each new course for each semester. Formal inclusion of a member of the library staff in curriculum development would enhance the library's ability to support new courses.

Information Technology

IT personnel are not consulted regarding curriculum development and new degrees on a regular basis. However, all significant equipment and staffing costs must be identified in the proposal

for new degree programs that are submitted to the Regents. Some departments do consult with IT to help identify these costs, but usually only major IT initiatives are discussed. Departments often plan their own IT initiatives, which affect the central IT services indirectly.

5.D.6 Financial Support

Library

Table 5.8 outlines the total library budget for the past five years.

Table 5.8
Library Budgets

	Total Library Budget	% Appropriated UVU Budget
2004-2005	$2,004,106	2.25
2005-2006	$2,212,772	2.25
2006-2007	$2,283,201	2.37
2007-2008	$2,578,398	2.40
2008-2009	$2,385,381	2.11

In addition, annually, the approximately $1.4 million that is held centrally in the Regents Office for the Utah Academic Library Consortium (UALC) for database purchases should be factored into the library acquisitions account. UVU uses 12% to measure benefits gained from this joint funding. In 2008–2009 this added approximately $168,000 to UVU's budget.

In 2008–2009 the library was included in the student fee structure to create a rotating fund for replacing the public PCs in a regular cycle. This relieves the library from seeking an ongoing budget line for PC replacement. In addition, printing services assumed responsibility for public copiers for students.

In five years, the UVU library budget has grown significantly. National averages for percentages of appropriated funding of library to the university budget are from three to five percent for mid-level universities. A goal of 3% appropriated

funds from the university's budget to the library is recommended.

The Library aggressively seeks donations to the library collections. Retired faculty members from Brigham Young University have been a particularly rich source in this area. In each of the past three years, materials valued at more than $100,000 have been added to the library collections.

Fundraising remains important to library operations. In recent years, donations have gone to meet the $1.25 million private obligation for building the new library. In addition, the library secured an LSTA grant for $9,000 to purchase a book scanner with a specialized cradle for digitizing fragile books and documents, and it also received a grant from the Utah Humanities Council for oral history.

Information Technology

UVU provides sufficient financial support for IT resources and services and for their maintenance and security at the current level of services, but the demand and growth threaten to outpace the ability to fund

them. Personnel and current expense monies are covered by ongoing State appropriated funding and non-appropriated fee-based funding (see Tables 5.9 and 5.10 and Figure 5.6). Most major initiatives and system replacements are funded through one-time monies, and base-funded maintenance money provides for critical day-to-day operational needs and maintenance contracts. Information Technology has received one-time funding from the State and UVU allocations for the following major initiatives:

2009-2010	$7,067,736
2008-2009	$7,057,466
2007-2008	$6,506,962
2006-2007	$5,161,571
2005-2006	$4,998,311
2004-2005	$3,792,287

Figure 5.6. Information Technology State-Appropriated Base Budget 2005–2010

Table 5.9
One-time Funding

Academic Year	Funding	Major Initiatives
2004–2005	$235,000	TouchNet, R25, Banner Implementation/consulting and other
2005–2006	$200,000	Oracle plus other
2006–2007	$510,000	Data Warehouse, grant, plus other
2007–2008	$1,800,000	New SAN and data center construction plus other
2008–2009	$3,000,000	Technology in new library including new data center
2009–2010	$500,000	Classroom Technology for Media Enhanced Classrooms

In addition, UVU receives technology funding for administrative systems and other software coordinated statewide by the Regents. Information Technology and departments receive funding through student lab fees for open computer labs, student course fees for courses with computer labs, and computer access fees charged to departments when a new computer is purchased.
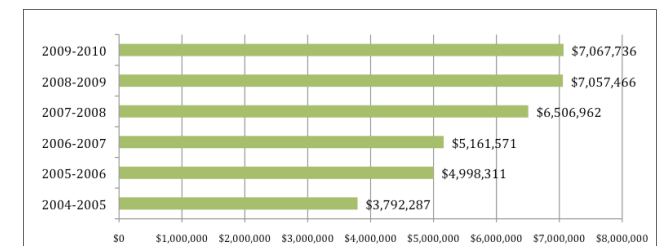
Table 5.10.
Information Technology Non-Appropriated Funding 2005–2010

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Student Open Computer Lab Fees	$391,045	$380,398	$406,868	$442,223	$570,058	$427,191
Computer Access Fees	$49,928	$52,610	$68,142	$90,992	$81,840	$41,024

5.D SUMMARY

5.D Strengths

- IT personnel and resources throughout the university have an organization and a spirit of cooperation that have created many efficiencies including a central one-stop Call Center and Help Desk, centralized control over the network, and automation of many processes including admissions, registration, financial aid processing, and site-wide software licenses at a significant savings. IT staff coordinate closely and work hard to share resources and ideas.

- A large number of competent student hourly employees supplement the full-time workforce in Information Technology.

- The security of the university's IT resources and data has improved dramatically with the hiring of an IT officer focused on security and the implementation of campus firewalls and system firewalls to secure these resources. A second position focused on security was recently hired, which will provided an additional resource focused on security in order to be able to continue to maintain and improve security of IT systems and resources.

- One-time funding and other funding initiatives have provided millions of dollars of IT funding over the past six years.

- Central content management of the website with dispersed contributors has improved the ability of departments and units as well as the university to have appropriate access in order to post and keep up-to-date important information and services for the university community (20,000 items in the past five years).

- The library budget has grown steadily.

- The library has responded to curriculum needs of existing and new programs and especially to the new graduate programs.

5.D Challenges and Recommendations

- The library needs to continue to build resources and will need additional funds to expand into library facilities that are currently used by academic departments.

The administration will work with the Regents and legislature to obtain funding for needed library resources.

- Additional funding is needed to bring the library materials and staffing to national standards.

The administration will work with the library staff to identify needs and funging that can be made available.

- As the campus and student body expands, IT will need additional funds to maintain state-of-the-art technical resources.

The administration will work with the Regents and legislature to obtain funding for needed technical resources.

- Financial support for IT has often been based on one-time funding, which creates problems with long-term planning.

A continued effort should be made to progress from one-time to ongoing funding.

STANDARD 5.E — PLANNING AND EVALUATION

5.E.1 Planning Process

Library

Library planning priorities are set after consultation with students, faculty, formal planning bodies, and library staff. The library follows the timelines and procedures of the university's Planning, Budgeting, and Accountability (PBA) process.

Student and faculty input remain critical in shaping the services and resources within the library. Informal and formal library surveys are collected and analyzed to assist in the decision-making process. Students and faculty make suggestions for the library and for material purchases through the library homepage. Suggestion boxes are placed around the library for patron comments. Emails, phone calls, and personal conversations are all taken into consideration in the planning process.

The Library Faculty Committee, including a student member, is consulted on library issues that directly affect the UVU campus, faculty, and student instruction. The library has a formal line of communication to student government through a student senator who assists in matters affecting students.

Internal planning involves steady communication from department chairs about library issues. Each library department meets twice monthly to communicate on library issues, problems, news, and solutions. All librarians meet together twice a month to debrief and make decisions on future directions for the library. The Library Director meets monthly with the Vice President for Academic Affairs to discuss library issues. Task forces or committees created to address specific tasks or projects within the library include an Information Commons Task Force, Library Awards Task Force, Technical Services Processes Task Force, New Technologies, and Library Publicity Committee.

Information Technology

The Office of Information Technology, along with all other entities on campus, participates in the PBA process. All IT requests from any unit are reviewed by IT and included in the IT planning process to ensure coordination of information technology requests and acquisitions.

Currently, the master plan and strategic directions for IT are reviewed by the IT Steering Committee on an annual basis, and an approved strategic plan exists. The university's Strategic Directions Advisory Committee reviews this plan on an annual basis.

The Academic Technology Steering Committee (ATSC) is set up to ensure that students, faculty, staff, and IT all work together to direct the IT plan. Each school/college and academic/institutional support unit and student government is represented on the 25-member committee. One representative from each area on the committee chairs a technology committee for the area they represent so that each area has input into the process and has communications from IT on issues, projects, and progress.

5.E.2 Management of Resource Bases

Library

Library systems personnel serve on all key campus technology committees. The systems department maintains a close working relationship with student computing, computer services, media engineering, and other key campus technology groups. Library systems personnel also participate in cooperative training programs to acquire new technology training and certification.

The UALC Systems Committee works to coordinate inter-database access and connectivity. The Committee also evaluates new, recommended, and requested technology services for functionality and library system compatibility. UALC includes non-Utah academic libraries that participate in this process. UALC is also affiliated with the Utah Education Network (UEN), which

selects, implements, and maintains access to information resources for public, K–12, and higher education libraries, most particularly a database of educational videos that can be streamed to a PC and played in a classroom.

Information Technology

All information technicians are encouraged to attend the Technology Support Committee meeting to establish standards, coordinate technical support between groups, and link technical resources together. In addition, all technically oriented people are invited to be members of "techtips," an e-mail list serve for technical issues and alerts across campus. The Enterprise Administrative Management Team has been established to work through issues with the administrative systems. Through these groups and the Academic Technology Steering Committee, all the day-to-day technical issues are coordinated and linked.

A Web Advisory Council (WAC) has been set up to coordinate all aspects of all websites owned by UVU. This Council is a representative body from all areas of campus and sets policy and procedure for websites and resources. Media production of video and audio assets created, owned, and used at UVU is coordinated through the University Marketing committees and works closely with Distance Education.

In addition, the Enterprise Advisory Council (EAC) is comprised of the data stewards for the university. This council and the Executive Infrastructure and Planning (EIP) Committees act as executive-level management overview. The EAC is made up of all of the data stewards and involves two vice presidents and representatives from the other three vice presidents' areas to manage the priorities of university-wide systems. The EIP Committee includes all vice presidents, the chief information officer, and the associate vice president over facilities. It discusses and governs all IT and infrastructure issues at the university with the ultimate authority resting with the university's President's Council.

5.E.3 Evaluation

Library

Utah Valley University Library participates in a campus-wide assessment process systemized through the deans' offices. The UVU Campus Assessment plan is organized according to a two-year cycle of assessment activity. Each two-year cycle begins with Phase One in the fall semester, then continues through spring and summer of the next calendar year. Phase Two begins in the following fall semester and continues through spring and summer of the next calendar year.

Assessment projects focus on particular aspects of various library departments. These activities include the aspect of the department that will be studied, the goals and objectives of the project, the methods used, the analysis and outcomes, and the proposed changes that will be made based on the evidence gathered during the project. The projects selection phase and methods of assessment are accomplished during fall semesters. The data-gathering phase is accomplished during spring semesters. The analysis and review of the outcomes phase then follows during summer semesters. Changes that will be made based on analysis of evidence are implemented during the following fall semester.

The library recently conducted assessments in Technical Services, Reference Services, Access Services, Computer Services, and Instruction Services. Technical Services investigated the process used to acquire videos and DVDs. Reference Services investigated the accuracy of responses given to student queries at the reference desk. Access Services investigated student satisfaction with regard to patron satisfaction with circulation and physical access. Computer Services looked at hardware and software available through the InfoCommons, and Instruction Services examined College Success Studies (CLSS) 1050 to see if bibliographies reflected increased research skills.

Technical Services

Technical Services conducted an assessment to analyze the process used to purchase video and DVDs in order to determine what changes need to be made to improve the efficiency of ordering and processing tasks. Requests to purchase video were randomly organized so they could be tracked though all of the processing stages used by Technical Services. Attention was specifically given to aspects associated with the lengths of time required to accomplish various interim steps as well as any interferences that might occur.

Processing times were 50 to 121 days for the September and October groups, while 171 to 294 days were needed for the late-October to mid-November group. Slower processing was caused by the move to the new library and the bulk of orders received from Media Market. The dramatic increase noticed for the later group can be explained partly by the lack of control the library has over vendors' responsiveness.

Additional delays are caused by circumstances involved in ordering the Media Market items. These items are ordered on-site by librarians attending the Media Market Conference held in October. The immediacy and time concern associated with ordering a large number (250) of items from vendors will cause delays. The cataloging step of processing was delayed because some of the titles in the assessment were received from vendors just prior to the move to the new library. Minor delays include both the processing of rush orders and certain regular events occurring at the end of the semester.

Changes made will be independent of Media Market problems. Only 50 items were ordered, and their processing caused no significant delays. Currently plans are in place to loan some staff from the Media Librarian area to Technical Services for a few hours a week. As these employees can assist with opening video and CD packages, the length of time needed for all aspects of video processing will decrease.

Phase two of the video ordering assessment will focus on electronic ordering, possible elimina-

tion of paper filing, and ways to streamline how the integrated library system intersects with the campus Banner accounting system.

Reference Services

Reference Services conducted an assessment to investigate librarians' responses to queries from students who were seeking information at the Reference Desk. The objective of the assessment was to assure the quality of librarians' responses to student requests for information.

Students studying in the library were randomly asked if they had obtained accurate and relevant information from reference librarians. An analysis of the data gathered did indicate that students generally found the library's reference service to be helpful. Of 75 student respondents, approximately 45% rated service as "Excellent," 30% rate service as "Very Good." Twenty percent of students rate service as "Good," while only 5% rate service as "Poor."

Access Services

In spring 2008 Access Services conducted an assessment to investigate how the quality and availability of their services served students' ability to accomplish their research assignments. A survey investigated which resources needed by students working on class assignments are currently unavailable in the library. This investigation hoped to resolve responses from previous surveys on which 20–50% of students answered "no response" or "I don't know about it" (i.e., various library services).

A student survey was developed with assistance from a Behavioral Sciences professor and Institutional Research to help library staff better understand student study and research habits. Survey questions asked students how they retrieve and discover information, what resources they need to complete the class projects or term papers they are assigned, and what library resources are currently neither advertized nor available. About 40% of respondents report being satisfied with the services they received. Some tentative conclusions from the comments section were that students generally value

a comfortable place to study, but that students can be discouraged by some policies and do not know what services the library offers.

When asked about use, three quarters of students reported visiting the library at least once during the semester and one in three reported using the library at least once a week. Results indicate that a core group of students use the library much more that the general student population.

A more detailed analysis describes responses to the two-part questions. The first part asked students how often they used a particular service, and the second asked how satisfied they were with that service. Of the 75% of students who reported visiting the library, 52% reported using a book, 42% reported checking out a book, 63% reported searching for journal articles, 53% used library computers, and 55% used the library as a place to study. Questions about use of nonprint material indicated that 25% of students looked for a video and 12% looked for music. Reported usage of other services showed that 21% of students used interlibrary loan and 42% utilized electronic reserve.

An essay question asked students how the library could improve services. Suggestions included efforts to improve the book/video collections, make the library both easier and more convenient to use as well as a better place to study, and provide more and better computers. An additional suggestion would be to communicate the library's services better.

In fall 2009 a follow-up survey of faculty was conducted with the assistance of a Behavioral Sciences professor and his students to illuminate some of the questions raised by the survey results conducted in spring 2008, particularly reflecting the move to the new building. Results should be available shortly.

Library Information Technology

An assessment was conducted to evaluate the use and performance of the Information Commons (InfoCommons). The first method used for this study occurred during fall 2005 and summer 2006. A survey was created and administered to determine students' level of satisfaction. The survey assessed students' use of the InfoCommons and inquired about their preferences for additional services in the future.

Students used the InfoCommons as a primary source for research and production. Students reported that the computers in general had the software needed for classroom assignments. Only a few students had requests for additional services. Adobe Photoshop and other software will be made available in the InfoCommons, and a scanner attached to a computer with image editing software will be added as well.

A separate assessment in 2006–2007 was conducted to determine students' preferences for laptops and wireless access in the new library. Student response to their use of laptops, notebook PCs, and connections to campus wireless that indicated most (70%) computer owners use laptops/notebooks, which they bring to campus. About 50% of these students used their laptops to write term papers and do other class assignments. Thirty-six percent of students used network cables for Internet connections, while only 10% connected via wireless access (at the time, many laptops had no networks cards; today's usage is much higher). As the assessment was concluded, the campus IT Services made campus wireless service free to students and employees, which should increase wireless use considerably.

Instruction Services

In spring 2006 the formal one-hour course in library research, CLSS 1050, was assessed as follows: Students identified sources that would exclude biased, untimely, or inaccurate information when selecting information on a topic. Annotated bibliographies for 85% of randomly sampled CLSS 1050 students would correctly identify the type of source used and evaluate it based on scholarly criteria.

A summary of the assessment data collected revealed that of 21 course projects reviewed, 56% of the citations and 69.5% of the annotations were rated as either excellent or adequate. The 44% of citations used that were not adequate were judged unacceptably high. In spring 2007, after restructuring the CLSS 1050 course to better focus on quality of sources, a similar study was conducted analyzing bibliographic sources selected for research topics. The first five citations of each bibliography were analyzed for format correctness, appropriateness to the topic, and the quality of the source related to the topic. In this group, 86% were judged excellent or adequate. Adjusting the syllabi to better focus on citation analysis improved results dramatically.

Information Technology

IT uses evaluations to improve the effectiveness of these resources. IT is involved in a regular outcomes assessment of all areas within IT. This involves an annual evaluation of goals, offerings, and outcomes associated with IT. The most recent outcomes assessment report will be available for review at the time of the site visit. After each evaluation, ways to improve are identified and incorporated into the planning process. The IT master plan is updated regularly and serves as a guide in the direction of technology at the university.

Consultants are periodically hired to do an external evaluation. During the summer of 2004 Jim Phelps evaluated the structure and organization of IT. As a result, a significant realignment of accountability and responsibility for IT programs has taken place, with the final recommendations being implemented in 2009. The realignment created the Director of Academic Computing position and placed responsibility for decision-making related to academic computing under the Office of Academic Affairs. In addition, another IT consultant, Warren Arbogast, was hired in 2006 to help with the creation of an IT master plan and to evaluate the effectiveness of the changes as well as to help set direction for future improvements.

