

SELF STUDY REPORT | **2017**



UTAH VALLEY UNIVERSITY

2017 Year Seven Self-Evaluation Report

to the
Northwest Commission on
Colleges and Universities

**UTAH VALLEY UNIVERSITY
MATTHEW S. HOLLAND, PRESIDENT**

SEPTEMBER 13, 2017





UTAH VALLEY UNIVERSITY

OFFICE *of* THE PRESIDENT

On behalf of Utah Valley University, it is a pleasure to welcome the evaluation committee from the Northwest Commission on College and Universities to our campus. Since our founding, our institution has responded nimbly to the economic realities and educational needs of the Utah Valley community. Today, we stand as the largest institution of higher education in the state of Utah, with more than 35,000 students. Our commitment to providing an academic environment that is serious, engaged, and inclusive is stronger than ever, and I am pleased that we can share the student successes that have resulted from our efforts with this committee.

UVU is without question a remarkable institution. The quality of our programs, the commitment of our faculty and staff, and the success of our students are sources of tremendous pride. UVU stands today as one of the best open admissions universities in the nation, and we will remain so through the passion, dedication, and vibrant spirit of continuous improvement of our campus community.



In our efforts to continually strengthen our university and provide the best learning outcomes for our students, we have undertaken several critical initiatives in the last seven years. These have included an emphasis on hiring full-time faculty, increasing the number of unique degree offerings that respond to community demand, strategically allocating significant increases in state and private funding, building new facilities that provide our students with state-of-the-art atmospheres for learning, and developing an over-arching campus master plan that will ensure our viability and resource management for decades to come. As we have done so, our efforts have resulted in impressive retention and graduation increases that speak to our dedication to academic rigor and engaged, experiential learning.

I express my deep appreciation to UVU's Accreditation Leadership Team for their efforts in producing this report. I specifically would like to thank Linda Makin, Vice President of Planning, Budget, and Human Resources and Accreditation Liaison Officer; Dr. Jeffrey Alan Johnson, Interim Director of Institutional Effectiveness and Planning; Dr. Marcus Jorgensen, former Director of Institutional Effectiveness and Planning; and their team for their leadership and countless hours of dedication to this process. Many others across campus contributed to this report by drafting and reviewing responses or providing information to the Accreditation Leadership Team over the past year as well, and their work is to be equally commended.

I trust that the evaluation committee will recognize our successes and accomplishments in fulfilling our mission, core themes, and objectives to the standards of excellence to which accredited universities are held.

Best,

A handwritten signature in black ink that reads 'Matthew S. Holland'.

Matthew S. Holland,
President

Table of Contents

Basic Institutional Data Form	iii
Introduction.....	2
Preface	6
Mission, Core Themes, and Expectations.....	17
Resources and Capacity.....	30
Standard 2.A: Governance.....	39
Standard 2.B: Human Resources.....	78
Standard 2.C: Education Resources.....	85
Standard 2.D: Student Support Resources	112
Standard 2.E: Library and Information Resources.....	133
Standard 2.F: Financial Resources.....	140
Standard 2.G: Physical and Technological Infrastructure	153
Institutional Planning	164
Core Theme Planning, Assessment, and Improvement.....	184
Planning, Assessment, and Improvement Process for All Core Themes	187
Student Success.....	202
Serious	218
Inclusive.....	245
Engaged	261
Mission Fulfillment, Adaptation, Sustainability.....	273
Conclusion.....	290
Acknowledgements	295

Figures

Figure 1: Growth in Appropriated Operating Funds, 2010-2016..... 8

Figure 2: Completions per 100 Full-Time Equivalent Students, 2009-10 through 2015-16..... 14

Figure 3: Mission Statement with Core Themes Identified..... 21

Figure 4: Academic and Administrative Organization of Utah Valley University..... 50

Figure 5: Number of Full-Time Employees, 2010-2016 79

Figure 6: Number of Academic Programs, 2010-2016 85

Figure 7: Student Evaluation of First-Year Experience Programs, Fall 2015 117

Figure 8: Total Academic Year Financial Aid (Including Loans) Awarded to Fall Students, 2010-11 through 2014-15..... 123

Figure 9: Student Loan Default Rates for UVU and Peers, 2011-2013 Cohorts..... 125

Figure 10: Strategic Plan for Managing Growth Projected Fall End-of-Term Headcount and Annualized FTE, 2016-2025..... 144

Figure 11: Facilities Gross Square Footage, 2010-2016 154

Figure 12: UVU Integrated Planning Model..... 165

Figure 13: Unit Strategic Planning Framework 171

Figure 14: Annual Planning, Budget, and Accountability Process Cycle..... 173

Figure 15: Comparison of GRS150, GRS200, and Combined Outcomes Measures 211

Figure 16: Employer Survey Evaluations of UVU Graduates' Skills, 2010-2016 212

Figure 17: Community Members Likelihood of Recommending UVU, 2011 and 2015..... 227

Figure 18: Strategic Inclusion Plan Objectives and Goals..... 248

Figure 19: Fall Enrollment of Minority Students, 2010-2016..... 254

Tables

Table 1: Indicators, Measures, and Rationale for Student Success Objectives 23

Table 2: Indicators, Measures, and Rationales for Serious Objectives 24

Table 3: Indicators, Measures, and Rationales for Inclusive Objectives..... 26

Table 4: Indicators, Measures, and Rationales for Engaged Objectives..... 28

Table 5: Cabinet Responsibility for Core Theme and Administrative Imperative Objectives..... 166

Table 6: PBA Areas of Focus with Associated Objectives, 2014-15 through 2017-18 PBA Cycles 168

Table 7: Strategies Identified in the "Our Unique Educational Mission" White Paper 169

Table 8: Institutional Plans since the Our Unique Educational Mission White Paper (2011)..... 170