5. E SUMMARY

5.E Strengths

- The Web Advisory Council provides a means for prioritization and improvement in coordinating the UVU website. The employee-student portal was implemented during the 2004–2005 year. This portal enhances internal communications allowing single sign-up services and targeted announcements and communications based out of the administrative systems.

5.E Challenges and Recommendations

- Evaluation of online services and information is not currently adequate.

The online services and information available through the Internet and on the web need to be examined using user-based research in order to ensure that they meet the needs of the university community and deliver the needed information and services to them in the best possible way.

- Many technology-based tools are available but are not used to their full potential due to lack of knowledge of their existence and features.

Communications and training needs to improve in order to more fully leverage the technology and resources that exist.

- Funding is required for the ongoing support and maintenance of critical infrastructure and other new systems. Planning for IT systems and services, of academic programs, and of institutional growth needs to consider the impact on IT and library resources.

IT needs to continue to shift from one-time funding to permanent ongoing funding for essential services.

STANDARD 5
REQUIRED DOCUMENTATION

Required Exhibits

RE 5.1   Printed materials that describe for students the hours and services of learning resources facilities such as libraries, computer labs, and audio-visual facilities

RE 5.2   Policies, regulations, and procedures for the development and management of library and information resources, including collection development and weeding

RE 5.3   Statistics on use of library and other learning resources

RE 5.4   Statistics on library collection and inventory of other learning resources

RE 5.5   Assessment measures utilized to determine the adequacy of facilities for the goals of the library and information resources and services

RE 5.6   Assessment measure to determine the adequacy of holding, information resources and services to support the educational programs both on and off campus

RE 5.7   Data regarding number and assignments of library staff

RE 5.8   Chart showing the organizational arrangements for managing libraries and other information resources (e.g. computing facilities, instructional media, and telecommunication centers)

RE 5.9   Comprehensive budget(s) for library and information resources

RE 5.10   Vitae of professional library staff

RE 5.11   Formal, written agreements with other libraries

RE 5.12   Computer usage statistics related to the retrieval of library resources

RE 5.13   Printed information describing user services provided by the computing facility

RE 5.14   Studies or documents describing the evaluation of library and information resources

Standard Six

INTRODUCTION

This chapter describes and evaluates the governance and administration of Utah Valley University (UVU), which is one of eight institutions of higher learning that function under the governing system of the Utah System of Higher Education (USHE). Internally, UVU has a long history of shared governance in fulfilling its mission. The administration, faculty, staff, and students are actively involved in the formulation and modification of university policies and procedures.

STANDARD 6.A. – GOVERNANCE SYSTEM

6.A.1 – 4 Roles and Responsibilities

UVU functions in a system of governance that is clearly described in state statute and Regents institutional policies. These documents outline the authority, responsibilities, and relationships between and among the Utah State Board of Regents (Regents), the UVU Board of Trustees (Trustees), administrators, faculty, staff, and students, as summarized below.

Regents. Utah Code, Title 53B, Chapter 01, *Governance Powers, Rights, and Responsibilities* of the Utah State System of Higher Education (RE 6.1.a), establishes the Regents as the governing authority for the USHE. Utah Code stipulates that the Regents' function is "to provide a high-quality, efficient, and economical public system of higher education through centralized direction and master planning." Specifically, the Regents delegate and vest certain powers to institutional boards of trustees and presidents, appoint an institutional president after consulting the trustees, evaluate the president, and delegate institutional administrative authority to the president. Persons who serve on the Board of Regents are appointed by the governor with the approval of the Utah State Senate. The Regents bylaws are outlined in Regents Policy R120, *Bylaws of the State Board of Regents* (RE 6.1.b).

The Commissioner of Higher Education, as stated in Regents Policy R141-3, *Functions of the Commissioner of Higher Education* (RE 6.2.a), serves as the Chief Executive Officer of the Board of Regents and is responsible for policy coordination and consideration, leadership, master planning, public information, consultation, program support, Regents agenda, and communications. The Commissioner also serves as the Chair of the Council of Presidents and as a member of the governor's cabinet.

Trustees. Regents establish the authority, responsibilities, relationships, and functions of the Board of Trustees under Utah Code 53B-1-101-2 *Governance, Powers, Rights, and Responsibilities* (RE 6.1.a), Regents Policy R120, *Bylaws of the State Board of Regents* (RE 6.1.b), and Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees* (RE 6.1.c). The UVU bylaws set forth the authority and responsibilities of the Trustees in Article V, Section 3, *Duties and Powers* (RE 6.1.d). These bylaws were updated in October 2006. The Trustees

- facilitate communication between UVU and the community; assist in fund-raising and development projects; perpetuate and strengthen alumni, select honorary degree recipients; approve all candidates for earned degrees and diplomas conferred by the institution;

- monitor, review, implement, and update the university mission;

- review academic program quality; approve changes in programs including certificates, minors, emphases and options in existing programs, and program cancellations and name changes; and

- approve financial performance reports, tuition and fee adjustments, budgets, investments, leases, real property exchanges, and capital development and improvement projects and review institutional audits.

UVU Administration. Utah Code 53B-2-106, *Duties and Responsibilities of the President of Each Institution* (RE 6.1.a), and Regents Policy R201, *Presidents' Responsibility to the System, the Assigned Institution*, *and for Legislative Relations* (RE 6.1.e), describe the duties and responsibilities of the university president. The president exercises the power and authority as delegated by the Regents for administration and operation. He appoints personnel, prescribes their duties, and determines salaries; provides for the organization of the faculty and administration; enacts implementing rules, including establishing a prescribed system of instruction and examination, admission, and classification of students; enacts rules for administration and operation of UVU, including administrative, faculty, student, and joint committees; and establishes institutional standards.

Responsibilities of all other UVU administrators are detailed in their position descriptions (RE 6.4) and organization charts (RD 6.2.b).

Faculty, Staff, and Students. Faculty responsibilities, defined in University Policy #635, *Faculty Academic Freedom, Professional Rights, and Responsibilities* (RE 6.5.a), include teaching; professional activities; service to the institution and their department, university committees, and task forces; student advisement; and other types of service. UVU Policy #322, *Employment Responsibilities and Standards* (RE 6.5.b), contains the major employment responsibilities and standards for university executive, administrative, professional, and classified staff. Specific staff responsibilities are dependent upon their particular assignment and are detailed in their position descriptions.

Faculty understand their role in the shared governance of UVU, as evidenced by their participation through the Faculty Senate, university leadership, and various campus committees (RE 6.10). Faculty serve as members and chairs of the standing committees of the Faculty Senate. They also work in leadership positions within their disciplines and across the university and serve as committee members within the academic departments, schools, and colleges. These service and employment opportunities allow faculty to have input to determine university, school/college, and department policies and procedures.

The Faculty Senate president serves as a member of the President's Council and Leadership Council and regularly attends Trustees meetings.

Staff participate in shared governance through the Professional Association of Campus Employees (PACE), a representative organization. PACE provides input and presents concerns to university administration in areas that involve its members. Staff members serve on various committees across campus. The president of PACE represents non-teaching employees as a standing member of the President's Council and Leadership Council and regularly attends Trustees meetings.

Students are actively involved in the governance of UVU through 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 within the university. Each school/college is represented by a student senator. These officers and senators serve on various committees across the university. The responsibilities of student government are detailed in the *Utah Valley University Constitution of the Students Association* (SM 6.2).

President's Council is a body convened by the university president that includes the president, vice presidents, president of the Faculty Senate, presidents of UVUSA and PACE, and other senior-level administrators. This group oversees the activities of the university and is central to university policy making. This group meets several times a month, and its minutes can be found on the university website.

6.A SUMMARY

6.A Strengths

- The UVU Board of Trustees are members of the Association of Governing Boards (AGB). Leaders from the Trustees annually attend AGB training regarding best practices for university governance.

- The President's Council provides an avenue that offers a voice for all areas of the university.

6.A Challenges and Recommendations
- The Board of Regents must periodically review the roles of Regents and Trustees to identify areas for improvement and/or clarification.

The Regents are currently exploring ways to improve the effectiveness of the higher education system.

STANDARD 6.B – GOVERNING BOARD

6.B.1 Representation of the Public Interest

The Board of Regents and the UVU Board of Trustees are comprised of members that adequately represent the public interest in the governance of the university. Both boards act as governing agencies with specific authority and duties. Neither organization includes any UVU employees nor is the university president a member of either board. Statutes are in place to provide for continuity and change of members of both the Regents and the Trustees.

The Board of Regents is comprised of 19 residents of the State of Utah. Sixteen members are appointed by the Governor with the consent of the state Senate. Each voting member of the Regents is appointed to serve a six-year term, with the exception of the Student Regent, who serves a one-year term. In addition, two members of the Utah State Board of Education and one member of the Utah College of Applied Technology Board of Trustees are appointed by their chairs to serve as non-voting members (Utah Code Annotated 53B-1-104; RE 6.1.a).

The Governor appoints eight members to the UVU Board of Trustees. Trustees serve four-year terms rotating on June 30 of each odd-numbered year. By state statute, the student body president, the alumni president, and the Foundation Chair (non-voting member) also serve as Trustees.

6.B.2 Regents as a Committee of the Whole

The Regents act as a committee of the whole and no member or subcommittee acts in place of the Board, except by formal delegation of authority.

By statute, a quorum of the voting members of the board is required to conduct its business. All actions of the Regents are conducted in open meetings by the full board.

Similarly, the Trustees act as a committee of the whole with no member or subcommittee acting in place of the board except by formal delegation of authority. The Trustees Executive Committee may act on non-routine matters under extraordinary and emergency circumstances. The Executive Committee presents its actions to the Board of Trustees at its next regular meeting for consideration and ratification.

6.B.3 Published Policy

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the boards are clearly defined in appropriate published policy documents. Regent Policy R120, *Bylaws of the State Board of Regents,* serves as the governing document for the Board of Regents (RE 6.1.b). Trustees are governed by the bylaws of Utah Valley University, which are published on UVU's website. Regents and Trustees must comply with the *Utah Public Officers' and Employees' Ethics Act,* Utah Code Title 67, Chapter 16 (RE 6.1.f). All Regents and Trustees sign a Conflict of Interest disclosure form.

6.B.4 Appointment and Evaluation of the President

Consistent with policy, the Regents select, appoint, and regularly evaluate UVU's president. Regents Policy R203, *Search Committee Appointment and Function and Regents Selection of Presidents of Institutions,* was followed in the selection of current president Matthew S. Holland. Performance review and evaluation of President Holland is outlined in Regents Policy R208, *Resource and Review Teams,* and Regents Policy R209, *Evaluation of Presidents.* The Regents' chair appoints a Resource and Review Team consisting of two Regents and the Chair of the Trustees. This team meets with the president twice each year to review his plans and performance. A comprehensive evaluation following the first year of

tenure and every four years thereafter will be conducted under the direction of the Regents.

6.B.5 Review and Approval of the Mission, Programs, and Policies

In March 2007 the Utah State Legislature enacted statutory change to change Utah Valley State College to Utah Valley University effective July 1, 2008. A new mission statement was developed through a series of iterations involving various university committees. A final draft was circulated to the campus, stakeholder groups, and public for review and comment. This iterative process concluded with the Board of Trustees approving the mission on November 7, 2007, with subsequent review and approval by the Board of Regents on December 14, 2007. By Regent Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles* (RE 6.1.g), Regents will review institutional roles and missions at least every five years.

Regents Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports* (RE 6.1.b), outlines the process by which new programs of study, degrees, and awards are approved. The Trustees must approve all major academic, vocational, and technical programs of study, including degrees, certificates, and diplomas as well as major substantive changes in policies and programs prior to their submission to the Regents for final review and disposition. All academic actions are noted in the meeting minutes of the Regents (RE 6.2.b) and Trustees (RE 6.2.c). Table 6.1 identifies the approvals required by type of change. The three masters degrees offered at UVU were developed and approved following the established procedures with approvals noted in Table 6.2.

Table 6.1
Changes requiring trustees and/or Regents approval

Type of change	Trustees required action	Regents required action
Offering a higher degree level than currently allowed by mission	Approval	Approval
Offering a new bachelor degree	Approval	Approval
Offering a new master's degree	Approval	Approval
Offering new specialized associate degrees	Approval	Approval
Offering a new associate degree	Approval	Approval
Offering a new emphasis in an established degree program	Approval	Information
Offering a new minor in an established degree program	Approval	Information
Offering new certificates of completion and diplomas	Approval	Approval
Deleting an existing degree program	Approval	Approval
Name changes of existing programs	Approval	Information
Name changes of existing units	Approval	Information
Stand-alone minors	Approval	Information
Interdisciplinary minors	Approval	Information
Transfer, restructuring, or consolidation of existing programs or administrative units	Approval	Information
Approval of centers, institutes, or bureaus	Approval	Approval

Table 6.2
Approval of New Master's Degrees

Degree	UVU Curriculum Committee approval	Board of Trustees approval	Board of Regents approval
Master of Education in Curriculum and Instruction	October 16, 2007	November 7, 2007	March 21, 2008
Master of Science in Nursing	June 5, 2008	October 9, 2008	January 16, 2009
Master of Business Administration	March 25, 2009	April 9, 2009	July 16, 2009

The Board of Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees* (RE 6.1.c), delegates review and approval of institutional operating policies to the Board of Trustees. UVU Policy #101, *Policy Governing Policies* (RE 6.3.a), sets forth a policy framework for the review and approval of policy actions and describes the responsibilities of individuals and entities involved in the process.

6.B.6 The Board Regularly Evaluates Its Performance

In January 2009 under the direction of the Board of Regents, the Commissioner of Higher Education launched a quality improvement initiative led by a "Roles and Authority Task Force" to improve and clarify the working relationship among the State Board of Regents, the institutions' Boards of Trustees, the commissioner, and presidents. The task force was charged to improve system efficiencies and ensure the most effective practices within statutory limitations.

Members of the Board of Trustees meet with the Regents periodically to review current practices and procedures to assure that the Trustees are fulfilling their duties as delegated by the Regents. The Board of Trustees conducted a self-evaluation during December of 2009 and is reviewing the outcomes of that evaluation to improve the Board's effective operation.

6.B.7 The Board Ensures That the Institution Is Appropriately Organized and Staffed

The Trustees approve the academic and administrative structure of the university and delegate the responsibility for effective and efficient management of the president and his administrative team. They also approve significant organizational changes. They review key staffing indicators such as the ratio of salaried faculty to adjunct faculty and resource allocations including new faculty and staff positions.

6.B.8 Annual Budget and Long-range Financial Planning and Approval

The Regents and Trustees approve the annual operating budget. The Trustees also review and approve mid-year budget adjustments. As a state institution, much of UVU's financial planning is dependent on the state's economic forecast and demographic projections. State offices provide long-range forecasts for state revenue. UVU uses enrollment projection models in forecasting student demand. A combination of anticipated tuition from enrollments and state tax fund revenue projections provide the base for long-range financial planning.

The Regents annually review institutional audit reports and have delegated mid-year audit reviews to the Trustees. The Trustees Audit Committee meets at least three times a year to review all audits, internal and external, for the university. The committee is responsible for reviewing UVU's financial statement, other significant accounting and reporting issues including administrative and/or external auditors' discussion, and analyses of financial reports. The Trustees are also responsible for reviewing the quality of UVU's system of internal control by assessing UVU's control environment, means of communicating standards of conduct, and practices with respect to risk assessment and management.

6.B.9 Governing Boards and Accreditation

The Boards of Regents and Trustees are informed regarding UVU's regional accreditation status as well as programs that receive specialized accreditation, approval, and certification. Members of the Trustees participate in the self-study for the university by reviewing the standards for accreditation and sections of the self-study. Recently Trustees reviewed the new NWCCU standards, policies, and oversight cycle and provided feedback as requested by NWCCU.

6.B SUMMARY

6.B Strengths

- The Board of Regents and the Board of Trustees regularly evaluate the performance of the university and assure that the institution operates according to state and university policies.

- There is a comprehensive system of oversight from governing boards for all aspects of institutional governance.

6. B Challenges and Recommendations

- The Board of Trustees should provide a more comprehensive review of the institution's goals and needs.

The university and Board of Trustees should review goals and needs at their annual retreat.

- Since there has been a degree of turnover at the administrative level, the institution needs to consider reorganization.

The executive branch should meet and review the needs of the institution and how best to organize that level.

STANDARD 6.C – LEADERSHIP AND MANAGEMENT

6.C.1 President's Full-time Responsibility

President Matthew S. Holland's full-time responsibility is to UVU in accordance with Board of Regents Policy R201.3.1, *First Responsibility to System* (RE 6.1.c). President Holland holds no other positions, but he is engaged with the community by serving on various boards, some of which may provide a minimal stipend.

6.C.2 Duties, Responsibilities, and Ethical Conduct

UVU administrators act in accordance with clearly defined and published duties, responsibilities, and ethical conduct requirements. Utah Code 53B-2-106,

Duties and Responsibilities of the President of Each Institution (RE 6.1.c), presents the duties and responsibilities of the president to assure the effective and efficient administration and operation of the university consistent with the statewide master plan for higher education (RE 6.2.d). As noted in the code, the president has the authority to appoint administrative officers and to prescribe their duties. As state employees, all UVU employees—including administrators—are subject to Utah Code 67 Chapter 16, *Utah Public Officers' and Employees' Ethics Act* (RE 6.1.d). UVU Policy #114, *Conflict of Interest* (RE 6.3.b), establishes standards for ethical conduct at the university. The duties and responsibilities of the UVU administrators are defined in their respective position descriptions, which are maintained by Human Resources and are available on UVU's website, where they are accessible to campus constituencies and the public (RE 6.4).

6.C.3 Administrator Qualifications and Evaluation

UVU administrators are highly qualified and provide effective educational leadership and management. The president hires, supervises, and evaluates the executive staff. He also reviews all executive employee appointments and performance with the appropriate vice president. The president meets regularly with his executive team individually and as a cabinet to review work plans and priorities and to provide ongoing evaluation of performance.

All administrators and staff are evaluated on a regular basis (at least annually) by their immediate supervisor. UVU Policy #331, *Performance Management System for Non-faculty Staff,* outlines UVU's performance management system (RE 6.3.c).

6.C.4 Institutional Advancement Activities

UVU's Division of Development and Alumni is responsible for the overall execution of the university's fundraising and alumni relations programs and activities. The Vice President of Development and Alumni is a member of the President's Cabinet and President's Council. The Division of Development and Alumni manages and solicits donations to the UVU Foundation. The Foundation is a private,

nonprofit corporation that receives and administers private gifts on behalf of Utah Valley University. Its mission is to acquire those resources to enable the university to achieve its mission.

6.C.5 – C.6 Decision-making Process

Decisions on the UVU campus are made at appropriate levels with appropriate input. President's Council consists of the president, vice presidents, presidents of faculty senate, PACE, and UVUSA, and other key campus leaders, which meet regularly to consider broad institutional issues. The president also convenes a monthly Leadership Council meeting, which involves approximately 35 executive leaders across campus. Other councils and committees across campus provide input and direction and guide various processes and systems within the institution. For example, the Curriculum Committee establishes a timeline for curriculum changes and provides a framework for campus input and transparency.

Policies and systems are in place to facilitate critical institutional decisions. For example, tenure and rank decision-making processes (UVU policies #632, RE 6.3.d and #637, RE 6.3.e) are governed by policy. Resource allocations are managed through the Planning, Budget, and Accountability (PBA) process. Likewise, policy making is governed by UVU Policy #101, *Policy Governing Policies* (RE 6.3.a).

As stated in UVU's core values, "UVU embraces open dialogue and transparent decision making." To support this value, President Holland created a quality improvement task force on communication. This task force reviewed internal communications processes and tools and recommended changes, which are currently being implemented. Changes include a more user-friendly, visually appealing campus announcements web page/e-mail and the creation of a hierarchy of e-mail communications.

Student Affairs and Academic Affairs work jointly on projects. Monthly the vice president for academic affairs convenes an academic forum meeting, which

consists of academic administrators, deans, and academic student administrators, to work on projects impacting both areas. An example is the Advisement Leadership Council (ALC), chaired by a dean and a student services director with representation for academic affairs and student affairs. The ALC has been responsible for developing, implementing, reviewing, and improving UVU's model of personalized, seamless, intentional advising. This group reviewed national benchmarks and established target goals for UVU's student-to-advisor ratio. Annually the ALC updates the administration on goal attainment and recommends additional advisement resource needs as part of the PBA process.

6.C.7 Use of Institutional Research

Since the last accreditation, the Office of Institutional Research and Information (IRI) has moved from Student Affairs to the Office of Planning and Budget which is part of the Executive Division. IRI is represented in the Leadership Council and on the Strategic Directions Advisory Committee. IRI conducts a variety of studies (e.g., National Survey of Student Engagement, Alumni Survey, Survey of Student Opinions) that are used in planning various campus programs and services. IRI is currently working with the General Education Committee for the implementation of the Collegiate Assessment of Academic Proficiency. Studies of broad institutional importance are presented at Leadership Council and appropriate deans' meetings. IRI's website contains institutional data and reports of all studies conducted through their office. (SM 6.1)

6.C.8 Publication of Personnel Employment Matters

Section 300, *Human Resources,* of the UVU Policy Manual, addresses hiring practices, conditions of employment, compensation and benefits, and disciplinary sanctions and terminations. These are posted to the web and are accessible to all employees. They are reviewed and updated in a timely manner. Human Resources provides multiple training opportunities for administrators, faculty, and staff to assist in the implementation of all policies.

6.C.9 Administrator and Staff Salaries and Benefits

Utah Valley University offers a competitive compensation package for full-time administrators and staff (RE 6.6). Pay for UVU jobs is compared to similar jobs in other universities, colleges, and companies, locally and nationally, depending on the job. When the institution cannot locate a match to an external position in the market, a Job Slotting Committee determines the pay grade of the internal position. During the past five years, UVU allocated significant resources to move positions within benchmark/slotted pay ranges to bring average staff salaries within 90% of market norms. UVU's benefits program is an important part of employees' overall compensation package. The Utah System of Higher Education regularly conducts medical benefits richness studies; UVU is noted for both the value and the richness of its benefits program. UVU monitors it turnover rate among faculty and staff as an indicator of adequate compensation. Staff participate in governance through the Professional Association of College Employees (RE 6.9.a).

STANDARD 6.D – FACULTY ROLE IN GOVERNANCE

The primary opportunities for faculty participation in governance include the Faculty Senate (RE 6.9.b), Senate subcommittees, and department and school/college committees. The Faculty Senate president represents the faculty and serves as a voting member of President's Council. The Faculty Senate president has membership on numerous key administrative committees (University Leadership Council, Academic Affairs Forum, Community Relations Council, Policy Advisory Council, and others by invitation). The Senate presi-

dent represents the faculty at Trustees meetings but is not a voting member of that body. The Faculty Senate president manages an institutionally provided budget to support Senate activities and responsibilities.

The faculty members are supported in their role in institutional governance, planning, budgeting, and policy development, and this role is made clear and public. UVU continues a long-standing tradition of shared governance among faculty, administration, PACE, and students. During the academic year, the Senate meets on the second and fourth Tuesday of each month. Meetings are attended by the president, the vice president for academic affairs, an appointed student government representative, an appointed PACE representative, Faculty Senators, and any others who desire to attend the open meetings. The Faculty Senate plays an integral role in campus policy consideration, modification, and approval, as stated in UVU Policy #101 (RE 6.3.a).

Numerous significant modifications to policies and procedures provide evidence that faculty, administration, and staff have worked collaboratively to meet the ever-changing needs that have accompanied the rapid growth in enrollments and new programs. A few policies with which the Senate has recently been involved include Faculty Right and Professional Responsibilities; Post-Tenure Review; Faculty Appeals for Retention, Tenure, and Promotion; Institutional Data Collection and Research; and Keys and Proximity Cards. Members of the Faculty Senate also take an active role in drafting policy. The following policies have been or are currently being drafted by subcommittees of the Faculty Senate: Assignment and Advancement in Rank; Grade Change; Classroom Management; Instructor and Course Evaluations; and Faculty Grievances.

Faculty serve on a variety of committees and task forces that are important in the governance process. Examples include the Strategic Directions Advisory Committee; Benefits Committee; University Curriculum Committee, and PBA Coordinating Committee. In addition, faculty members have the opportunity to participate in governance at the school/college and department levels. Typically these committees include Curriculum; Rank, Tenure, and Promotion; Textbook; and other committees determined appropriate by the schools/colleges to facilitate achievement of mission and goals.

Standard 6.E – Student Role in Governance

The role of students in institutional governance, planning, budgeting, and policy development is made clear and public; students are supported in fulfilling that role. Students, through the Utah Valley University Student Association (UVUSA), take an active role in campus governance. The UVUSA Constitution provides guidelines to assist the organization to meet its purpose of providing meaningful and educational interaction among students, faculty, staff, administration, and the community.

The following list demonstrates the importance of student involvement in the governance of UVU:

- The UVUSA president is a voting member of the Board of Trustees, President's Council, and University Space Allocation and Change Committees.

- The UVUSA vice president of academics attends Deans' Council and Faculty Senate.

- Each school/college has a student senator who participates regularly in the school/college

staff meetings and department chair meetings, providing insight into student concerns.

- All standing campus committees and ad hoc campus committees have invited student representatives.

6.C - E SUMMARY

6.C - E Strengths

- UVUSA is recognized nationally for its organization and role in shared governance at UVU.

6.C - E Challenges and Recommendations

- While there are many opportunities for student involvement in governance, it is difficult to get broad student participation at a commuter campus in which so many students work full- or part-time and do not live near or on campus.

The institution should continue to make efforts to provide a university experience for students. Aspects of this goal are being incorporated into the new UVU Core Themes and Objectives.

Policy 6.1 – Affirmative Action and Nondiscrimination

The university is committed to providing a workplace, educational environment, programs, and activities free of discrimination and harassment. Our equal opportunity policy affirmatively protects all university employees and applicants, ensuring that fairness and equity prevail throughout the campus. It is an important part of our compliance with federal and state laws and regulations.

Evidence is UVU's commitment to UVU Policy #301, *Equal Employment, Education Opportunity, and Affirmative Action*. In March 2010 President Holland reaffirmed the university's commitment to this policy in a campus e-mail. The Executive Director of Human Resources serves as the Equity Officer and handles all formal and informal grievances and complaints. All grievances and their resolutions are kept on file in the Equity Officer's office. Software is being procured to track all cases electronically.

Policy 6.2 – Collective Bargaining

UVU complies with Regents Policy R817, *Collective Bargaining for Higher Education Employees,* which states that USHE "institutions of higher education shall not recognize organizations for the purpose of collective bargaining."

STANDARD 6
REQUIRED DOCUMENTATION

Required Documents

RD 6.1   Board of Trustees membership and brief background statement on each board member (see CD)

RD 6.2   UVU Organization Charts (see CD)

Required Exhibits

RE 6.1.a   Utah State Code 53-B-1, *Governance Powers, Rights, and Responsibilities of the Utah State System of Higher Education* (will be available in the site visit evaluation team room) http://www.le.utah.gov/UtahCode/section.jsp?code=53B-1

RE 6.1.b   Regents Policy R120, *Bylaws of the State Board of Regents* (will be available in the site visit evaluation team room) http://www.utahsbr.edu/policy/R120.pdf

RE 6.1.c   Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees* (will be available in the site visit evaluation team room) http://www.utahsbr.edu/policy/R220.pdf

RE 6.1.d   UVU By-Laws of the Board of Trustees (will be available in the site visit evaluation team room) http://www.uvu.edu/admin/trustees/pdf/other/OFFICIAL%20By-Laws%20of%20UVU%20Board%20of%20Trustees%2010-16-06.pdf

RE. 6.1.e   Regents Policy R201, *Presidents' Responsibility to the System, the Assigned Institution, and for Legislative Relations,* (will be available in the site visit evaluation team room) http://www.utahsbr.edu/policy/R201.pdf

RE 6.1.f   Utah State Code 67-16, *Utah Public Officers' and Employees' Ethics Act* (will be available in the site visit evaluation team room) http://law.justia.com/utah/codes/title67/67_0d.html

RE 6.1.g   Regent Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles* (will be available in the site visit evaluation team room)

RE 6.2.a   Regents Policy R141-3, *Functions of the Commissioner of Higher Education* (will be available in the site visit evaluation team room) http://www.utahsbr.edu/policy/R141.pdf

RE 6.2.b   Agendas and Minutes for the Board of Regents (will be available in the site visit evaluation team room) http://higheredutah.org/index.php/about/board-of-regents/agendas-and-minutes/

RE 6.2.c   Board policy manual, Agendas and Minutes for the Board of Trustees Agendas (will be available in the site visit evaluation team room) http://uvu.edu/admin/trustees/agenda.html Minutes (will be available in the site visit evaluation team

room) http://uvu.edu/admin/trustees/minutes.html

RE 6.2.c   Regents Policy R302, *Master Plan for Higher Education* (will be available in the site visit evaluation team room) http://www.utahsbr.edu/policy/R302.pdf

RE 6.3.a   UVU Policy #101, *Policy Governing Policies* (see CD)

RE 6.3.b   UVU Policy #114, *Conflict of Interest* (see CD)

RE 6.3.c   UVU Policy #331, *Performance Management System for Non-faculty Staff* (see CD)

RE 6.3.d   UVU Policy #632, *Assignment and Advancement in Academic Rank* (see CD)

RE 6.3.e   UVU Policy #637, *Faculty Tenure* (see CD)

RE 6.4   Position Descriptions of Administrators (will be available in the site visit evaluation team room) http://www.uvu.edu/hr/positiondescriptions/

RE 6.5.a   UVU Policy #635, *Faculty Academic Freedom, Professional Rights, and Responsibilities* (see CD)

RE 6.5.b   UVU Policy #322, *Employment Responsibilities and Standards* (see CD)

RE 6.6   Compensation data (will be available in the site visit evaluation team room)

RE 6.7   [not applicable; UVU is not part of a multi-college system]

RE 6.8   [not applicable; there is no collective bargaining agreement]

RE 6.9.a   Professional Association of Campus Employees (PACE) bylaws and minutes of meetings (will be available in the site visit evaluation team room)

RE 6.9.b   Faculty Senate by-laws and minutes of meetings (will be available in the site visit evaluation team room)

RE 6.10   List of current committees with contact information (will be available in the site visit evaluation team room)

Suggested Material

SM 6.1   Recent examples of reports to constituencies (will be available in the site visit evaluation team room)

SM 6.2   *Utah Valley University Constitution of the Students Association* (will be available in the site visit evaluation team room) http://www.uvu.edu/studentgovernment/pdf/UVUSA_Constitution_final_aprroved3-8-08.pdf

Standard Seven

INTRODUCTION

As a public institution, Utah Valley University's financial resources include state tax funds, which, combined with tuition revenue, are appropriated by the Utah State Legislature on an annual basis and comprise the primary operating budget for the institution. In addition to these ap-

propriated resources, UVU's fiscal responsibility includes auxiliaries, student programs, financial aid, grants and contracts, discretionary interest income, service enterprise activities, and other self-supporting activities. Fiscal responsibility for large capital expenditures funded by the Utah Legislature (new facilities) lies with the State of Utah's Division of Facilities and Construction Management (DFCM).

STANDARD 7.A – FINANCIAL PLANNING

UVU uses an organizational process titled Planning, Budgeting, and Accountability (PBA). This annual PBA process aligns planning and accountability with resource allocations and provides opportunity for involvement of all departments and units on campus. This linkage of planning and budgeting with its focus on mission and strategic directions supports ongoing assessment of resource adequacy, strengthens evidence-based decision-making, and ensures that the plan drives the budget rather than the budget driving the plan. Financial planning processes comply with state laws, policies, and regulations.

7.A.1 Financial Planning Autonomy and Authority

In accordance with Utah Code Annotated (UCA) Title 53B, Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees,* reaffirms statutory responsibilities and delegates "certain responsibilities of an institutional nature to the Trustees and Presidents." These delegated responsibilities include recommendations for budget requests; tuition and fee adjustments; and approval of financial performance, salaries and benefits expenditures, budgetary work programs, etc. As required by state statute, the Regents retain responsibility for the approval and submission of consolidated institutional and system budget proposals, including tuition and general student fees. Within this framework, the Regents and Trustees provide broad oversight of financial and budgetary matters, whereas administration is allowed appropriate autonomy in financial planning and budgetary decisions. The president, in coordination with the President's Cabinet, determines allocations of new funds and reallocations of existing resources.

7.A.2 Strategic Financial Planning

As a state institution, much of UVU's financial planning is dependent on the state's economic forecast (including tax revenues) and demographic projections. Both the Legislative Fiscal Analyst's Office and the Governor's Office of Planning and Budget provide long-range forecasts for state revenue. Additionally, administrators use enrollment projections produced by the Office of the Commissioner for Higher Education (OCHE) in forecasting student demand. A combination of tuition from enrollments and state tax fund revenue projections form the base for operating budget revenue projections. UVU's PBA process serves as a tool for linking planning to budget and for identifying and prioritizing operating expenditure needs.

Major capital and facilities projects are planned and processed through the Trustees, Regents, State Building Board, Division of Facilities Construction and Management (DFCM), and, finally, the legislature and governor's office. Most of the university's facilities have been funded through the state's taxing and bonding structure. Administration annually reviews facility needs for the university and adopts a prioritized list of state-funded building projects. The Utah System of Higher Education (USHE) utilizes a qualification and prioritization (Q&P) formula to assist in prioritizing facility needs within the USHE. This formula uses UVU's prioritized building needs, existing space per student, projected enrollments, life/safety issues of existing facilities, private donations, etc., to develop a proposed priority list of state-funded building needs. The Regents review the outcome of the formula and adopt a final prioritized list of building needs for the USHE. This list is presented to the State Building Board. The Building Board also has a qualitative formula it uses to prioritize all building requests within the state. The Building Board list is a compilation of all building requests in the state and is presented to the governor's office and the legislature for funding consideration. The university may also present requests for non-state-funded facilities (typically student fee funded) through a similar process to receive Regents' and legislative authorization.

Additionally, the legislature provides funding for renovations, repairs, and upgrades of facilities annually.

Projects are institutionally identified for funding and consolidated at the Regents level. This consolidated list is presented to the Building Board for approval and then to the legislature for funding consideration.

DFCM is the authorized agency for project management, including financial responsibilities, and all project funds flow through DFCM. Thus, the university's financial statements do not include the direct revenues and expenditures for these facilities. All facilities are included as capital assets in financial statements.

7.A.3 Budgeting Practices

UVU's operating budget process is generally a base-plus model; typically, departments are able to plan to receive the same budget as the prior year (with appropriate increases for compensation, increases for newly funded initiatives, and decreases for required budget reductions). Since 2003 the university has used an institutionally developed annual process of Planning, Budgeting, and Accountability (PBA) to facilitate transparency in budgetary planning and prioritization.

Throughout the PBA cycle, the University Leadership Council is provided updates on the likelihood and level of new resources, any pending budget reductions, and timeline for decisions. Guidelines for the cycle are published at least annually and are posted to the PBA website. Mid-year allocations and/or budget reduction information are posted to the PBA website.