Table 9: UPAC Evaluations of Core Themes, 2013-2017 193

Table 10: Indicators and Measures for Student Success Objectives..... 208

Table 11: Indicators and Measures for Serious Objectives 223

Table 12: Specialized Accreditations and Certifications of UVU Programs..... 234

Table 13: Indicators and Measures for Inclusive Core Theme 252

Table 14: Indicators and Measures for Engaged Core Theme..... 265

Table 15: UPAC Evaluations of Administrative Imperatives, 2013-2017 280

Table 16: Estimated Additional Resource Needs from 2016–2025..... 281

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Utah Valley University
800 West University Parkway
Orem, UT 84058
801-863-8888
United States of America

Chief Executive Officer

President Matthew S. Holland
UVU President

801-863-3000
Matthew.Holland@uvu.edu

Accreditation Liaison Officer

Linda Makin
VP of Planning, Budget & HR

801-863-8457
Linda.Makin@uvu.edu

Chief Financial Officer

Dr. Val Peterson
VP of Finance & Administration

801-863-8424
petersva@uvu.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

Comprehensive

Specialized

Health-Centered

Religious-Based

Native/Tribal

Other (specify): _____

Degree Levels *(Choose all that apply)*

Associate

Baccalaureate

Master

Doctorate

If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

Semester

Quarter

4-1-4

Trimester

Other (specify): _____

Institutional Control

City

County

State

Federal

Tribal

Public

OR

Private/Independent

Non-Profit

OR

For-Profit

Students

Total **Unduplicated** Headcount Enrollment (Full-time and Part-time).

(Count students enrolled in credit courses only.)

Official Fall: **17,879** (most recent year) Student Headcount Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	34,710	33,206	31,332
Graduate	268	185	169
Professional			
Unclassified			
Total all levels	34,978	33,211	31,332

Full-Time Equivalent (FTE) Enrollment

(Formula used to compute FTE: IPEDS)

Official Fall: 23,705.10 (most recent year) FTE Student Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	23,516.90	22,468.43	21,225.60
Graduate	188.2	122.8	109.75
Professional			
Unclassified			
Total all levels	23,705.10	22,591.23	21,335.35

Full-Time *Unduplicated* Headcount Enrollment.

(Count students enrolled in credit courses only.)

Official Fall: 17,879 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2016	One Year Prior: 2015	Two Years Prior: 2014
Undergraduate	17,804	17,173	16,259
Graduate	75	41	37
Professional			
Unclassified			
Total all levels	17,879	17,214	16,296

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned
- Include only professional personnel who are primarily assigned to instruction or research.

Total Number 670 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	115					23		92
Associate Professor	241			6	7	72		156
Assistant Professor	195				9	50		136
Instructor	4			1		2		1
Lecturer and Teaching Assistant	115		5	1	6	74		29
Research Staff and Research Assistant								
Teaching Assistant								
Undesignated Rank		790						

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$84,794	19.18
Associate Professor	\$72,030	11.74
Assistant Professor	\$65,328	3.18
Instructor	\$55,783	5.23
Lecturer and Teaching Assistant	\$55,510	3.53
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

Statement of Cash Flows

	June 30, 2016	June 30, 2015	June 30, 2014
CASH FLOWS FROM OPERATING ACTIVITIES			
Receipts from tuition and fees	\$125,419,948	\$117,784,309	\$106,295,215
Receipts from grants and contracts	733,323	623,830	948,700
Receipts from auxiliary and educational	18,029,762	16,711,369	16,973,392
Collection of loans to students	240,624	223,180	231,203
Payments to suppliers	(61,467,907)	(58,180,439)	(52,925,008)
Payments for employee services and benefits	(190,366,885)	(178,168,706)	(162,800,521)
Payments for student aid: scholarships and fellowships	(30,468,298)	(33,107,416)	(35,069,939)
Loans issued to students	(338,260)	(447,381)	(327,632)
Other operating receipts	4,974,719	4,772,578	5,221,884
Net cash used by operating activities	(133,242,974)	(129,788,676)	(121,452,706)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES			
State appropriations	103,330,221	94,726,761	69,893,711
Federal, state and private grants and contracts	60,990,827	64,995,945	63,908,679
Gifts	3,303,945	2,570,703	3,243,454
Net cash provided by noncapital financing activities	167,624,993	162,293,409	137,045,844
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES			
Capital grants and gifts received	-	-	3,132,200
Capital appropriations	-	13,992	272,434
Purchases of capital assets	(9,881,573)	(5,783,013)	(51,212,783)
Principal paid on capital debt and leases	(5,641,601)	(3,590,531)	(3,381,286)
Interest paid on capital related debt	(3,013,529)	(3,069,343)	(2,863,646)
Proceeds from capital debt issued	-	-	6,138,268
Net cash used by capital and related financing activities	(18,536,703)	(12,428,895)	(47,914,813)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sales and maturities of investments	40,000,000	33,517,787	16,778,672
Receipt of interest on investments	1,496,698	968,410	704,068
Purchase of investments	(40,000,000)	(45,652,744)	(31,166,717)
Net cash used by investing activities	1,496,698	(11,166,547)	(13,683,977)
Net decrease in cash	17,342,014	8,909,290	(46,005,652)
Cash and cash equivalents - beginning of year	75,923,304	67,014,014	113,019,666
Cash and cash equivalents - end of year	\$ 93,265,318	\$ 75,923,304	\$ 67,014,014