During an April general university meeting, the president presents a summary of revenues and allocations to the university community. This information is posted to the PBA website and communicated to Trustees for their review.

In compliance with Regents policy R220, *Delegation of Responsibilities to the President and Board of Trustees,* the annual appropriated operating, institutional discretionary interest income, service enterprise, and auxiliary budgets are approved by the Trustees and the Regents. These budgets are

available on the Budget Office web page. As needed, budget revisions due to revenue changes are reviewed and approved by the Trustees and Regents. State auditors annually review the university's revenue and expenditure budget approval process to assure compliance with statutes and policies.

7.A.4 Review of Institutional Debt for Capital Outlay

Utah statute and Regents policies govern capital debt for the USHE institutions (UCA Title 53B, Ch. 21; UCA Title 11, Ch. 17; UCA Title 63, Ch. 56; and Regents Policy R590, *Issuance of Revenue Bonds for Facilities Construction or Equipment*.) Requests to issue revenue bonds must include plans for debt service and financial feasibility analysis. All revenue bond debt for capital facilities must be authorized by the Trustees, Regents, and the legislature. Table 7.1 outlines the history of current debt for capital outlay.

Additionally, OCHE is charged with preparing and submitting an annual report to the Regents on each of the USHE institutions' financial strength and a summary of institutional indebtedness. Further, the Securities and Exchange Commission (SEC) requires continuing disclosures on all active bonds; these disclosures are reported each January for the preceding fiscal year. These statutes, policies, and reviews ensure appropriate level of debt at the university.

Table 7.1
History of UVU's Current Bonds

ISSUE DATE	PURPOSE	ACTIVITY	MATURITY DATE
Aug. 3, 2004	Student Center	Called/replaced in 2001 by 1995A crossover; Defeased and replaced with Regents taxable 2004B bond	Nov 2011
Aug. 3, 2004	Student Center Addition	Defeased and replaced with Regents 2004A bond	Nov 2020
Aug. 3, 2004	Education Building	Defeased and replaced by Utah County Municipal Building Authority 2004B	Nov 2014
Aug. 3, 2004	Baseball Stadium	Utah County Municipal Building Authority 2004A	Nov 2019

7.A SUMMARY

7.A Strengths

• UVU's PBA process assures an appropriate link of budgeting to planning and assessment.

7.A Challenges and Recommendations

• Current planning models can't anticipate global economic downturns.

Future models need to allow greater contingencies for downturns.

• Enrollment projection models are currently influenced by the robust housing growth in Utah County.

Projection models need to be adjusted to reflect the recent slowed growth in residential construction.

STANDARD 7.B – ADEQUACY OF FINANCIAL RESOURCES

During the transition from Utah Valley State College to Utah Valley University, adequacy of financial resources was reviewed by consultants hired by the Office of the Commissioner of Higher Education. The financial concerns identified by the consultants were addressed as part of *The Rationale for University Status* document presented to the Board of Regents in December 2006. The legislature appropriated an additional $8 million of base tax funds for July 1, 2007, and an additional $2 million base for July 1, 2008. These $10 million of new tax funds were allocated to support the goals outlined in the rationale document and supported significant progress in the increase of instruction delivered by salaried faculty and the decrease of student-to-advisor ratios. Funds appropriated to support new master's degree programs have been allocated to hire new faculty and provide support for three master's degree programs.

As at many universities across the country, recent economic challenges have resulted in both one-time and base tax fund reductions. The decision-making process for responding to these reductions was based on guiding principles to ensure the long-term health and viability of the university. The response to the largest of these reductions (17% base tax fund reduction for 2009–2010) is

shown in Figure 7.1. UVU did receive a base tax fund restoration of 4.5% for 2010–2011. While tax fund revenue has decreased significantly, tuition revenue from rate increases and enrollment has grown, as shown in Figure 7.2.
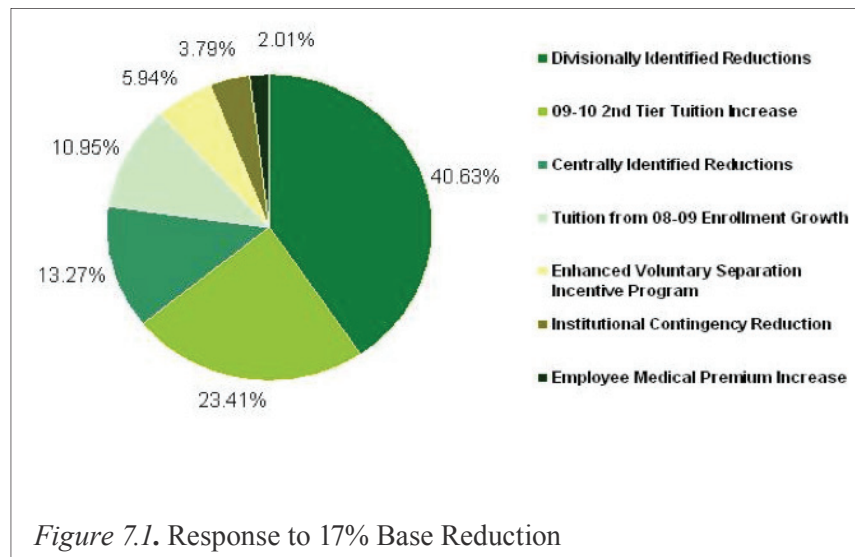

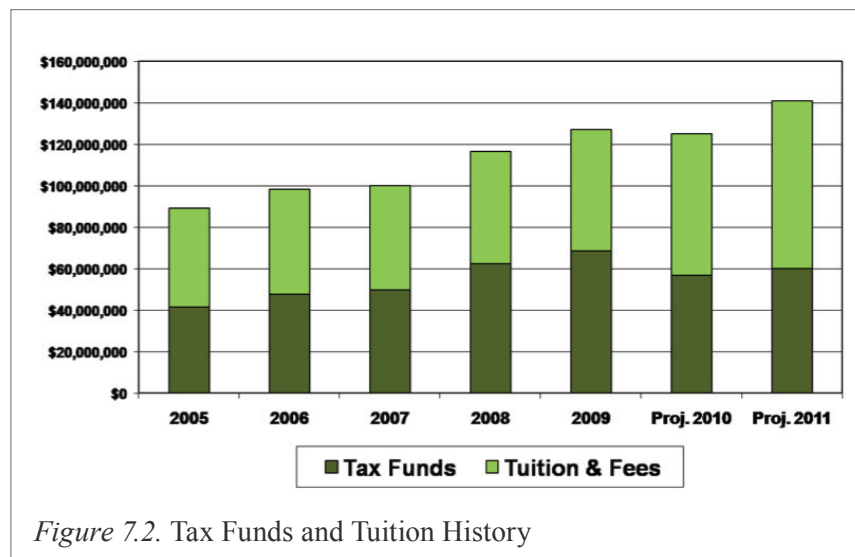*Figure 7.1.* Response to 17% Base Reduction

Figure 7.2. Tax Funds and Tuition History

7.B.1 Reporting of Financial Adequacy and Stability

As a public institution, UVU receives a substantial portion of its funds through the legislative appropriation of tax funds and tuition revenues. These appropriated revenues provide primary funding for instructional and support operations of the institution. Approximately 15.3 percent of revenue is provided by grants and contracts. The majority of these revenues represent federal financial aid funds. Auxiliary revenues represent the next largest revenue segment; these revenues are dedicated to auxiliary operations. Figure 7.3 reflects revenue sources at UVU.
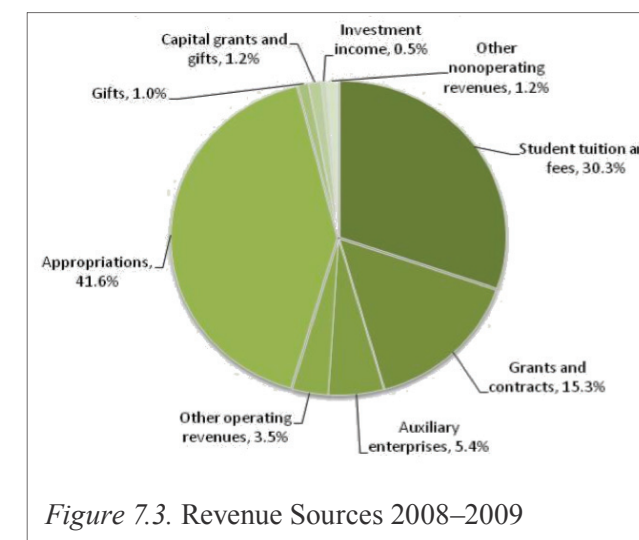
Figure 7.3. Revenue Sources 2008–2009

In Utah, annual tuition rates are governed by the Regents. Annually, the Regents establish a "first-tier" tuition increase, which is applied uniformly across the institutions in the USHE. Revenues from this increase are generally used for compensation increases as part of the appropriations process. For nearly a decade, the Regents have allowed institutions to implement (with Regents approval) "second-tier" tuition increases. These "second-tier" tuition increases are approved in consultation with student leaders. In accordance with statute, administration holds an annual Truth in Tuition hearing to outline proposed "second-tier" tuition increases and projects to be funded with the revenue. This source of revenue has supported many initiatives, including free wireless Internet on campus, reduction of the student-to-advisor ratio, critical technology infrastructure and support staff, library support, and faculty for new and existing programs.

While the university received significant new base tax fund appropriations for fiscal year 2008 and fiscal year 2009, recent tax fund revenue reductions combined with revenue from tuition increases and a growing student population have resulted in UVU receiving less than 50 percent of its appropriated operating budget from state tax funds (projected 42.46 percent in fiscal year 2011; see Figure 7.2.) This revenue mix change provides interesting challenges and opportunities.

Recognizing these challenges and opportunities, UVU has implemented the following:

• Focused messaging to legislatures and other key leaders on inequity in state tax fund allocations among higher education institutions in Utah

• Established a task force to develop a Strategic Plan for Managing Enrollment

• Increased allocations to strengthen the grants and contracts offices in an effort to obtain more state, federal and private grants

• Increased allocations to promote institutional advancement efforts, including a call center, to improve fund-raising activities and enhance UVU's alumni base

• Implemented a new student recruiting plan

• Contracted a consulting firm to assess feasibility of a major capital gifts campaign

Given resource challenges, efficiency of operations balanced with enhanced quality remains key to continued success. Recent efficiency projects include:

• Implementation of TouchNet (Payment Gateway, Pay Path, Cashiering, Student Billing, Marketplace, and Commerce Central)

• OneCard/PlusCard Campus Card System

• Web-based HR processes (electronic Personnel Action and Semester Appointment Forms)

• Online Admissions Application

• Online Financial Aid forms

7.B.2 Adequacy of Resources for Debt Service

UVU has a very low debt ratio of 0.0142:1 as of June 30, 2009 (see figure 7.4). All of the bonded indebtedness is for capital facilities (see Table 7.2). The university maintains a debt service schedule for each bond (RD 7.12) and does not rely on operating funds to service bond debt.
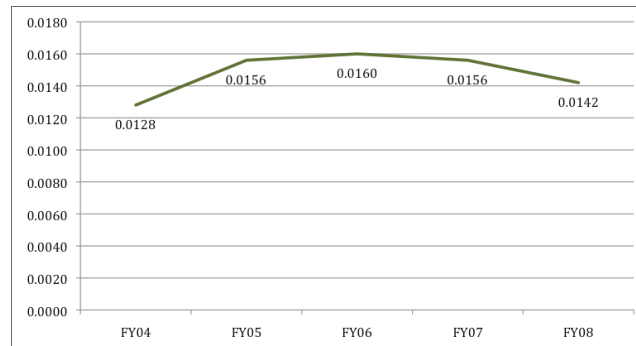
Figure 7.4. Debt Burden Ratio, UVU 5-Year Average 0.015 (roughly 1.5% of total expenses devoted to debt service)

Revenue bonds were issued by the Regents and the Utah County Building Authority on behalf of UVU. The payments are funded by revenues from Student Building Fees that are assessed through a general student fee each semester as well as auxiliary net profits from the bookstore, dining services, and the student center. The 2004 Series of Bonds have a coverage requirement of 1.10%. Historically, the revenue coverage required by the bonds has been exceeded since issuance. Table 7.3 provides a summary of the pledged revenues for fiscal year 2009 and the bond payments due in fiscal year 2010.

Table 7.2
Bonds Payable

Bond	Amount
Municipal Building Authority of Utah County, Utah, Lease Revenue Bonds -	
Series 2004A	$3,900,000
Series 2004B	$2,600,000
State Board of Regents of the State of Utah, Student Center Building Fee and Unified System Revenue Refunding Bonds -	
Series 2004A	$11,020,000
Series 2004B	$4,035,000

Table 7.3
Summary of Pledged Revenues, 2009

Pledged Revenues	$ 3,359,743
Principal and Interest Payments	
SBR 2004A&B Bonds	$1,855,667
MBA 2004A&B Bonds	$669,640
Total Payments	$2,525,307
Pledged Revenues in Excess of Payments	$834,436
Pledged Revenues in Excess of 110%	$ 581,905

Short-term indebtedness consists of leases for equipment, vehicles, aircraft, and buildings. These leases are classified for financial reporting purposes as capital and operating. The total future minimum lease payments under non-cancelable operating leases was $724,786 for the year ended June 30, 2009, and the present value of net minimum lease payments under capital leases for the year ended June 30, 2009, totaled $8,757,433. The university maintains individual payment schedules for each capital and significant operating lease obligation.

Together the Departments of Planning and Budget and Finance and Business Services monitor both short-term and long-term debt service requirements to ensure adequate resources.

7.B.3 History of Financial Stability

UVU's financial position throughout the past five years has remained strong. Even in years of tax fund reductions, net assets have increased. No accumulated deficit exists or has existed in the past ten years.

7.B.4 Fund Transfers

The Budgetary Procedures Act of Utah Code 63J prohibits the transfer of funds between or from appropriated line items. A detailed list of any other interfund transfers is prepared annually and audited by the state auditors. Thus, both statute and audit ensure compliance of transfers among funds and interfund borrowing.

7.B.5 Adequacy of Financial Resources for Offerings

While UVU receives the least tax fund revenue per FTE student in the state, the PBA process, program reviews, and new-degree proposed budgets are used to ensure adequacy of financial resources for academic programs. Specialized accreditations provide evidence of adequacy of resources based on recognized standards in specific schools/colleges and programs (Woodbury School of Business, School of Education, Computer and Networking Science Department, etc.). Each academic program includes financial adequacy assessment information in it five-year program review, which is reviewed by the Board of Trustees and Board of Regents.

Much of the new $10 million base tax funds received for university status were allocated to provide additional salaried faculty in programs with high adjunct ratios. A portion of these funds was also allocated to support new undergraduate degrees and develop/implement three new master's degree programs. Specific statewide initiatives for increased nursing and engineering graduates resulted in additional tax fund appropriations for those programs. UVU received a specific appropriation of nearly $700,000 base tax funds to develop and implement a Bachelor of Science degree program in BioTechnology in partnership with Salt Lake Community College.

During the past several years, significant programmatic support has been provided by private donors (Woodbury Corporation, Intermountain Health Care, Micron, and WW Clyde) to support nursing, business, engineering, and construction management programs. These resources have funded new equipment, upgrade/enhancement of facilities, etc.

UVU is the second largest provider of Career and Technical Education (CTE) in the USHE. This commitment to CTE is reflected in allocation of financial resources. In addition to state appropriations, Federal Carl D. Perkins funding is used to improve labs and equipment for CTE programs.

Two CTE programs (Dental Hygiene and Culinary Arts) utilize program-specific student fees to support instructional activities. These fees are competitive with private entities and support high lab and clinical costs. As authorized by the Regents, the university assesses a number of course, lab, and delivery/site fees. These fees are approved in accordance with UVU Policy #607, *Lab and Course Fees,* and are published in class schedules.

UVU provides an annual study of instructional costs by program cluster and level of instruction to the Regents. An internal cost per departmental FTE report is produced annually, providing valuable information to administrators regarding the resources utilized weighted by student demand for each academic department.

UVU's PBA process provides all programs and services with the opportunity to assess their financial resources and communicate the result of their assessment to an institutional audience. Departments are asked to assess their current capacity, identify constraints, suggest reallocations, and request new resources. This process provides opportunity to ensure adequacy of resources among programs.

7.B.6 Student Financial Aid

UVU students may receive financial aid from three main sources based on eligibility requirements.

1. Federal Government
  • Grants: Need-based funds that are not required to be repaid. Examples include Pell Grant, Supplemental Educational Opportunity Grant, Academic Competitiveness Grant, and National Science and Mathematics Access to Retain Talent Grant.

  • Loans: Funds that are awarded that must be repaid with interest. Examples include Stafford subsidized, Stafford unsubsidized, PLUS (Parent and Graduate), and Perkins Loans.

  • Work: Need-based funds earned by students for part-time work.

2. State

- Grants: Funds that are not required to be repaid. Examples include Leveraging Educational Assistance Partnership, Utah Centennial Opportunity Program for Education, and UHEAA Grants.

- Work: Need-based funds earned by students for part-time work.

- Scholarships: Funds that are not required to be repaid. Examples include New Century Scholarship, Regents Scholarship, and Transition to Adult Living Scholarship.

3. Institutional

- Scholarships: Funds that are not required to be repaid. Examples include tuition waivers and privately funded scholarships.

- Grants: Funds that are not required to be repaid. Examples include Help Grants.

- Loans: Funds that must be repaid with interest. Examples include Help Loans and International Help Loans.

The federal government has recently revised the federal regulations for financial aid. Some of the changes to benefit students include year-round Pell Grants and an increase in Stafford Loan amounts. The changes will help future students receive necessary aid for their education. In planning for future financial aid, committees have been set up to review the work-study programs to better utilize the funds to assist more students. UVU actively seeks and applies for additional funding from federal, state, and institutional resources.

The Financial Aid and Scholarships Office has responded to a large increase in the number of student applications over the past five years. As tuition and fee increases have occurred and the economy has declined, more students have become reliant on financial aid from all sources. Total financial aid awards have kept pace with the tuition and fee increases and student demand. An annual report on financial aid awards including institution tuition waivers (scholarships) is complied and submitted to the OCHE. The Office of Planning and Budget and the Financial Aid and Scholarships Office work closely to annually identify a funded target level for institutional scholarships and monitor the scholarship award grid. UVU's Scholarship Executive Committee provides oversight for all institutional scholarships and develops/reviews requests for additional institutional scholarships for consideration by the President's Cabinet.

7.B.7 Financial Reserves

Within the annual appropriated budget, an institutional contingency of approximately 2 to 3 percent of tax revenue is budgeted annually. These contingency funds are generally not allocated to projects until actual fall revenues have been analyzed and state tax revenues collections for the fiscal year have begun to be realized. Except during times of state budget reduction, these funds have been available mid-year for unexpected expenses and for priority projects.

The State of Utah does not permit an active reserve fund at the institutional level. Following a legislative audit in 2007 the USHE institutions were encouraged to reduce the amount of carryover (reserve) funds. UVU does retain year-end carryover funds but must provide general information on the future use of those funds.

Reimbursed overhead revenues and institutional interest income revenues are not allocated until revenues are realized. Thus, fluctuations can be assessed and budget adjustments made for the next budget year.

7.B.8 Financial Relationships Between E&G and Auxiliary Enterprises

UVU does not depend on auxiliary enterprises or service enterprises to support the general operations of the institution. Auxiliaries (bookstore, dining services, and student center) generate sufficient revenues to cover their expenditures, fund their proportion of operations and maintenance expenses, reimburse appropriated funds for indirect institutional support costs, provide revenue for debt service, and maintain working capital reserves. During the past five years, auxiliary annual net income has ranged from $436,000 to $740,000, with a five-year average of $551,000. Profits from auxiliaries are utilized to provide working capital reserve and to meet debt service obligations in accordance with bond covenants. Auxiliaries have no financial reliance on the institution and do not underwrite general operations of the university.

Based on the National Association of College and University Business Office (NACUBO) standards, athletics is also considered an auxiliary. As at most institutions, athletics is funded through a variety of sources including student fees, appropriated revenues, gate receipts, advertising, and private donations.

Service enterprises include parking services, motor pool, printing services, warehouse, mail services, computer shop, telephone services, UVUNet (Internet service), and media services. Some institutional support is provided for service enterprises; for example, appropriated funds underwrite a portion of parking service personnel in exchange for free employee parking permits. Annual reports for service enterprises and auxiliaries are submitted to the Board of Regents for review.

7.B SUMMARY

7.B Strengths

- The PBA process reflects commitment to allocating resources effectively.

- UVU maintains a low debt ratio.

- No accumulated deficit exists or has existed in the past ten years.

- The university is continually evaluating ways to make processes more efficient.

- UVU does not depend on auxiliary enterprises or service enterprises to support its operation.

7.B Challenges and Recommendations

- The significant increase of $10 million of state tax funds followed by a significant reduction in state tax funds has diminished confidence in that revenue source.

The university is strengthening the Development and Grants and Contracts programs in efforts to obtain more state, federal, and private grants and donations. Tuition rates continue to be monitored against peer institutions and available financial aid for potential future increase.

- UVU receives the least tax fund revenue per FTE student in the state.

UVU's leadership and Board continue to communicate needs and inequities in efforts to acquire increased tax fund support for its students and programs.

STANDARD 7.C – FINANCIAL MANAGEMENT

The financial management activities of the university include processes and other controls ensuring the integrity of the university's financial systems, thereby providing a sound basis for financial decision-making.

7.C.1 Financial Reporting to the Board

The university president has regular contact with the Trustees, including approximately ten board meetings per year. Appropriated, institutional interest income, service enterprise, and auxiliary budgets are presented annually to the Trustees for review and approval. Trustees are informed of institutional revenue changes and mid-year budget allocations or reductions. Revisions to operating revenues are also submitted to the Trustees as needed.

The Trustees review annual legislative appropriations, recommend second-tier tuition increases, approve compensation changes, and review allocation of resources (PBA). Trustees regularly approve monthly investment income reports and receive copies of UVU's annual financial statements.

The Trustees Audit Subcommittee meets quarterly to review the following:

- External audits and the institution's financial statements

- System(s) of internal controls

- Compliance with laws and regulations

- Internal audit reports

The President and Vice President for Administration and Legislative Affairs, who is the Chief Financial Officer (CFO) and University Treasurer, attend all audit committee meetings along with the university's legal counsel and internal auditor.

Annually, the internal auditor presents an audit plan based on risk analysis and input from the president and CFO to the committee for discussion and acceptance.

7.C.2 Centralized Financial Functions

All institutional business functions are centralized under the direction of the Vice President for Administration and Legislative Affairs. This position reports directly to the university president.

Finance and Business Services reports to the Vice President for Administration and Legislative Affairs through the Associate Vice President for Finance and the Assistant Vice President for Finance and Business Services/Controller. The Assistant Vice President for Finance and Business Services/Controller oversees a team of qualified directors, managers, and senior accountants, who manage purchasing, general accounting, departmental accounting, Foundation accounting, receivables, payables, business services, and payroll as well as other related enterprises.

7.C.3 Institutional Control of Income and Expenditures

All income and expenditures from whatever sources are included in the university's accounting and auditing procedures. All unrestricted income and expenditures are also integrated into the PBA process.

Within the controller's office, accountants are assigned responsibility for various accounting processes and controls for specific revenue sources.

For example, one accountant is assigned to manage state and federal grants and contracts; another is assigned to auxiliaries.

Financial aid funds, including scholarships, grants in aid, loans, and student employment, are fully controlled by UVU and included in financial statements and audits. All federal and state financial aid grants and loans and institutional tuition waivers (scholarships) are administered through the Financial Aid and Scholarships Office. Private scholarships are administered by Institutional Advancement in conjunction with the Financial Aid and Scholarships Office. Work-study funds are administered by the Financial Aid and Scholarships Office in conjunction with Career Services and Student Employment.

7.C.4 Institutional Financial Management Policies

The Utah State Money Management Act (The Act) of 1974 (Sections 51-7-1), the rules of the State Money Management Council, the Uniform Management of Institutional Funds Act, and Regents Policy R541, *Management and Reporting of Institutional Investments,* set forth the standards for management of funds by institutions in the USHE. UVU Policy #205, *Investments*, establishes policy and procedures that require compliance with the above acts, rules, and Regents policy, including Trustee appointment of a university treasurer and approval of the investment of institutional funds.

Trustees review and approve monthly reports on investment activities. The Trustee Audit Committee receives an annual investment report that is audited by the Internal Audit Office in accordance with the above acts, rules, and policies.

The acts and rules define the types of securities authorized as appropriate investments for the university's non-endowment funds and the conditions for making those investment transactions.

Regents' Policy R541, *Management and Reporting of Institutional Investments,* defines the types of securities for the endowment funds and the conditions for making those investment transactions.

Cash flow, along with all other bank activity, is monitored daily to assure sufficient funds to pay all checks and charges being presented at the bank. Short-term investments, (bank repurchase agreements, Utah Public Treasurers' Investment Fund, etc.) are also monitored daily to maximize return in accordance with policy and state statutes.

These statutes, policies, and practices clearly define rules regarding cash management and investments. Implementation is reflected in the monthly investment reports approved by the Trustees, the annual audited financial statements, and the annual audited investment report.

7.C.5 Institutional Accounting System

For financial reporting purposes, UVU is considered a special-purpose government agency engaged only in business-type activities. Accordingly, financial statements are presented using the economic resources measurement focus and the accrual basis of accounting (RD7.14). Under the accrual basis, revenues are recognized when earned and expenses are recorded when an obligation is incurred.

As evidenced by audited financial statements (RE7.2), UVU conforms to accounting principles generally accepted Generally Accepted Accounting Principles (GAAP) in the United States of America.

7.C.9 State Audit

In compliance with the Utah Constitution and Utah Code Annotated Title 67 Chapter 3, UVU is audited annually by the Utah State Auditor's Office. These annual audits encompass all funds and are conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. At the conclusion of the audit, an auditor's report and management letter are provided to the university. At times, the Utah State Auditor's Office may contract with a qualified independent CPA firm to perform these annual audits. Audited financial state-

ments are provided to the State Auditor's Office, Regents, and Trustees and are made available to the public.

7.C.10 Other Audits

Financial aid and all other funds and programs under the fiscal control of the university are included in the annual audits conducted by the Utah State Auditor's Office. These audits include the financial statement audit as well as the annual audit conducted under OMB circular A-133.

The UVU Foundation is a separate but affiliated nonprofit corporation. The accounts of the Foundation are reported in the Component Unit column of UVU's financial statements. The UVU Foundation issues separate financial statements, which are also audited annually by qualified independent auditors.

7.C.11 Internal Audits

The Director of Internal Audit is supervised by the President and the Vice President for Administration and Legislative Affairs and has unrestricted access to the chair of the Trustees Audit Committee. The Trustees Audit Committee is comprised of three members of the Board of Trustees and one community member, in accordance with Regents policy R565, *Audit Committees*. At least annually, the Trustees Audit Committee reports its activities and recommendations to the Regents Audit Committee.

By reporting to the President with unrestricted access to the Trustees Audit Committee Chair, the Internal Audit Office is independent of the various areas that are subject to review and has no direct responsibility over operations that are audited. The Internal Audit Office has authority to audit all parts of the university and has full and complete access to any records, physical properties, and personnel relevant to the performance of an audit. Regents Policy R567, *Internal Audit Program*, requires that all the USHE institutions complete internal audits and that such audits shall be consistent with the "Standards for the Professional Practice of Internal Auditing" and the Code of Ethics adopted by the Institute of Internal Auditors.

Consistent with industry practice, the following changes in practice have been made:

- Formal risk assessment to focus current audit resources: A formal risk assessment has been implemented to determine areas of greatest risk for the university. This assessment is dynamic to reflect changes in the university environment. Information obtained from the risk assessment will aid the President and Trustees Audit Committee in developing an annual schedule for specific areas to focus internal audits.

- Formal audit committee charter: In 2008, the Trustees Audit Committee updated its charter. This document formalized the authority granted the Internal Audit Office and included items such as the mission and purpose of the Audit Committee, organization and board reporting, authorization and access to records, reporting responsibilities, independence and objectivity, and standards and ethics.

- The Internal Audit Department has implemented an annual audit plan as a guide for the utilization of resources during the fiscal year in order to adequately cover the financial, operational, and compliance risks of the university.

- The Internal Audit Office has included auxiliary enterprises in the annual audit plan on a three- to five-year internal audit cycle. The last internal audit of auxiliary enterprises was completed in 2007.

The Director of Internal Audit meets regularly with both the President and the Vice President of Administration and Legislative Affairs to discuss control issues, identify areas of concern, and review implemented improvements.

7.C.12 Auditor's Management Letter

The Utah State Auditors present both the audit report and the management letter to the Trustees Audit Subcommittee. Additionally, the Assistant Vice President for Finance and Business Services/Controller reviews the management letter and im-

plements the recommendations of the auditors as applicable. Progress on recommendation implementation is reported to the Trustees Audit Subcommittee by the Director of Internal Audits.

7.C.13 Availability of All Audit Reports

Copies of recent external and internal audits will be available for review during the site visit.

7.C SUMMARY

7.C Strengths

- Monthly review of budget, revenue, and expenditures for all campus units ensures activity is in line with approved budgets; significant operating variations are identified and resolved.

- Use of purchasing and payment systems that incorporate electronic approval processes.

- Strong working relationship between the President and CFO and the Governing Board.

- Consistent unqualified opinion from the external auditors with few recommendations in the management letter.

- Risk appraisal process encompassing all operating units of the university with input from Administration and the Trustees Audit Committee.

- Completion of Purchasing training program for all academic units on purchasing policy and procedures.

7.C Challenges and Recommendations

- The continuing evolution of new tools combined with new budget managers and administrative support results in inconsistency of financial process and reporting knowledge.

Financial managers are continuing to improve training for all members of the campus wide financial team regarding financial processes.

- Some budget managers and administrators experience frustration in performing broad

review of their department's budget/expenditure status.

UVU is preparing to implement dashboard indicators, including financial dashboards, which will provide budget managers with graphic snapshots (as well as drilldown capability) for the most requested budget reports.

- The risk appraisal process is in the early stage of implementation.

The risk appraisal process will continue to be reviewed and adjusted as it moves further into implementation to ensure the best use of resources.

STANDARD 7.D – FUNDRAISING AND DEVELOPMENT

7.D.1 Institutional Fundraising Policies and Practices

The Division of Development and Alumni supports the university through acquiring additional resources to support quality academic programs. These additional resources include gifts in kind, scholarship donations, program donations, and professorships. Development solicits partnerships with supportive businesses to provide services for the institution and the students.

University fund raising activities are governed by UVU Policy #231, *Fund-Raising Coordination,* which designates the Division of Development and Alumni and the UVU Foundation as the only official entities empowered to conduct fund-raising activities on behalf of the university. The UVU Foundation, a separate but affiliated nonprofit 501(c)3 corporation, is administered by a Board of Directors comprised of elected members of the local community. UVU's President is a permanent member of the Foundation Board. The Alumni President is a voting member of both the UVU Foundation Board and the university's Board of Trustees. The UVU Foundation Board President serves as a non-voting member of the university's Board of Trustees.

The university engages in a program of fund-raising and development that reflects high professional and ethical standards. Development and Alumni is

organized in such a manner as to provide efficient oversight of the fund-raising and development process. The fundraising and development effort at UVU is led by the Vice President of Development and Alumni. His areas of responsibility include development, donor database management, alumni relations, planned giving, and UVU Foundation. The Vice President reports to and collaborates with the university president. In addition to the central Development and Alumni staff, each school/college employs a professional development officer who works in coordination with Development and Alumni.

University groups wishing to conduct fund-raising activities must receive approval of the activity through the Office of Development. The Development Committee reviews each activity to make certain it complies with statutory as well as policy requirements. The central Development staff, along with school/college development officers, meet bi-weekly to review contacts, fund-raising events, and newsworthy accomplishments that can promote the mission of the university. These meetings also include education to enhance development skills and expand understanding and effective applications of legal and procedural issues. The Vice President for Development and Alumni provides regular reports of fund-raising activities to the President and Trustees.

Receipting of donations is centralized through the UVU Foundation. This receipting process facilitates the practical concerns of donor data collection, donor recognition, and the issuance of donation receipts. The process also ensures compliance with federal charitable organization requirements outlined in the U.S. Internal Revenue Code, Section 501(c)3 as well as the reporting required by the State Money Management Act, Section 51-7-18.2.

7.D.2 Administration of Endowment and Income Funds

The UVU Foundation is the designated holder of all endowment and life-income funds, as established in the UVU Foundation Articles of Incorporation IV(c), (d), and (e). Endowment and life-income funds are administered by the senior accountant in accordance with actions of UVU Foundation's finance committee.

This accountant maintains complete financial records for foundation finances. Table 7.4 (RD 7.13) shows the endowment and life income for years 2007 to 2009. An annual external audit is conducted that certifies the accuracy of the financial statements and ensures that the UVU Foundation continues to be operated exclusively for the exempt purpose for which it was organized. Figure 7.5 outlines UVU Foundation's resources for 2008–2009.

Table 7.4
Endowment and Life Income Fund Report

	2007	2008	2009
Endowment Fund Balance	$10,438,312	$13,599,928	$10,756,793
Endowment Distributions	$393,763	$488,123	$534,834
Life Income Annuities	$1,775,470	$1,759,565	$1,434,009
Life Income Distributions	$57,606	$55,978	$55,318
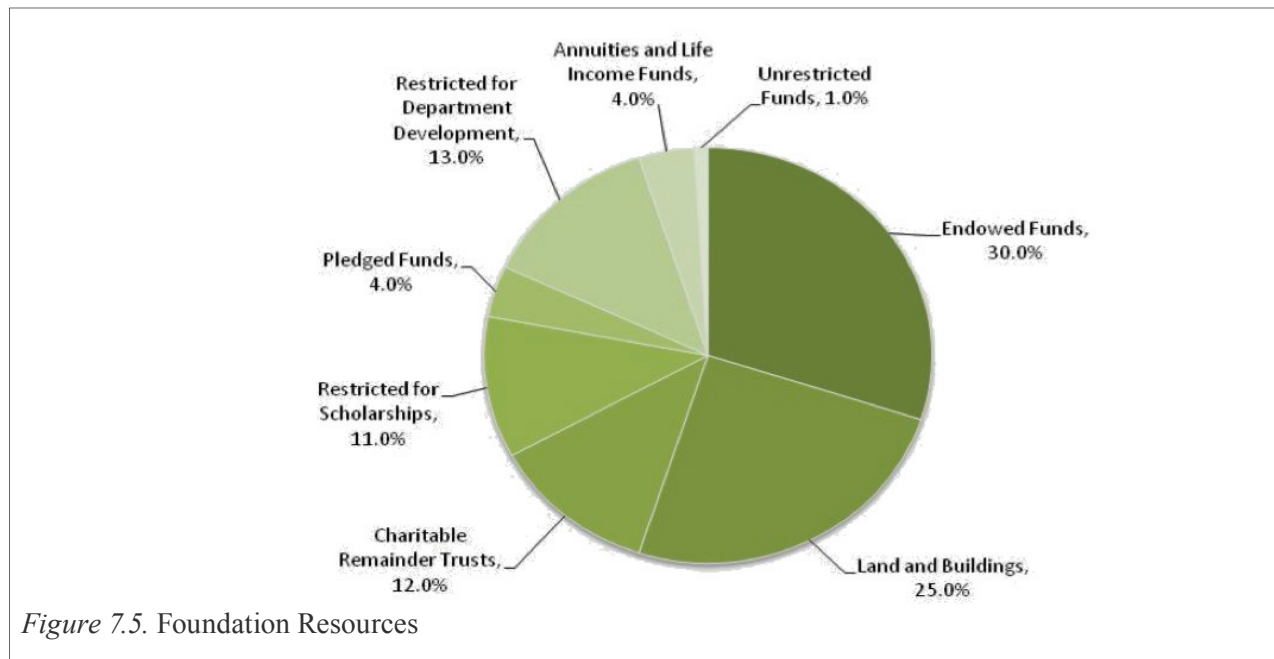
Figure 7.5. Foundation Resources

7.D.3   Foundation Relationship

The purpose of UVU Foundation as set forth in its Articles of Incorporation is to foster interest in the university, to provide leadership in the promotion of its services, and to assist in advancement activities and services of the university as appropriate. The relationship between the university and UVU Foundation is further articulated in UVU Policy #231, *Fund-Raising Coordination.*

All gifts received by UVU Foundation are held and then transferred to the university upon request. All endowments are held and managed by UVU Foundation; only spendable portions of endowments are transferred to the university. UVU Foundation is considered a component unit of UVU. While most gifts are received by UVU Foundation, UVU has a separate 501(c)3 and may also receive charitable contributions.