**RECONCILIATION OF OPERATING LOSS TO
NET CASH USED BY OPERATING ACTIVITIES**

Operating loss	\$(152,737,927)	\$(149,729,732)	\$(137,509,511)
Adjustments to reconcile net operating loss to net cash used by operating activities:			
Depreciation expense	15,602,305	14,749,567	12,842,808
DFCM projects not capitalized	2,383,967	2,279,865	1,385,884
Changes in assets and liabilities			
Receivables, net	11,271	3,168,847	(5,136,958)
Inventories	40,949	334,884	144,303
Prepaid expenses, deferred charges	(320,234)	(112,578)	(154,422)
Accounts payable	(327,648)	9,520	500,856
Accrued liabilities	1,584,585	860,875	5,430,132
Unearned revenue	285,686	528,508	1,414,032
Funds held for others	(38,947)	(13,334)	(263,453)
Other liabilities	(51,774)	(100,421)	(106,377)
Net pension asset	23,605	(16,820)	
Deferred Outflows of Resources	(8,288,059)	(961,966)	
Net pension liability	7,844,968	(2,606,021)	
Deferred inflows of resources	744,279	1,820,129	
Net cash used by operating activities	<u>\$(133,242,974)</u>	<u>\$(129,788,677)</u>	<u>\$(121,452,706)</u>
NONCASH INVESTING, CAPITAL, AND FINANCING ACTIVITIES			
Donated library books	\$62,739	\$39,503	\$75,766
Donated assets	165,000	172,165	1,426,700
Donated assets - DFCM	1,175,036	45,943,259	2,122,173
Adjustments to fair market value of investments	203,856	56,975	-
Total Noncash Activities	<u>\$ 1,606,631</u>	<u>\$ 46,211,902</u>	<u>\$ 3,624,639</u>

Balance Sheet

Statement of Net Position, Condensed

	<u>June 30, 2016</u>	<u>June 30, 2015</u>	<u>June 30, 2014</u>
ASSETS			
Current assets	\$ 108,760,079	\$ 93,585,638	\$ 74,636,068
Noncurrent assets	46,418,844	46,400,727	45,062,473
Capital assets, net	<u>368,699,727</u>	<u>373,490,365</u>	<u>335,460,279</u>
Total assets	<u>523,878,650</u>	<u>513,476,730</u>	<u>455,158,820</u>
Deferred outflows of resources	11,957,861	3,737,365	2,852,276
LIABILITIES			
Current liabilities	30,744,678	29,550,652	28,768,118
Noncurrent liabilities	<u>91,152,289</u>	<u>89,791,723</u>	<u>96,215,602</u>
Total liabilities	<u>121,896,967</u>	<u>119,342,375</u>	<u>124,983,720</u>
Deferred inflows of resources	2,564,408	1,820,129	-
NET POSITION			
Net invested in capital assets	309,148,787	308,045,486	266,201,655
Restricted expendable	4,779,883	5,489,712	6,095,988
Unrestricted	<u>97,446,466</u>	<u>82,516,393</u>	<u>60,729,733</u>
Total net assets	<u>\$ 411,375,136</u>	<u>\$ 396,051,591</u>	<u>\$ 333,027,376</u>
	411,375,136	396,051,591	333,027,376

Statement of Revenues, Expenses, and Changes in Net Position, Condensed

	<u>June 30, 2016</u>	<u>June 30, 2015</u>	<u>June 30, 2014</u>
REVENUES			
<i>Operating revenues</i>			
Student tuition and fees	\$ 126,084,478	\$ 113,798,683	\$ 108,674,148
Grants and contracts	733,323	623,830	948,700
Auxiliary enterprises	13,281,019	13,354,478	11,710,542
Other	<u>8,593,495</u>	<u>8,322,031</u>	<u>7,793,562</u>
Total operating revenues	<u>148,692,315</u>	<u>136,099,022</u>	<u>129,126,952</u>

EXPENSES*Operating expenses*

Salaries and benefits	191,928,317	177,340,391	164,355,445
Student financial aid	30,781,007	33,073,520	35,113,209
General and administrative, maintenance and utilities	54,296,966	51,478,412	46,827,554
Auxiliary enterprises	8,821,647	9,186,864	7,497,447
Depreciation	15,602,305	14,749,567	12,842,808
Total operating expenses	<u>301,430,242</u>	<u>285,828,754</u>	<u>266,636,463</u>
Operating loss	<u>(152,737,927)</u>	<u>(149,729,732)</u>	<u>(137,509,511)</u>

NONOPERATING REVENUES (EXPENSES)

State appropriations	102,595,797	100,190,129	71,279,595
Grants and contracts	62,287,512	65,309,642	66,107,075
Gifts	3,674,456	2,945,760	3,041,980
Investment income	1,279,928	894,508	674,251
Other nonoperating revenues (expenses)	<u>(3,065,702)</u>	<u>(3,009,924)</u>	<u>(1,291,060)</u>
Net nonoperating revenues	<u>166,771,991</u>	<u>166,330,115</u>	<u>139,811,841</u>
Income before other revenues	14,034,064	16,600,383	2,302,330
Capital appropriations	1,061,742	46,212,164	2,394,607
Capital grants and gifts	<u>227,739</u>	<u>211,668</u>	<u>4,634,667</u>
Other revenues	<u>1,289,481</u>	<u>46,423,832</u>	<u>7,029,274</u>
Change in net assets	15,323,545	63,024,215	9,331,604
Net position – beginning, restated	<u>396,051,591</u>	<u>333,027,376</u>	<u>323,695,772</u>
Net position – ending	<u>\$ 411,375,136</u>	<u>\$ 396,051,591</u>	<u>\$ 333,027,376</u>

Operating Budget

In accordance with Utah State Board of Regents' policies, the Board of Trustees (Board) annually reviews and approves Utah Valley University's Institutional Discretionary and Auxiliary Services operating budgets. Historically, UVU's Board has also approved the appropriated operating budget.

Complete operating budgets may be found at

http://www.uvu.edu/budget/docs/reports/operating_budget/17-18_operating_budget_summary.pdf

	2015-16	2016-17	2017-18
Appropriated			
Education & General	\$204,102,500	\$220,012,600	\$235,193,300
Ed Disadvantaged	\$166,500	\$170,400	\$174,900
TOTAL Appropriated	\$204,269,000	\$220,183,000	\$235,368,200
Auxiliaries			
Bookstore	\$9,046,410	\$9,071,370	\$8,974,526
Dining Services	\$4,174,721	\$4,443,977	\$3,431,000
Student Center	\$1,812,500	\$1,976,409	\$2,064,880
Student Life & Wellness Center	\$2,100,000	\$2,841,854	\$2,986,600
Other Programs			
Athletics	\$5,457,372	\$6,206,562	\$6,496,200
Professional & Continuing Ed.	\$731,975	\$810,896	\$789,648
Student Health Services	\$517,000	\$483,181	\$574,040
Student Programs	\$2,842,000	\$3,336,325	\$2,770,880
TOTAL Auxiliaries/Other Programs	\$26,681,978	\$29,170,574	\$28,087,774
Institutional Discretionary			
Institutional Investment Income	\$1,040,000	\$1,341,000	\$2,223,021
Unrestricted Gifts	\$103,784	\$117,907	\$124,204
TOTAL Institutional Discretionary	\$1,143,784	\$1,458,907	\$2,347,225