7. D SUMMARY

7.D Strengths

- Fund-raising efforts have been enhanced through volunteer service and university support, resulting in very low administrative costs.

7.D Challenges and Recommendations

- At the appropriate economic time, UVU needs to conduct its first-ever comprehensive capital campaign.

The Division of Development and Alumni has embarked on a formal campaign readiness feasibility study. Together with internal assessment, this study will help in ensuring all components are in place for a comprehensive fund-raising campaign.

- As a young university, UVU is competing with a large private university and other state universities in its fund-raising efforts.

The Division of Development and Alumni is expanding its efforts in donor identification through the use of technology. Additionally, the Alumni Office recently obtained the names and contact information for many early alumni of the institution.

- Advancement activities have not been well coordinated, resulting in various areas of the campus pursuing the same donor for competing projects.

Under the leadership of newly appointed Vice President for Development and Alumni, adjustments to existing organizational structure and processes for conducting development activities will occur.
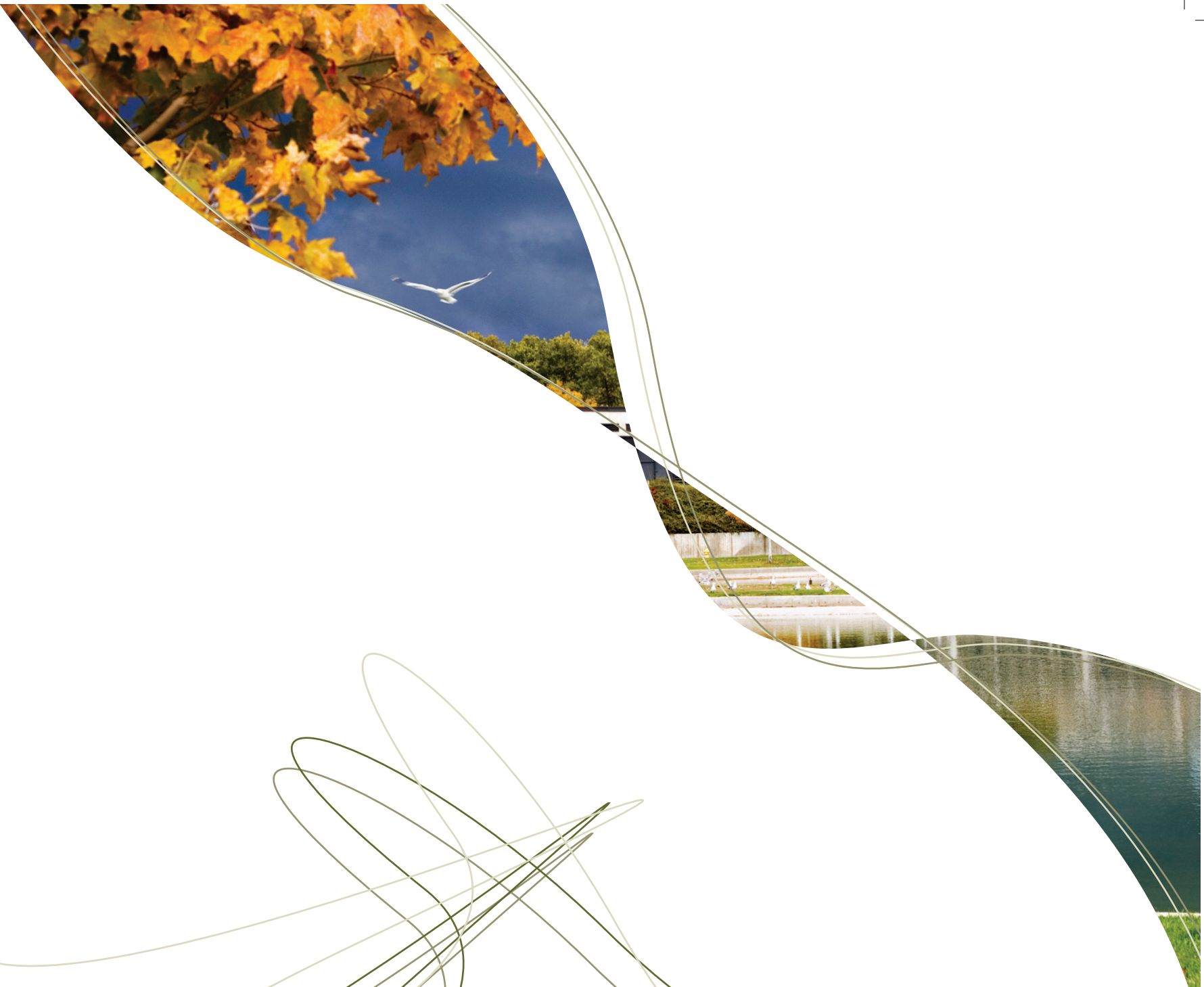
STANDARD 7
REQUIRED DOCUMENTATION

Required Documents

RD7.1   Table #1, Current Funds Revenues (See CD)

RD7.2   Table #2, Current Funds Expenditures and Mandatory Transfers (See CD)

RD7.3   Table #3, Summary Report of Revenues and Expenditures (See CD)

RD7.4   Table #4, Sources of Financial Aid (See CD)

RD7.9   Table #9, Operating Gifts and Endowments (See CD)

RD7.10   Table #10, Capital Investments (See CD)

RD7.12   Debt Service Schedule(See CD)

RD7.13   See Table 7.4 embedded in Standard 7

RD7.14   Section 7.C.5 in narrative and Item #14, Year-end Accruals document (See CD)

RD7.15   Item #15, Financial and Management Reports Regularly Provided to Governing Boards (See CD)

Required Exhibits

RE7.1   Financial section of IPEDS for past three years (See CD)

RE7.2   Financial Statement with auditor's management letter (See CD) UVU Foundation Financial Statement with auditor's management letter (See CD)

RE7.3   2009-2010 Operating Budget (See CD) 2009-2010 Operating Budget Appropriated Funds (sorted by division) (See CD)

RE7.4   2009-10 Auxiliary Initial Operating Budgets (See CD) Report of Auxiliary Enterprises Operations (See CD)

RE7.5   Default rate for the two most recent years (See CD)

Standard Eight

INTRODUCTION

Sufficient physical resources, including instructional facilities, are designed, maintained, and managed at all campus sites to achieve the institution's mission and goals. The university has plans and procedures in place to maximize the use of existing facilities and equipment and to provide for the future growth of the institution.

STANDARD 8.A – INSTRUCTIONAL AND SUPPORT FACILITIES

8.A.1 – A.2 Sufficient and Adequate Facilities

Instructional facilities at UVU are sufficient to achieve the university's mission as a "teaching institution." The facilities are adequate for the effective operation of the university. The physical facilities at Utah Valley University are of high quality and are developed to enhance the university's programs, support academics and athletics, and support the needs of students. UVU's Orem (which includes the West campus facility) and Wasatch campus facilities consist of a combined total of 312 acres with 46 buildings (2,156,796 gross square feet).

UVU has 180 classrooms (145,614 net square feet), 168 classroom laboratories (304,614 net square feet), 117,713 net square feet of study space, and 41 open laboratories on the main campus, West campus, Wasatch campus, and National Guard Building. The classrooms are predominantly small in size, fostering low numbers of students per faculty member and allowing for more active student-faculty interactions that characterize UVU. The oldest building in use was constructed in 1976, and the newest was completed in 2008. The campus has a unique design with most of the buildings connected by hallways, which also serve as utility corridors. The design also incorporates the magnificent views of the Wasatch Mountains and Utah Lake.

The University's sites away from the main campus in southwest Orem include the following:
- Wasatch campus: located in Heber City, Utah, approximately 30 miles from the main campus, consists of one building of 70,361 square feet.

- Provo Airport campus: houses Aviation programs and the Utah Academy of Fire Sciences, with three facilities totaling 99,174 square feet.

- Woodbury Art Gallery: a leased property of 13,732 square feet at the University Mall in Orem, Utah.

- Utah National Guard Building: a UVU building leased to the National Guard (50-year lease); property consists of 9,345 square feet.

- Capitol Reef Field Station: located within Capitol Reef National Park, with a total of five buildings totaling 6,370 square feet.

- Evening classroom space: six classrooms leased at Lehi Jr. High in Lehi, Utah; six classrooms (free use) at Spanish Fork High School in Spanish Fork, Utah; and eight classrooms (free use) at West Lake High School in Saratoga Springs, Utah.

- Canyon Park, Building L: located in Orem, Utah, consists of 38,603 square feet, which houses the Culinary Arts program, offices, classrooms, and an area for the Small Business Development Center

- Future satellite campus: 10 acres of property at Thanksgiving Point in Lehi, Utah.

In 2005 UVU had 38 buildings for a total of 1,852,242 square feet. Since 2005 UVU has added 11 new facilities, four of which were constructed for the university and seven of which were purchased. UVU sold the Geneva Building, which had been used for various applied technology programs, to acquire property for a future satellite campus at the north end of Utah County at Thanksgiving Point. The university also sold the Driver's Education house to accommodate a Utah Transit Authority (UTA) intermodal center. The remodel for the Woodbury Business Building will be completed for fall semester 2010. Plans for the new science building have been completed and construction is anticipated to begin during summer 2010.

The following facilities were added in the last four years:

- Library. The new library, completed July 1, 2008, provides 201,775 square feet of space built to the new energy-efficient design specifications of the State of Utah. These specifications use energy-efficient HVAC systems, low-E glass, and day lighting designs. The new space has study rooms, reading areas, and offices with beautiful views of the surrounding mountains and Utah Lake. Book storage, circulation space, computer access, and a small café provide excellent facilities for students, faculty, and staff.

- Canyon Park, Building L. A 38,603-square-foot building in northeast Orem. The facility is the home of the Culinary Arts Department. It was renovated with three kitchens, dining areas, and

classroom/conference space. The location works well providing students an opportunity to work and train as they supply the adjacent business park and UVU with breakfasts, lunches, special dinners, catering, and conference facilities.

- Alumni Center and Marketing House. A large home and guesthouse consisting of 18,585 square feet were purchased for use as an alumni house and marketing center. Both facilities were remodeled to provide offices and reception areas that now serve as an inviting area for alumni and advancement personnel.

- Utah County Academy of Science (UCAS) multipurpose building. A 7,118square-foot facility was constructed to provide additional

space for the charter high school students who also attend UVU.

- Capitol Reef Field Station. After 11 years of programming and development, a field station was completed in the Capitol Reef National Park. This 6,370-square-foot facility consists of two dormitory buildings, one kitchen/classroom building, and a utility building. The field station is a sustainable operation, constructed completely off the utility grid with its own water system and photo-voltaic electrical system. It is available for students to work and study under the supervision of faculty.

- The Noorda Regional Theatre Center for Children and Youth. A private donation allowed the construction of the 9,863-square-foot facility featuring a black box theatre. It includes state-of-the-art sound and lighting systems as well as performing, rehearsal, makeup, costume, set production, and classroom spaces for theater students, children, and youth in the community.

- Kern House, ROTC House, Web Development House, and Advancement Data Center. Four houses contiguous to the UVU campus were purchased and remodeled for office and training spaces for departments that do not need to be located in the center of the campus. This added 11,280 square feet of office and training space.

- Track. A 400-meter track is under construction for the use of student athletes.

- Intramural fields. Five acres of fields were purchased and developed for the use of students involved in intramural sports.

Significant renovations in the last four years include

- Losee Center. This former library space was renovated for use as a student services facility. The 93,012-square-foot space houses 20 departments, among which are Career and Academic Counseling, College Success Studies, the Women's Resource Center, and Accessibility Services. When the departments moved to the Losee Center, many of their previous offices became available to other entities on campus, allowing for better use of space across campus.

- Dance Studio. The construction lab was converted into a dance studio with two dance floors, conditioning space, department office, and seven faculty offices.

- Parking. UVU upgraded parking lots to meet the needs of faculty, staff, and students. In 2005, UVU had 7,023 spaces available for parking. Currently, there are 7,568 parking spaces, an increase of 8%. Utah standards suggest one parking space for every three students, faculty, and staff. Parking lot surveys conducted during peak hours indicate availability of stalls.

Faculty and administrators are involved in the design for new buildings to insure that department and program needs related to space are met in the best possible manner. A "standard" classroom design, which is modified with each new building project, includes updated and appropriate electronic advances and other faculty and student enhancements. New classrooms or remodels are built to this design.

University facilities include many spaces for specialized academic purposes. However, some specific programmatic needs for specialized teaching facilities exist, according to unit self-studies submitted for this accreditation review. As noted in the 2009 UVU Facilities Master Plan, the priority needs for specialized learning purposes include the following:

- Instructional, practice, and performing areas for fine and performing arts

- Computer labs for business, education, computer science, and multimedia courses

- Laboratories for physical, natural, and health sciences

The University Space Allocation and Change Committee is responsible for making decisions regarding space utilization, assignment, reassignment, and planning, as well as remodeling and function change. The Committee consists of all UVU Vice Presidents. Resource people for the Committee include the Associate Vice President for Facilities Planning, the Associate Vice President for Academic Affairs, and the Director of Space Management.

To assure optimal use of classroom and laboratory facilities, all academic scheduling is completed through the Academic Class Scheduling Office. Academic departments submit classroom and laboratory requests through their chair to the scheduling office. Approximately 50% of classroom and laboratory scheduling is completed by the departments by requesting classrooms through the scheduling office. The remaining room scheduling is completed by the Scheduling Office through the use of the *Schedule 25*, software. The *Resource 25* software is used to schedule all other areas on campus. The use of these two programs and the care taken by department course schedulers to use rooms wisely has dramatically increased the use of classroom space allowing more courses to be scheduled using presently available space.

8.A.3 Adequate Furnishings for Facilities

UVU's facilities are furnished well for work, study, and research by students, faculty, and staff. All new building projects include a budget for furniture, fixtures, and equipment (FF&E Budget). Representatives of the State Building Board help to determine the appropriate FF&E budget amounts in the Capital Budget Estimate phase of project development. Furnishings in offices, classrooms, and laboratories are generally very good. Budget constraints have precluded updating furniture and equipment to meet ergonomic standards in some older locations.

8.A.4 Adequate Facilities Management, Maintenance, and Operation

The management, maintenance, and operation of instructional facilities are designed to ensure the continuing quality and safety necessary to support the educational programs and support services of UVU. The Physical Plant staff inspects and approves all maintenance, repairs, upgrades, and work plans to ensure that proper code requirements are met.

Physical Plant maintenance procedures ensure effective and efficient use of campus facilities. The custodial staff performs exceptionally well in maintaining cleanliness and order in the buildings. The grounds crew keeps a safe and pleasing external environment.

UVU completes reports for the State related to the development, improvement, maintenance, and use of campus facilities to assure that instructional facilities are adequate. These include

- A five-year capital development plan for new facilities that is updated annually and submitted to the Utah legislature, and

- A five-year capital improvement plan for renovations that is updated annually and submitted to the Utah legislature.

8.A.5 Facilities Constructed and Maintained for Health, Safety, and Access

All UVU facilities are constructed to comply with all applicable federal and state codes and regulations. The State's Division of Facilities and Construction Management, Utah State Fire Marshal, and UVU facilities staff review new capital development projects for compliance prior to construction. The final plan is reviewed for compliance with regulations such as ADA, International Building Code, International Fire Code, International Electrical Code, International Mechanical Code, International Plumbing Code, and International Fuel Gas Code.

Once buildings are completed and operational, several offices have the responsibility of continued safety maintenance. UVU's Fire Marshal is responsible for fire-related equipment inspections. The main campus fire alarm system is located in the Public Safety offices and monitored 24 hours a day, year-round.

The Director of Risk Management is responsible for Occupational Safety and Health Administration (OSHA) compliance, hazardous materials management and disposal, liability insurance, and risk management/safety and health.

UVU's Chief of Police/Director of Public Safety, Director of Risk Management, and Fire Marshal are involved in a University Safety Committee, which conducts periodic security and safety surveys of campus facilities. The Safety Committee meets bi-monthly. Suggestions are made for improving security and safety in each area of the institution.

The Utah Valley University Police Department (UVUPD) is fully accredited by the State of Utah. Its mission is to protect the safety of employees, students, and visitors as well as the property of UVU. To do so, it provides 24-hour-a-day police patrol and security protection, using uniformed and plain-clothes vehicle and foot patrol officers. UVUPD handles all crime reports, investigations, traffic accidents, and weapons violations and the enforcement of laws regulating underage drinking and the use of controlled substances. UVUPD also handles the enforcement of all applicable state, county, and local laws and all other incidents that require police assistance, such as medical and fire emergencies. UVU police officers prepare and submit reports of incidents brought to their attention.

Campus police share information on arrests and serious crimes with any law enforcement agency having a legitimate need to know. As noted in the university catalog, the UVU campus is a very safe place and experiences relatively few crimes. The UVUPD assists maintenance personnel by reporting potential safety and security hazards. The UVUPD is staffed 24 hours a day, 7 days a week, 365 days a year.

UVU's Accessibility Services Department (ASD) works actively to make sure that all facilities are accessible and safe. A member of ASD participates on the Parking Committee, the Risk Management Committee, and the Emergency Committee to ensure that all of the physical areas of UVU meet health and safety standards. ASD is involved as new buildings are constructed or existing facilities remodeled to ensure that everything meets accessibility requirements. When the new library building was constructed, plans were made to ensure that rooms, hallways, and other public spaces are accessible. Equipment suggestions were made

such as televisions with closed captioning capability and a table and chair in each room to accommodate students who may not be able to use a regular classroom desk. Walkways, entrances, elevators, phones, parking lots, and other areas are continually monitored for safety and accessibility. Last year, ASD invited the state to do an inventory of parking lots to determine compliance. The Facilities Department has worked during the last year to see that the recommendations from that report have been implemented.

The UVU ADA Compliance Committee meets monthly. Members of this Committee include the UVU Director of Accessibility Services; the UVU Associate Vice President of Human Resources; the UVU Director of Risk Management; a representative of the State of Utah Department of Administrative Services, Division of Risk Management; a representative of the State of Utah Attorney General's office; and representatives of the faculty and staff. As part of these meetings, the Committee reviews issues related to the safety of and access by disabled faculty, staff, and students. The committee suggests resolutions for these concerns. Examples of facilities-related issues addressed by the Committee include elevator concerns, accessible phones for deaf and hard-of-hearing users, sidewalk surfaces, and curb cuts. Examples of accommodations include desks in all classrooms to accommodate large students, wheelchair-accessible desks in classrooms and the library, a computer for manipulation of information such as text enlargement in the library, and Braille signage on office doors.

8.A.6 – A.7 Standard for Off-Main Campus Facilities

UVU facilities at off-campus sites are appropriate for the programs offered. As stated in section 8.A.1, UVU has several sites where courses are offered that are not on the main campus. These sites are appropriate to the programs and courses and offer unique learning environments that may not be accomplished at the main campus. For example, the aviation program is housed at the Provo Airport; Culinary Arts is taught primarily at the Canyon Park facility which includes state of the art kitchens

and cafeteria style serving areas; and Emergency Services is based at a facility adjacent to the Provo Airport providing large spaces for coursework and storage of specialized equipment. The Wasatch campus offers students who may be place-bound the opportunity to enroll in university courses without leaving their community. The Wasatch campus facility was designed to meet program needs in that region and is appropriate for curriculum.

Additionally, UVU rents/leases space to support specialized physical education/recreation courses such as swimming, archery, and bowling. These facilities are reviewed frequently by the appropriate academic department.

8.A SUMMARY

8.A Strengths

- Facilities personnel are outstanding and do an excellent job of maintaining a pleasing environment that is conducive to learning.

- The UVU campus is well designed, esthetically pleasing, and well maintained.

- The increase in the number of instructional buildings and total square footage of facilities responds to increased student enrollment and programmatic needs.

- Establishment of a campus classroom standard and the investment in upgrading existing classrooms to that standard is improving the teaching and learning experience.

- Energy and water conservation measures have been and are continuing to be implemented, which minimizes the cost of heat and power and reduces the impact on the environment.

8.A Challenges and Recommendations

- The number of classrooms, combined with the limited square footage of instructional facilities, is a determining and sometimes limiting factor in enrollments for some courses and programs. Additional classrooms and laboratories are needed to meet the continuing increase in student

enrollment. Further, additional space is needed for faculty offices and student life activities.

Construction of the Science building (to begin Summer 2010) will provide an additional 160,000 square feet of classroom, specialized labs, and office space. UVU anticipates the construction of a Student Life and Wellness Building within the next three years. The administration will continue to work with the Board of Regents (Regents) and legislature, as well as private donors, to obtain funding for needed instructional facilities including a Fine and Performing Arts Building, a Business Building addition, and additional classroom buildings.

- While a large number of existing classrooms have been upgraded to the new classroom standard, remaining classrooms will need to be upgraded in the near future. Maintaining technology in these spaces will be an ongoing process.

Academic Affairs, Facilities, and Information Technology will continue to work together to obtain funding to transform classrooms across campus to the new campus standard and to maintain technology in these spaces.

STANDARD 8.B – EQUIPMENT AND MATERIALS

8.B.1 Suitable Equipment

Suitable equipment (including computing and laboratory equipment) is provided and is readily accessible at on-and off-campus sites to meet educational and administrative requirements. Classroom and laboratory media equipment includes the following:

- 180 media-enhanced classrooms with LCD computer projectors, DVD/VCR players, overhead projectors, and sound systems; a few media-enhanced classrooms also have computers

- 175 classrooms with cable TV access

- Physical network connections in almost all labs and classrooms

- Wireless network throughout campus

- Four open computer labs on the main campus, including an Info Commons in the library with a combined total of 180 computers

- Open computer lab on Wasatch campus

In addition, there are over 300 servers and associated storage for campus computing. All full-time faculty and employees that have a need have access to an individual computer and monitor or a computer notebook/laptop. Basic software for all computers includes Windows operating system and service packs, Microsoft Office Suite, Telnet, Novell Network, GroupWise, McAfee anti-virus scan, Internet Explorer, and Windows Media Player. Additional software is added at the discretion of the department or unit as needed to enable employees to meet position requirements. All computers on campus have printing capability through either a desktop printer or networked printer access.

Copy machines are located in departments and units across campus for use by faculty and staff. In addition, the Copy Center has 26 copy machines distributed across the main campus. Printing Services has a variety of equipment for major print work.

Individual departments offering laboratory courses determine the equipment needed to meet the educational needs of the courses and course sites. Schools/colleges and departments use the current/capital portions of their budgets and one-time funding (such as Perkins Grants, gifts, or donations) to purchase major laboratory equipment. Additionally, dedicated student laboratory fees are used to equip instructional laboratories. Laboratory equipment and classroom equipment funding is built into construction budgets for new facilities.

Requests for laboratory equipment that require more funding than is available through departmental or school/college budgets are included in requests made as part of the annual Planning, Budgeting, and Accountability (PBA) process. The university is committed to providing suitable equipment to meet educational and administrative functions through this process. A few examples of recent initiatives demonstrate this commitment:

- Wireless networking has been installed throughout campus.

- The new library is equipped with state-of-the-art technology and a new data center.

- Digital signage has been implemented across campus.

- An additional 72 media-enhanced classrooms are being remodeled/equipped.

Due to three generous donations, the Department of Music was able to purchase 26 pianos from the Steinway Company, including 9 grand pianos and 17 practice pianos. The School of the Arts is now officially recognized as an All-Steinway school. The Department of Music has also purchased a harpsichord and several percussion instruments, all of which greatly enhance student experience.

8.B.2 Equipment Maintenance

UVU equipment is appropriately maintained, inventoried, replaced, or upgraded. For example, all computers are inventoried with a UVU inventory number. Computer projectors are also inventoried and projectors permanently mounted in classrooms are equipped with theft-protection devices.

Equipment repair and maintenance are done within the constraints of the university's budget. Technology infrastructure equipment has historically been funded with one-time funds. Ongoing funding has been allocated for replacement and maintenance of some IT infrastructure. One-time funding supplements this budget, and progress has been made to build a more appropriate on-going budget for IT infrastructure. New projects budgets often include ongoing replacement cycle funding. For example, the wireless network has ongoing funds for a three- to five-year replacement cycle.

Computer equipment for the open labs is funded through student fees and has a repair and replacement cycle of about five years. Computer equipment in department labs is funded in various ways, including class fees, department funds, and one-time funding, and replacement is determined

by the department. Computer equipment for new faculty is provided by central funds in academics. Other departmental computer equipment is funded by individual departments.

Media equipment for classrooms has been funded in recent years by one-time funds from various sources. Emphasis currently is given to building out new rooms rather than a building a replacement fund. When equipment fails, replacement is done with the aid of central funds and funds from departments that use the classroom. UVU is developing a replacement plan for the large number of classrooms where the equipment has reached seven years of age and has a higher failure rate.

Departments that use equipment specific to their program develop and implement appropriate maintenance schedules. For example, in the Department of Music, pianos in faculty offices and studios are tuned twice a year to coincide with the switch from heating to air conditioning.

8.B.3 Hazardous Materials

UVU's Office of Risk Management monitors the use, storage, and disposal of hazardous materials in accordance with UVU's prescribed procedures and OSHA Hazardous Materials standards. Storage of dangerous chemicals on campus is monitored through the departments that use the materials, the UVU Department of Health Safety, and UVU laboratory managers. The State of Utah Department of Clean Air and the City of Orem monitor the UVU campus on a regular basis.

UVU has storage and waste programs in each area that uses hazardous materials. For example,

- The Chemistry Department stores chemicals in a specific storage area where they can be safely monitored and kept separate as required by code.

- Laboratories incorporate safety items such as eyewash stations, fire blankets, fire extinguishers, spill containment kits, and required lab safety training, including written tests, prior to lab use by students.

- Bio-waste is disposed of at the UVU biochemistry lab. The generators bring their waste to the lab manager, who receives and logs the waste items. Waste items are autoclaved and then disposed of by the Department of Health Safety.

- UVU's procedures regarding hazardous materials can be found in the "Emergency Preparedness Disaster Response and Recovery Plan."

UVU is audited regularly by the State of Utah and has been found in compliance with hazardous waste disposal ordinances.

A one-page instruction sheet, based on these procedures, has been placed in locations throughout campus and on the web. UVU Emergency Procedures are placed at 194 locations throughout campus, giving students, faculty, and staff access to the Campus Emergency Plan.

8.B SUMMARY

8.B Strengths

- Technology support has increased for classrooms and other instructional facilities.

- The School of the Arts has been designated as an All-Steinway School.

- Suitable computing and laboratory equipment is provided and readily accessible at on-and off-campus sites to meet educational and administrative requirements.

8.B Challenges and Recommendations

- While repair and replacement (R&R) funds for computing equipment has improved, a portion of R&R funding continues to be provided through one-time funds.

Departments and units will continue to identify R&R funding needs and submit requests through the PBA process. As funding is available, administration will continue to build on-going R&R budgets in combination with one-time funds.

STANDARD 8.C – PHYSICAL RESOURCES PLANNING

8.C.1 Physical Resources Master Plan

The UVU Campus Master Plan is approved by the Regents. UVU complies with Regents' Policies R-710, *Capital Facilities,* R-714, *Capital Facilities Community Impact*, and R-720, *Capital Facilities Master Plan,* which govern capital facilities master planning and oversight.

The PBA process requires departments to identify human, physical, and/or financial resources and make appropriate requests to address areas of need. The Physical Space Summit is a component of the university-wide PBA process that focuses on physical facility needs. At the most recent Physical Space Summit, each vice president presented the physical facility needs for the division he or she represents. Time for discussion allowed for comments and suggestions. Based on input from this Summit, during the 2009–2010 academic year, UVU worked with the architectural firm of Method Studios to update and provide a new comprehensive master plan. The draft plan was reviewed by and discussed with campus and community groups. UVU's Board of Trustees approved the new master plan on June 10, 2010, and it will be presented to the Regents at its next meeting.

The plan identifies sites for several future buildings as well as parking and transportation. The buildings envisioned in the master plan include classroom and office facilities as well as student life facilities and parking structures. Within the master plan, the university annually prioritizes building projects and presents the priority list to the Regents. High priority projects include:

Science Building Addition. This addition will house new labs, classrooms, and offices. In March 2010, the Utah State Legislature passed Senate Bill 282, granting UVU $45 million for the construction of this state-of-the-art, 160,000-square-foot science facility. Construction is anticipated to begin during summer 2010.

Student Life and Wellness Center. This center is in the programming stage. A student bond will be used to finance this facility.

Fine and Performing Arts Building. The university has long needed a facility for fine and performing arts. This building will provide instructional, practice, performing, and display areas for the fine arts.

Business Building Addition. This building needs additional space to keep up with increasing enrollments. New computer labs, offices, and lecture halls will be housed in the building.

8.C.2 Funding for Physical Facilitates Planning

Physical facilities development and major renovation planning include plans for the acquisition or allocation of the required capital and operating funds. Regents and State Building Board policies require that the USHE institutions complete a Capital Needs Statement for each capital development project, whether that project is a permanent addition to fixed capital assets, major structural renovation, reconstruction, or major remodeling. The Capital Needs Statement provides a basis for the Regents, Division of Facilities Construction and Management (DFCM), and State Building Board to prioritize needs within UVU, the Utah System of Higher Education (USHE), and the state.

Operating funds for new facilities are a part of the new facility approval process. Operation and maintenance funding is formula-based and takes into consideration square footage and current replacement value of the building or construction cost of the building.

Utah has fixed by statute the amount of funding to be provided for capital improvement projects at 1.1% of state capital assets. This funding is used to provide each institution in USHE with annual funding for its most pressing deferred maintenance needs. This funding has been used most recently on projects such as carpet replacement, hot water pipe replacement, and roof repair.

8.C.3 Planning for Special Constituencies

As previously discussed in section 8.A.5, physical resource planning addresses access to institutional facilities for special constituencies, including the physically impaired, and provides for appropriate security arrangements. New facilities are designed to meet ADA guidelines.

8.C.4 Governing Board Involvement in Planning

Governing board members and affected constituent groups are involved, as appropriate, in planning physical facilities. UVU Trustees must review and approve the Campus Master Plan before it is submitted to the Regents. This review takes place in an open meeting. Regents review campus master plans during a public meeting when they convene on each USHE campus.

Substantial revisions in a campus master plan are discussed in UVU's President's Council and other campus groups. New construction and major renovations follow a similar process. The project is brought before the University Space Allocation and Change Committee by the department. The Committee then makes recommendations to the president's staff and the president for final authorization.

8.C SUMMARY

8.C Strengths

- The facilities department has been creative, innovative, and aggressive in seeking grants, pilot projects, and other opportunities while operating conservatively with quality buildings, building materials, equipment, and furniture with lengthy service and low replacement costs.

- The facilities department benefits from strong working relationships with personnel of external supervising agencies, suppliers, architects, contractors, and internal campus departments.

8.C Challenges and Recommendations

- The facilities department needs the continued support of administration, faculty, and staff to plan and implement improvements in facilities and equipment.

The facilities department does, must, and will continue to seek appropriate funding to enhance and support UVU's facilities and master plan.