Capital Budget & Projections of Non-Tuition Revenue

Major capital and facilities projects are planned and processed through the Board of Trustees, Utah State Board of 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. DFCM is responsible for project management, including financial responsibility, and all project funds flow through DFCM. Thus, the university's financial statements and plans do not include the direct revenues and expenditures for major capital and facilities projects. All facilities (once completed) are included as capital assets in the university's financial statements.

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2017 - 2018 approval by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/ Degree Level	Program Name	Discipline or Program Area
Addition	BS	Geography	Earth Science
Addition	AS	Health Science	Allied Health
Addition	AAS	Automotive Power Sports	Automotive Technology
Addition	BA	French Education	Languages and Cultures
Addition	AS	Intelligence Studies	Criminal Justice and Law Enforcement
Addition	AAS	Baking and Pastry	Culinary Arts
Addition	AAS	Nursing	Nursing
Addition	AAS	Animation and Game Development	Digital Media
Addition	AAS	Digital Audio	Digital Media
Addition	AAS	Digital Cinema	Digital Media
Addition	AAS	Web Design and Development	Digital Media
Addition	Master	Personal Financial Planning	Finance and Economics
Addition	BS	Electrical Engineering	Computer Science
Addition	BS	Mechanical Engineering	Engineering and Mechatronics
Addition	BS	Civil Engineering	Construction Technologies
Addition	BA/BS	Family Science	Behavioral Science
Addition	BS	Professional Pilot	Aviation Science
Addition	BS	Aviation Management	Aviation Science
Addition	Master	Physician Assistant Studies	CHPS
Addition	AAS	Physical Therapist Assistant	Exercise Science
Addition	BS	Engineering Design Technology	Mechatronics

*This includes all programs for which feasibility templates have been completed and may be submitted for approval by the UVU Board of Trustees in 2017-2018. Under new Regents policies and state statute, Board of Trustees approval is the final step in the curriculum process before submission to NWCCU. Not all of these may be approved by the Board of Trustees.

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Name of Site	Physical Address	City, State, ZIP Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Seven Peaks (Peaks Arena)	1330 E 300 N	Provo, UT 84606	NA	2	20	2
The Quarry	2494 N University Pkwy	Provo, UT 84604	NA	4	79	1
Canyon Park Building L (UVU owned facility)	661 E Timpanogos PKWY BLDG L	Orem, UT 84097	- AAS in Culinary Arts-BS Technology Management, Culinary Arts Emphasis - BS in Hospitality Management, Food and Beverage Emphasis	20	327	13
Salt Lake City Fire Science	Fire Stations in Salt Lake County as Assigned	Salt Lake County, UT	NA	5	25	2
National Guard	951 S Geneva Road	Orem, UT 84058	NA	9	261	8
Provo Airport / Emergency Services	1185 & 3131 Mike Jense PKWY	Provo, UT 84601	-AS/AAS/BS Aviation Science -AS/AAS/BS Emergency Services -Firefighter Recruit Candidate, Certificate of Completion - Paramedic, Certificate of Completion - Aviation Fire Officer, Certificate of Proficiency	42	736	18

			- AAS Wildland Fire Management -MPS Public Service Public Service			
Santaquin City Hall	45 W 100 S	Santaquin, UT 84655	NA	8	20	7
SLCC Jordan Campus	9000 S 3500 W	West Jordan, UT 84088	NA	4	107	4
SLCC Miller Campus	9750 S 300 W	Sandy, UT 84070	NA	2	19	1
Thanksgiving Point	2912 Executive PKWY	Lehi, UT 84043	MBA	5	88	5
Health Professions	951 S Geneva Rd	Orem, UT 84058	- AAS/BS in Dental Hygiene - AAS/BS Respiratory Therapy -ASN/Minor/BS/ MSN Nursing -AA/AS/BS Community Health -Minor/BS School of Health Education	112	2,542	52
Wasatch Campus	3111 College Way	Heber City, UT 84032	AS or AA / Associate of Science or Arts	62	508	52
Am Fork Jr High School	20 W 1120 N	American Fork, UT 84003	NA	1	17	1
BYU ROTC	Daniel H. Wells Bldg	Provo, UT 84604	NA	16	91	4
Cache County School District	2063 N 1200 E	North Logan, UT 84341	NA	1	1	1
Central Utah Educational Services	820 N Main St	Richfield, UT 84701	NA	1	4	1
Clayton Middle School	1470 S 1900 E	Salt Lake City, UT 84108	NA	1	21	1
Desert Hills High School	828 E Desert Hills Dr.	St. George, UT 84790	NA	1	13	1
Dixie Middle School	929 S 100 E	St. George, UT 84770	NA	1	16	1
Eagle Mountain Business Inc	3726 E Campus DR	Eagle Mountain, UT 84005	NA	2	10	2
Edgemont Elementary School	1085 E 9800 S	Sandy, UT 84094	NA	1	3	1
Granite School District	2500 S State St	Salt Lake City, UT 84115	NA	1	21	1
Hospital Nursing Lab UVRMC	1034 N 500 W	Provo, UT 84604	NA	8	73	5
Midvale Middle School	11150 S 300 W	Sandy, UT 84070	NA	1	1	1
Northeastern UT Education Services	35 S Main St.	Heber City, UT 84032	NA	1	5	1

Park City School District	2700 Kearns Blvd	Park City, UT 84060	NA	1	12	1
Peruvian Park Elem School	1545 E 8425 S	Sandy, UT 84093	NA	2	3	1
San Juan School District	200 N Main St	Blanding, UT 84511	NA	1	1	1
South Summit School District	285 E 400 S	Kamas, UT 84036	NA	1	1	1
Washington County SD Horizon	1970 S Arabian Way	Washington, UT 84780	NA	1	29	1
Washington County SD Woodward	121 West Tabernacle	Saint George, UT 84770	NA	2	18	1
Advanced Learning Center	161 E 400 N	Salem, UT 84653	AS or AA / Associate of Science or Arts	48	701	34
American Leadership Academy HS	898 W 100 S	Spanish Fork, UT 84660	*	26	326	20
American Fork HS	510 N 600 E	American Fork, UT 84003	*	47	762	34
Canyon View HS	166 W 1925 N	Cedar City, UT 84721	NA	2	5	1
Cedar City High HS	703 W 600 S	Cedar City, UT 84720	NA	2	15	1
Clearfield HS	931 S 1000 E	Clearfield, UT 84015	NA	1	19	1
Davis HS	325 S Main St.	Kaysville, UT 84037	NA	2	52	2
Dixie HS	350 E 700 S	St. George, UT 84770	NA	1	26	1
Granite Technical Inst HS	2500 S State St	SLC, UT 84117	NA	1	8	1
Grantsville HS	155 E Cherry St	Grantsville, UT 84029	NA	1	11	1
Jordan Applied Tech Ctr HS	9301 S Wight's Fort Rd	West Jordan, UT 84088	NA	3	67	1
Juan Diego HS	300 E 11800 S	Draper, UT 84020	NA	1	77	1
Karl G Maeser Prep Acad HS	320 W 600 S	Lindon, UT 84042	NA	12	126	7
Layton HS	440 Wasatch Dr	Layton, UT 84041	NA	1	47	1
Lehi HS	180 N 500 E	Lehi, UT 84043	*	23	397	15
Lone Peak HS	10189 N 4800 W	Highland, UT 84003	*	38	767	29
Lumen Scholar Institute	1353 760 N	Orem, UT 84057	NA	8	199	7
Maple Mtn HS	51 N 2550 E	Spanish Fork, UT 84660	NA	19	611	11
Merit Academy HS	1440 Center St.	Springville, UT 84663	NA	9	37	9

Mountain View HS	665 W Center St.	Orem, UT 84057	*	28	342	24
Nebo Learning Ctr HS	161 E 400 N	Salem, UT 84653	NA	11	37	11
North Summit HS	PO Box 497	Coalville, UT 84017	NA	13	70	13
Northridge HS	2430 N Hill Field Rd	Layton, UT 84041	NA	1	12	1
Orem HS	175 S 400 E	Orem, UT 84058	*	29	220	21
Park City HS	1750 Kearns Blvd.	Park City, UT 84060	NA	13	201	11
Payson HS	1050 S Main St	Payson, UT 84651	*	18	659	11
Pioneer HS for Performing Arts	555 E Main St.	American Fork, UT 84003	NA	4	11	4
Pleasant Grove HS	700 E 200 S	Pleasant Grove, UT 84062	*	47	1,044	30
Provo HS	1125 N University Ave.	Provo, UT 84604	*	42	688	29
Rich HS	145 E Church St	Randolph, UT 84064	NA	1	2	1
Richfield HS	495 W Center St	Richfield, UT 84701	NA	1	26	1
Rockwell Charter	3435 E Stonebridge Lane	Eagle Mountain, UT 84005	NA	7	53	7
Salem Hills HS	150 N Skyhawk Blvd	Salem, UT 84653	*	23	1,054	17
Skyline HS	3251 E 3760 S	Salt Lake City, UT 84109	NA	1	32	1
Skyridge HS	3000 N Center St.	Lehi, UT 84043	*	28	400	19
South Summit HS	45 S 300 E	Kamas, UT 84036	*	25	88	24
Spanish Fork HS	99 N 300 W	Spanish Fork, UT 84660	*	52	1,443	30
Springville HS	1205 E 900 S	Springville, UT 84663	*	26	504	15
Taylorville HS	5225 S Redwood Rd	Taylorville, UT 84123	NA	2	26	1
Timpanogos HS	1450 N 200 E	Orem, UT 84057	*	34	466	27
Timpview HS	3570 Timpview Dr.	Provo, UT 84604	*	40	341	22
Utah County Academy of Science HS	940 W 800 S	Orem, UT 84058	NA	20	1,087	11
Wasatch HS	930 S 500 E	Heber City, UT 84032	*	30	902	25
West Lake HS	99 N 200 W	Saratoga Springs, UT 84045	*	56	1,225	44
Woods Cross HS	600 W 2200 S	Woods Cross, UT 84087	NA	3	80	2

*The sites listed above include all Concurrent Enrollment sites. Concurrent Enrollment sites could potentially offer the courses needed for an Associate’s degree in University Studies. The high school determines what Live Interactive and Concurrent Enrollment courses they offer at their location and do not consistently sign up for the same courses.

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet. This listing does not substitute for a formal substantive change submission to NWCCU.***

Location Name	Physical Address	Degree/Certificate Name/Level	Student Enrollment (College Level Students)	Student Enrollment (HS Concurrent Enrollment)	Student Enrollment (Unduplicated Headcount)	On-Site Staff
Online		AS or AA / Associate of Science or Arts	1,403	3	1,406	No
Online		ASB / Business	16	0	16	No
Online		ASN / Nursing	34	1	35	No
Online		BS / Aviation Science	822	1	823	No
Online		AAS / Aviation Science	29	0	29	No
Online		BS / Hospitality Management	133	1	134	No
Online		BS / Emergency Services Administration	330	2	332	No
Online		BS / Accounting	281	3	284	No
Online		BS / Business Management	843	2	845	No
Online		BS or BA / Economics	32	0	32	No
Online		BS or BA / Finance	173	0	173	No
Online		BS or BA / Marketing	210	0	210	No
Online		BS or BA / Philosophy	16	1	17	No
Online		MSN / Nursing	5	0	5	No
Online		BSN / Nursing	0	0	0	No
Online		BS / Criminal Justice	179	1	180	No
Online		BS / Technology Management	146	1	147	No
Online		BS / Behavioral Science (Family Studies Emphasis)	257	0	257	No
Online		AAS / Business Management	3	0	3	No
Wasatch Campus	3111 College Way, Heber, City UT 84032	AS or AA / Associate of Science or Arts	42	1	43	Yes