STANDARD 8
REQURIED DOCUMENTATION

Required Documents

RD 8.1   Campus map, and/or, if applicable, other educational site maps (see CD)

Required Exhibits

RE 8.1   Policy statements concerning access to campus for various constituencies, visitor information, and public safety (will be available in the site visit evaluation team room)

RE 8.2   Schedule for replacement of instructional equipment and examples of inventories which are maintained (will be available in the site visit evaluation team room)

RE 8.3   Campus facilities master plan and accompanying maps that indicate changes over the past several years (will be available in the site visit evaluation team room)

RE 8.4   Annual and long-term plans for remodeling, renovation, and major maintenance (will be available in the site visit evaluation team room)

RE 8.5   Major property additions or capital improvements during the past three years and those planned for the next three years (will be available in the site visit evaluation team room)
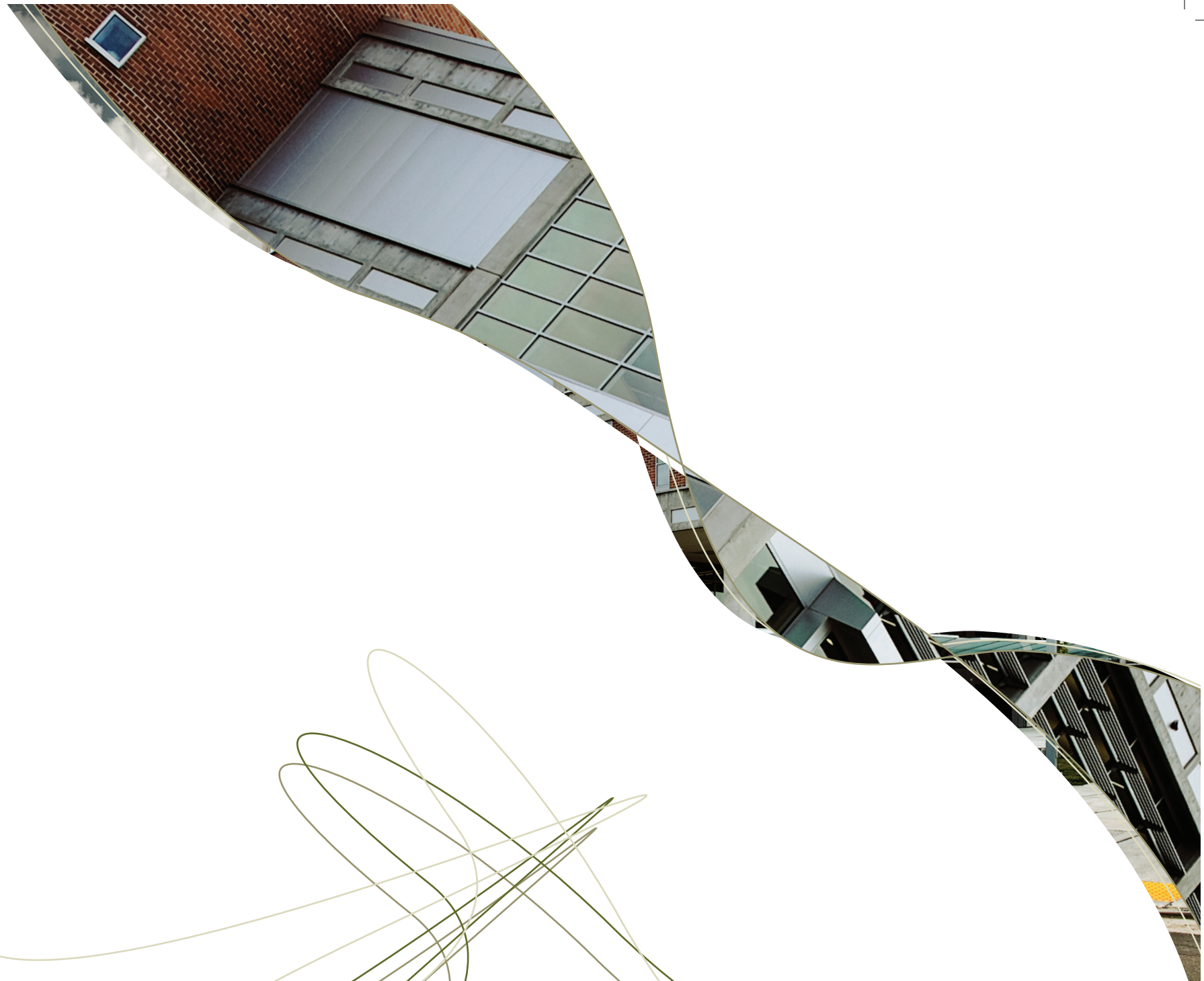
standard nine

INTRODUCTION

Integrity is one of the keystones of higher education. Utah Valley University recognizes that it is essential to adhere to high standards of ethical conduct and integrity in fulfilling its mission and performing all its roles. Mutual trust and respect among all stakeholders—students, faculty, staff, administrators, parents, and others—is essential to the pursuit of truth, open dialogue, and service to the community. UVU's mission, policies, and procedures affirm the university's commitment to integrity and ethical conduct.

STANDARD 9.A — INSTITUTIONAL INTEGRITY

9.A.1 High Ethical Standards

Members of the UVU community are expected to adhere to high standards of ethical conduct, including state and federal laws and regulations. UVU policies, procedures, and publications reinforce this expectation. As employees of the State of Utah, all UVU administrators, faculty, and staff are subject to and expected to conform to Utah Code Title 67, Chapter 16, *Utah Public Officers and Employees Ethics Act.* This act covers conduct related to

- improperly disclosing or using private, controlled, or protected information; using position to secure privileges or exemptions; accepting employment that would impair independence of judgment or ethical performance;

- accepting a gift, compensation, or loan;

- requiring donation, payment, or service to a government agency in exchange for approval;

- offering donation, payment, or service to a government agency in exchange for approval, when prohibited;

- receiving compensation for assistance in a transaction involving an agency;

- disclosing substantial interest in regulated business;

- participating in a transaction involving any business in which a public officer or employee has interest; and

- engaging in any form of conflict of interest.

Faculty are expected to adhere to standards of integrity in their relationships with students, colleagues, and the public, including confidentiality, honesty, respect, nondiscrimination, and loyalty. UVU Policy #635, *Faculty Academic Freedom, Professional Rights, and Responsibilities*, provides guidelines for responsibility to "Self and Profession," "Students," "Colleagues," "the University," and "the Larger Community."

Students are expected to adhere to standards of ethical conduct and integrity involving academic honesty, adherence to laws and university policies, and relationships with faculty, staff, and fellow students. These standards, which encourage respect for all individuals, are outlined in UVU Policy #541, *Student Rights and Responsibilities Code.*

UVU has a third-party hotline reporting system, "Ethics Point," providing the university with the ability to be informed of and to respond to anonymous allegations of organizational or employee ethical misconduct. The Audit Committee of the UVU Board of Trustees assists the Board in their oversight responsibilities for financial reporting processes, internal control, audit processes, and monitoring compliance with laws and regulations with the continuing goal to improve coordination between the university's administration and the Trustees' Audit Committee.

Due process is accorded to faculty, staff, and students through University policies:

- UVU Policy #133, *Compliance with Government Records Access and Management Act (GRAMA)*

- UVU Policy #156, *Grievances*

- UVU Policy #161, *Title IX Compliance*

- UVU Policy #301, *Equal Employment, Education Opportunity, and Affirmative Action*

- UVU Policy #541, *Student Rights and Responsibilities Code*

- UVU Policy #542, *Student Records Access (Student Privacy/FERPA)*

UVU's emphasis on ethics is evidenced in part by the Ethics and Values General Education course requirement. This course provides students with the conceptual tools to be ethical professionals as well as engaged citizens who contribute to the democratic process. With over 22 years of national grants in ethics, UVU's Center for the Study of Ethics has distinguished itself nationally and internationally and publishes the journal *Teaching Ethics*. In addition, "Integrity" has been identified as one of the institution's Essential learning Outcomes (ELOs).

UVU's Student Health Services policies and procedures comply with the *Health Insurance Portability and Accountability Act* (HIPAA) requirements and prescribe how UVU addresses private health information issues. The Departments of Nursing and Dental Hygiene follow HIPAA policies and procedures regarding student reports on patient care during clinical experiences.

The UVU Institutional Review Board (IRB) is charged with developing research policies and guidelines to assure that all research conducted under the auspices of UVU meets the highest standards of ethical conduct and is in compliance with the federal regulations for Title 45 Part 46, *Protection of Human Subjects*. For all UVU-affiliated studies involving human subjects requiring IRB approval, it is the responsibility of the Principal Investigator (PI) to submit required documentation to the UVU IRB Administrator. UVU does not endorse research that does not follow this protocol. Starting March 1, 2007 all PIs submitting proposals to the UVU IRB have been required to have an IRB training certification. Further, any students listed as co-researchers should also have completed the student IRB training modules. UVU has contracted with CITI (Collaborative IRB Training Initiative) for customized online training for faculty/staff/student researchers as well as campus administrators and IRB members.

The Department of Human Resources provides training for management and supervisory personnel related to financial procedures and practices, performance appraisal of employees, and related topics to ensure knowledge of and compliance with standards of integrity. Every employee is required to complete sexual harassment prevention training and employees involved in the hiring process participate in safe-hire training. Employees who manage budgets receive training on financial management, purchasing, and conflict of interest.

9.A.2 Evaluation and Revision of Policies, Procedures, and Publications

UVU's Policy Office facilitates the policy and procedures approval process, outlined in UVU Policy #101, *Policy Governing Policies and Procedures,* and assists individuals (e.g., policy sponsors, policy stewards, drafting committees, Trustees) in policy development and evaluation.

UVU conducts policy review on a continuing basis. Since 2004 UVU has made significant progress, creating and revising more than 90 policies. Emerging needs for new or revised policies are routinely addressed by the President's Council.

The Office of Academic Scheduling/Curriculum updates the UVU catalog annually, with departments responsible for accuracy, updates, and revisions.

Standard operating procedures, such as purchasing processes, are developed by appropriate departments in compliance with policies, laws, regulations, and statutes. The Director of Institutional Compliance in conjunction with the Compliance Advisory Committee reviews all laws, regulations, and statutes to identify new requirements and UVU's compliance. The director regularly communicates with individuals on campus regarding these compliance issues.

9.A.3 Accurate and Consistent Representation through Catalogs, Publications, and Official Statements

The details of the catalog are reviewed, revised, and updated each year by the departments responsible for that information. Deans review the information provided by departments prior to submission to the Catalog Office. In addition, the Academic Affairs administrators regularly review the information provided for the catalog for currency and accuracy. When significant changes occur after printing or posting deadlines, an addendum to the catalog is published and included with all copies of the catalog and posted on the web. The entire UVU catalog is available without cost to students and the public via the university's website.

UVU Policy #110, *Contacting the Media*, mandates that all official UVU communications be directed through University Marketing and Communications. The Publications & Marketing department is responsible for managing written communication for the University and its programs, establishing a publication review cycle for accuracy and nondiscrimination. The department manages

- press releases,
- media relations,
- institutional marketing campaigns,
- branding,
- editorials, and
- custom publishing projects.

The University Communications Committee constantly reviews content to ensure information is available and transparent to all stakeholders through the use of the Internet.

9.A.4 Conflict of Interest

UVU Policy #114, *Conflict of Interest,* promotes the public interest and strengthens public confidence in the integrity of the university by establishing standards and procedures for employees to follow when actual or potential conflicts of interest arise between their duties/responsibilities to the university and their private interests. Employees have the right to acquire private economic or other interests so long as this does not interfere with the full discharge of their duties or disadvantage the university. The university's commitment to integrity and the elimination of conflicts of interest is further emphasized in UVU Policy #322, *Employment Responsibilities and Standards* (RE 9.2).

The Compliance Office is responsible for the effective implementation of the Conflict of Interest Policy. Members of the Board of Trustees, administrators, and staff of the institution annually submit a Conflict of Interest Acknowledgment and Disclosure Form. Beginning fall 2010 all faculty will also annually complete this form.

9.A.5 Academic Freedom

UVU's mission statement, Utah Board of Regents' Policy R481-3, *Academic Freedom, Professional Responsibility, and Tenure,* and UVU Policy #635, *Faculty Rights and Professional Responsibilities,* outline academic freedom as it relates to faculty regarding the areas of teaching, scholarly and creative activities, service to the institution and their professions, citizenship, and institutional governance. Specific rights and guarantees found within UVU's academic freedom policy include the rights of free expression, full freedom in research and publication of results, and due process.

The University subscribes to the American Association of University Professors *Statement on Professional Ethics* (1966 & 1987), which outlines ethical guidelines for the academic profession.

Additional faculty rights pertaining to academic freedom can be found in UVU Policy #632, *Assignment and Advancement in Academic Rank*, and UVU Policy #637, *Faculty Tenure.*

9.A SUMMARY

9.A Strengths

- UVU has developed clearly defined ethical standards for faculty, administrators, staff, and students. These standards are available to the public on the university's web pages.

- UVU has developed policies and procedures for ethical conduct in human research and established an Institutional Review Board. An online training program is required for individuals engaged in campus research.

- UVU has developed a policy and program for disclosure of conflict of interest for faculty, staff, and administrators.

- A General Education course in Ethics and Values is required of all students.

- Integrity has been identified as one of UVU's Essential Learning Outcomes.

- The university has continued its concerted effort to ensure the policy review process is timely and transparent. UVU Policy #101, *Policy Governing Policies*, details the university's official policy review process.

- UVU has a third-party hotline reporting system, "Ethics Point," giving the university the ability to be informed of and to respond to anonymous allegations of organizational or employee ethical misconduct.

9.A Challenges and Recommendations

- UVU lacks a written code of conduct.

The Office of compliance, under the direction of the President, is charged to develop a University Code of Conduct in support of the institution's commitment to ethical behavior.

STANDARD 9
REQUIRED DOCUMENTATION

Required Exhibits

RE 9.1   UVU Policy #635 *Faculty Academic Freedom, Professional Rights and Responsibilities,* http://www.uvu.edu/policies/officialpolicy/policies/show/policyid/62 (see CD)

RE 9.2   UVU Policy #114, *Conflict of Interest* http://uvu.edu/policies/officialpolicy/policies/show/policyid/221 (see CD)

RE 9.3   UVU Policy #101, *Policy Governing Policies* http://uvu.edu/policies/officialpolicy/policies/show/policyid/1 (see CD)

RE 9.4   Copies of print and electronic promotional materials (will be available in the site visit evaluation team room)

RE 9.5.a   Utah Code Title 67, Chapter 16, *Utah Public Officers and Employees Ethics Act* http://le.utah.gov/~code/TITLE67/67_16.htm (will be available in the site visit evaluation team room)

RE 9.5.b   UVU Policy #541, *Student Rights and Responsibilities Code* http://uvu.edu/policies/officialpolicy/policies/show/policyid/172 (see CD)

SUMMARY

The process for creating this self-study along with the individual academic and non-academic unit self-studies has encouraged and allowed all areas within the university the opportunity to appraise their areas with an eye to program evaluation and improvement. It has allowed UVU to determine the extent to which it meets the standards of the Northwest Commission on Colleges and Universities. The process permitted and encouraged all within the university the opportunity to engage in the process of identifying long- and short-term goals to further the institution's mission.

Since the last reaffirmation of accreditation in 2005 and the subsequent interim visit of 2006, the university has achieved many goals, partly in response to the recommendations made by NWCCU. The following is a broad summary of those accomplishments and transitions.

1. *Transition to University status.* Utah Valley University successfully transitioned from a state college to a university. This transition included the development of a new mission statement, a restructuring of academic schools/colleges, and a myriad of administrative adjustments associated with the name change. Since the transition, the university has received approval to offer three master's degree programs (Master of Education, Master of Science in Nursing, and Master of Business Administration). The first graduating class from the Master of Education program completed in April 2010.

2. *Strategic planning and resource allocation.* UVU uses an integrated Planning, Budgeting, and Accountability (PBA) process that provides a framework for setting, reviewing, refining, and evaluating goals for all areas of the university. PBA is driven by the mission and strategic directions of the university. Through the PBA process, divisions and departments develop initiatives that support the university's strategic directions and operational needs and also request resources for those initiatives. This process was instrumental in allocating the $10 million of new state tax funds appropriated by the legislature in support of the institution's change to Utah Valley University.

3. *Growth.* Physical facilities continue to expand to meet the growing needs of student enrollment. UVU has added 11 new facilities, four of which were constructed for the university and seven were purchased. The building square footage now totals 1,852,242 square feet. The newest facility is the Library with ground breaking for the Science Building to take place summer 2010. Further, the university has invested heavily in the technological transformation of a large number of classrooms to enhance the learning environment.

4. *Student Services.* Student success is a primary goal of Utah Valley University. To support this goal, the Student Affairs Division presents a progressive and energetic array of student services including enrollment management, student advisement and support services, student life, athletics, and the center for the advancement of leadership. Student Affairs uses a mature strategic planning process to continue to monitor goals and plan for future needs. A director for enrollment management has been hired to direct the growth in student population that will enable students to obtain an excellent education and help the university maximize the use of its physical facilities and teaching professionals. The remodel of the Losee Center (former library) as the Losee Center for Student Success has provided a central location for many student service functions that were previously scattered across campus.

5. *Policy development.* A Chief Planning, Budget, and Policy Officer has been designated to oversee issues relating to policy and to direct the policy office which serves as the centralized policy administration function for the university. A director of compliance and policy administration was hired to oversee policy issues and to assist with policy development (e.g., policy sponsor, policy steward, drafting committee, etc.). Since the last NWCCU visit many significant policies have been created or updated (e.g., Policy Governing Policies and Procedures, Faculty Workload, Conflict of Interest, and many relating to faculty responsibilities).

6. *Integration.* During fall 2009, UVU's mission, role statement, core values, and other guiding documents were evaluated. Under the direction of President Holland, a model for integrating the concepts into four terms—Student Success, Engaged, Serious, and Inclusive–was developed. These four terms have been further reviewed and developed by a Core Themes Task Force and the Strategic Directions Advisory Committee for acceptance as UVU's Core Themes. These Core Themes and their Objectives will guide UVU's future planning and resource allocation activities.

While significant progress on goals has been achieved, the faculty and staff of UVU recognize the value of continual improvement for programs and services. Challenges (which provide opportunity for improvement) have been identified through the process of completing the self-study. The university will incorporate these findings into its planning and assessment processes and initiate or continue efforts for improvement. The following are a summary of these findings.

1. *State Tax Fund Support.* State revenue shortfalls with their corresponding budget reductions at the university have diminished confidence in state support in the near term. UVU administrators will continue to communicate with state leaders on tax fund revenue projections and internally identify contingency plans for possible future tax fund reductions.

2. *Growth.* The university has put into effect plans and tools to respond to student enrollment growth. While additional students provide additional tuition revenue, growth also presents challenges. Among these challenges are course scheduling, space, faculty and support services. President Holland directed the development of a Strategic Plan for Managing Growth which is nearing completion.

3. *Space.* The number of classrooms, combined with the limited square footage of instructional facilities, is a determining and sometimes limiting factor in enrollments for some courses and programs. Additional classrooms and laboratories are needed to meet the continuing increase in student enrollment. Progress in being made acquiring new buildings for campus and optimum use of existing space through the use of stringent class scheduling procedures is helping with the challenge. The facilities department continues to seek appropriate funding to enhance and support UVU's facilities and master plan.

4. *Culture of Assessment.* Much progress has made in planning and assessment at an institutional level and within units. The Academic Institutional Effectiveness Committee (IE) is making significant progress. In the coming months, a new administrative support IE committee will be established to encourage and support improved assessment and planning efforts in non-academic units.

5. *Fundraising and alumni engagement.* At the appropriate time, UVU needs to conduct a comprehensive capital campaign. UVU competes with a very large, private university, which is in very close proximity to the institution, as well as other state institutions in fund-raising efforts. President Holland's realignment of advancement activities and the appointment of a new Vice President are first steps in improving the coordination and impact of development activities.

Utah Valley University values the opportunity of completing this self-study and looks forward to feedback from NWCCU evaluation team.

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