Location Name	Physical Address	Degree/Certificate Name/Level	Student Enrollment (College Level Students)	Student Enrollment (HS Concurrent Enrollment)	Student Enrollment (Unduplicated Headcount)	On-Site Staff
Wasatch Campus	3111 College Way, Heber, City UT 84032	ASB / Business	1	0	1	Yes
Eagle Mountain Business Inc	3726 E Campus Dr Eagle Mountain, UT 84005	NA	2	0	2	No
Santaquin City Hall	45 W 100 S Santaquin, UT 84655	NA	1	0	1	No
West Lake HS	99 N 200 W Saratoga Springs, UT 84045	NA	3	96	99	No
West Lake HS	99 N 200 W Saratoga Springs, UT 84045	NA	1	0	1	No
Advanced Learning Center	161 E 400 N Salem, UT 84653	AS or AA / Associate of Science or Arts	39	3	42	No
American Leadership Acad HS	898 W 1100 S Spanish Fork, UT 84660	AS or AA / Associate of Science or Arts	0	65	65	No
American Fork HS	510 Caveman Blvd. American Fork, UT 84003	NA	0	33	33	No
Lehi HS	180 N 500 E Lehi, UT 84043	AS or AA / Associate of Science or Arts	0	56	56	No
Lone Peak HS	10189 N 4800 W Highland, UT 84003	AS or AA / Associate of Science or Arts	0	80	80	No
Merit Academy HS	1440 W Center St. Springville, UT 84663	NA	0	23	23	No
Mountain View HS	665 Center Street Orem, UT 84057	NA	0	20	20	No
Nebo Learning Ctr HS		NA	0	21	21	No
North Summit HS	111 E 100 S Coalville, UT 84017	AS or AA / Associate of Science or Arts	0	31	31	No
Orem HS	175 S 400 E Orem, UT 84097	AS or AA / Associate of Science or Arts	0	19	19	No
Pioneer HS for Performing Arts	555 E Main St. American Fork, UT 84003	NA	0	6	6	No
Pleasant Grove HS	700 E 200 S Pleasant Grove, UT 84062	AS or AA / Associate of Science or Arts	0	36	36	No
Provo HS	1125 N University Ave Provo, UT 84604	NA	0	33	33	No
Rockwell Charter	3435 N Stonebridge Lane, Eagle Mountain UT 84005	AS or AA / Associate of Science or Arts	0	38	38	No

Location Name	Physical Address	Degree/Certificate Name/Level	Student Enrollment (College Level Students)	Student Enrollment (HS Concurrent Enrollment)	Student Enrollment (Unduplicated Headcount)	On-Site Staff
Skyridge HS	3000 N Center St. Lehi, UT 84043	AS or AA / Associate of Science or Arts	0	56	56	No
South Summit HS	45 S 300 E Kamas, UT 84036	AS or AA / Associate of Science or Arts	0	35	35	No
Timpanogos HS	1450 N 200 E Orem, UT 84057	NA	0	24	24	No
Timpview HS	3570 Timpview Dr. Provo, UT 84604	NA	0	15	15	No
Wasatch HS	930 S 500 E Heber City, UT 84032	AS or AA / Associate of Science or Arts	0	170	170	No

*No Co-sponsoring Organization

*High schools receiving Live Interactive courses have facilitators paid for by the school districts.

Programs and Academic Courses Offered at Sites Outside the United States

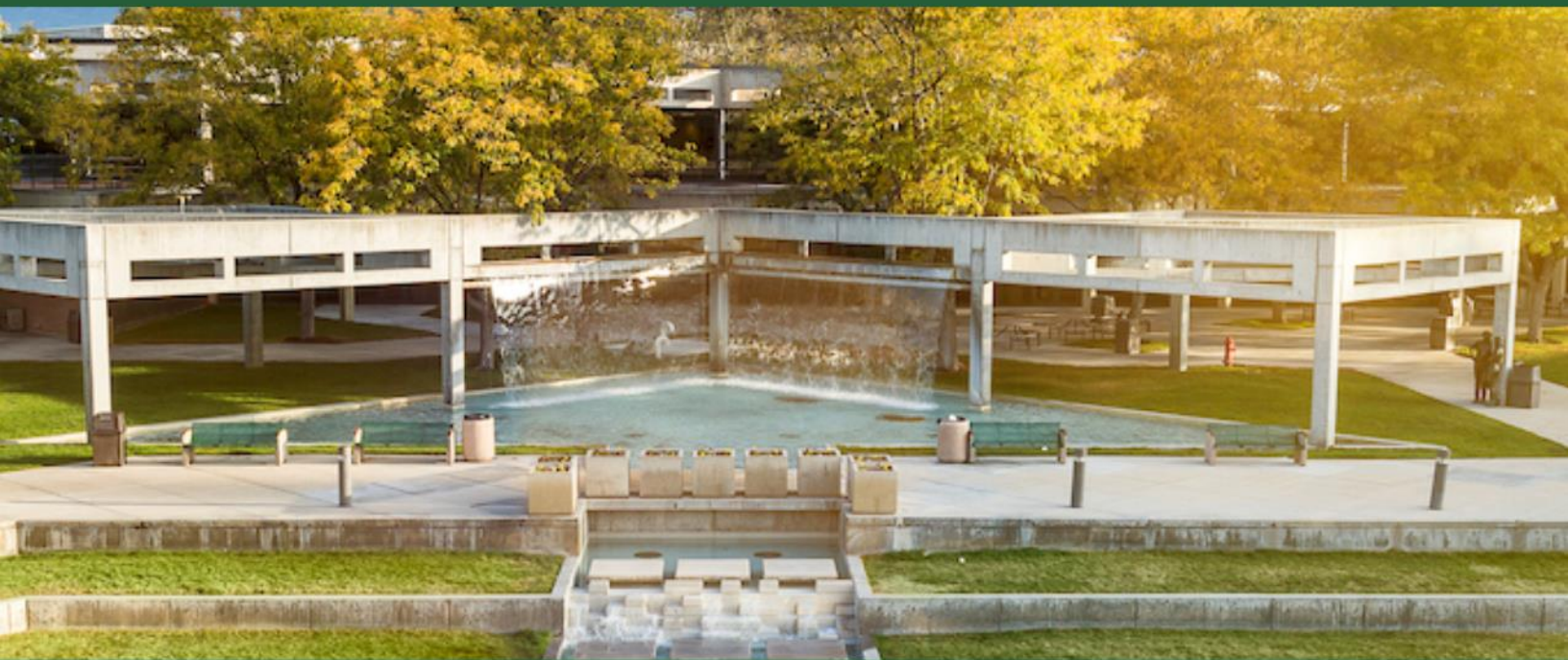
Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Program	Academic Cr. Courses	Student Headcount	Faculty Headcount
Chuxiong Normal University, China	Yunnan Sheng, Chuxiong Yizuzhizhou	Chuxiong Shi, 鹿城南路461号 邮政编码: 675000	N/A	12	13	1
Actilangue, France	2 Rue Alexis Mossa	Nice, France 06000	N/A	5	11	2
Italy	various	Rome, Venice, Florence	N/A	5	20	1
England & Scotland	various	London, Stratford, England; Edinburgh, Scotland	N/A	6	8	2
Balkans	Kacanicki Pat 43, 100 (hotel)	Skopje, Macedonia	N/A	1	12	2

Nagoya YWCA School of Japanese Language, Japan	2-3 Shinsakae-machi, Naka-ku	Nagoya, Japan 460-0004	N/A	2	12	1
Foundation for International Education, London & Barcelona	114 Cromwell Rd.; Carrer de Corsega, 302	London, England, SW7 4ES; Barcelona, Spain 08008	N/A	5	17	2
Centro de Lenguas e Intercambio Cultural, Spain	Calle Albareda, 19	Sevilla, Spain	N/A	7	16	1
Samoa	N coast road (hotel)	Lalomalava, Savaii, Samoa	N/A	2	16	1
VIDA & Casa de Sion, Guatemala	Various	Quetzaltenango, Santa Cruz de Quiche, Los Lomas, Panajachel, Guatemala	N/A	6	12	1
Italy & France	various	Rome, Civita, Trequanda, Cinque Terre, Florance, Venice, Paris	N/A	6	14	1
Goethe-Institut, Germany	Neue Schönhauser Str. 20	Berlin, Germany 10178	N/A	3	9	1
UK & France	various	Cardiff, Wales, Manchester UK; Mont St. Michel, France	N/A	3	13	2
Northern Ireland	various	Dublin, Ireland; Belfast and Derry/Londonberry, Northern Ireland	N/A	8	11	1
University of the Highlands and Islands, College of Inverness, Scotland	1 Inverness Campus	Inverness, Scotland, 1V2 5NA	N/A	4	11	1
Adamello Brenta Geopark, Italy	Province of Trento	Sant'Antonio di Mavignola, Italy	N/A	2	3	1
Global Dental Relief, Guatemala	Marques de Rubio Business Center, Calle de Los Duelos Esquina con Callejon del Rubio	Antigua, Guatemala	N/A	1	6	1

INTRODUCTION



Introduction

Institutional Overview

Home to over 35,000 students, Utah Valley University's (UVU) main campus is situated between Utah Lake and the Wasatch Mountains in Orem, Utah, approximately 40 miles south of Salt Lake City. The university is responsible for meeting the post-secondary education needs of the nearly 675,000 people living in Utah's Mountainland region, Wasatch and Summit counties. Our service region includes the Provo-Orem metropolitan area, the state's second largest and fastest growing region. UVU educates more Utahans than any other university in the state, and has students representing all 50 U.S. states and 74 countries. Eighty-four percent of UVU graduates remain in Utah, contributing to the overall well-being of the state.

The university has evolved with the region. UVU began in 1941 as the Central Utah Vocational School. In 1966, the institution received approval to grant Associate of Applied Science degrees. The institution was given approval to offer Associate of Science degrees in 1981 and Associate of Arts degrees in 1987. In 1993, the institution's mission expanded to include bachelor's degree programs. The first three master's degree programs began in 2008, when Utah Valley State College became Utah Valley University. In 2016, UVU celebrated its 75th anniversary with the largest student body of any Utah university.

UVU is one of eight institutions of higher learning in the Utah System of Higher Education (USHE) governed by the Utah State Board of Regents. As defined by the State Board of Regents, in Regents Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*, the university's role within the USHE system is:

to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution

contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

Reflective of its community college role, UVU is an open admissions institution at the undergraduate level and serves many nontraditional students. Though a commuter campus, UVU provides strong student service programs (such as advising, wellness center, financial aid, academic tutoring) and extracurricular and cocurricular programs (such as NCAA athletics, intramurals, clubs, internships, service learning).

UVU is governed by the Board of Trustees of Utah Valley University under the authority of the Utah State Board of Regents. The university is led by Dr. Matthew S. Holland, President, and President's Council. President's Council is composed of the following members:

- Jeffery Olson, Senior Vice President of Academic Affairs
- Liz Childs, Interim Vice President of Student Affairs
- Scott Cooksey, Vice President of Development and Alumni
- Cameron Martin, Vice President of University Relations
- Linda Makin, Vice President for Planning, Budget, and Human Resources
- Val Peterson, Vice President of Finance and Administration
- Karen Clemes, General Counsel
- Justin Jones, Chief of Staff
- Kyle Reyes, Special Assistant to the President for Inclusion
- Mark Wiesenberg, Associate Vice President of Human Resources
- Craig Thulin, Faculty Senate President
- Shalece Nuttall, Professional Association of Campus Employees (PACE) President
- Rob Smith, UVU Student Association (UVUSA) President

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

Currently, the university offers eight master's degrees, 146 bachelor's degrees, 88 associate degrees, five diplomas, and 36 certificates. Academic programs are offered by the university's eight schools and colleges:

- School of the Arts (Stephen Pullen, Dean)
- Woodbury School of Business (Norman Wright, Dean)
- School of Education (Parker Fawson, Dean)
- College of Humanities and Social Science (Steven Clark, Dean)
- College of Science (Daniel Fairbanks, Dean)
- College of Technology and Computing (Saaed Moaveni, Dean)
- College of Health and Public Service (David McEntire, Dean)
- University College (Forrest Williams, Dean)

UVU's leaders, faculty members, and staff have strong educational and professional credentials. During Fall 2016, UVU employed 670 full-time faculty (442 who hold doctoral degrees), 790 adjunct faculty, 34 executives, and 1,224 full-time staff.

The university delivers courses in multiple locations and through a variety of delivery modes. The main campus is located in southwest Orem with additional delivery locations in Heber City, Lehi, northeast Orem, Provo, and Spanish Fork. UVU does not operate any branch campuses within the meaning of 34 CFR 600.2, though its locations are commonly referred to by the university as “campuses” in the common meaning of the term. UVU delivers Concurrent Enrollment courses to high school students throughout the service region and courses for state teaching licensure endorsements statewide via live interactive technology. Consistent with its Inclusive core theme, UVU offers a variety of evening, weekend, and distance education courses and programs.

The Carnegie Foundation classifies UVU as a Master's College/University with the Elective Community Engagement Classification. The university promotes a culture of academic rigor and professional excellence as reflected in 19 specialized accreditations, certifications, or acceptances. UVU is recognized as one of the most efficient institutions (expenditures per FTE student) within USHE as a result of active planning and assessment to improve quality, control cost, and maximize efficiencies.

Accreditation Process

Utah Valley University approaches accreditation by the Northwest Commission on Colleges and Universities first and foremost for continuous improvement. The process of this self-study ensures that UVU will not simply document compliance with regulatory requirements; it is an ongoing effort to measure the university's mission fulfillment, resources and capacity, and organizational effectiveness against the high standards for performance, integrity, and quality identified by the Commission that make institutions worthy of the confidence of the educational community and the public.

This continuous process uses three parallel tracks, all of which have operated since the completion of UVU's previous comprehensive evaluation in 2010:

- First track: seven-year accreditation cycle with Year One, Mid-Cycle, and Final Self-Evaluation reports,
- Second track: sustainable mission fulfillment,
- Third track: ongoing evaluation of the resources, capacities, and organizational characteristics identified in Standard 2.

The first track, established by the Commission in 2011, is the seven-year accreditation cycle. UVU completed its Year One Self-Evaluation Report in 2011, identifying the four core themes that guide virtually all planning, assessment, resource allocation, and improvement efforts at UVU: Student Success, Serious, Engaged, and Inclusive. UVU achieves Student Success by being Serious, Engaged, and Inclusive—this is the essence of the university. UVU completed its Mid-Cycle Self-Evaluation

Report in 2014, demonstrating its planning and assessment processes were well designed to support a comprehensive evaluation of its mission fulfillment. UVU responded to the recommendations of its 2010 evaluation in both reports. Its actions up to the Mid-Cycle Self-Evaluation Report satisfied the Commission's expectations on the recommendation regarding managing growth. UVU uses the Annual Report and compliance with NWCCU policies such as the Substantive Change Policy to promote ongoing quality assurance and institutional improvement.

UVU evaluates sustainable mission fulfillment, the second track of the continuous accreditation process, through a biannual cycle of mission fulfillment self-evaluation and institutional SWOT analysis conducted by the University Planning Advisory Committee (UPAC). The biannual self-evaluation assesses fulfillment of the mission, the core themes as well as three institutional administrative imperatives that ensure the university has the capacity to fulfill the core themes sustainably, and associated objectives based on the institutional indicators identified as required under Standard 1.B.1. In alternate years, UPAC's SWOT analysis identifies the range of factors that affect UVU's ability to sustainably fulfill its mission, core themes, and administrative imperatives. Self-evaluations of core theme and administrative imperative objectives have been conducted in the academic years ending in 2013, 2015, and 2017. SWOT analyses were performed in 2011 through 2014 (before the biannual alternation was implemented) and in 2016.

The third track of UVU's accreditation process is the ongoing evaluation of the resources, capacities, and organizational characteristics identified in Standard 2. Since the 2010 evaluation, UVU completed internal self-studies of Standard 2 in 2012 and 2015. An Accreditation Executive Team, composed of university leaders responsible for functions related to an accreditation criterion, reviewed and updated previous institutional responses in a peer review process, focusing on practices where there are limits to success or opportunities for improvement. The Accreditation Liaison Officer; Institutional Effectiveness, Planning, and Accreditation Support; and Academic Quality Assurance reviewed each response and encouraged action for improvement. This internal self-study process and gap analysis has been supported by the acquisition of accreditation documentation software. These internal self-studies allowed UVU to identify weaknesses in resources, capacity, and organization on a regular basis between comprehensive evaluations in order to make effective, immediate, and lasting improvements.

This Year Seven Self-Evaluation Report, based on these continuous improvement efforts, was completed over the course of the AY 2016–2017 academic year and demonstrates that UVU fulfills its mission, promotes student learning, and has the resources and capacity to do so sustainably. UVU's core themes, objectives, and indicators were clearly defined through the Year One Self-Evaluation Report and are firmly established in campus culture as the Mid-Cycle Self-Evaluation Report demonstrated. Compliance with Standard 2 is demonstrated through institutional responses that are based on the results of the internal self-studies. Through the continuous work of UPAC's mission fulfillment evaluation and SWOT analysis, UVU demonstrates planning and implementation; effectiveness and improvement; and mission fulfillment, adaptation, and sustainability. UVU's continuous improvement approach to the NWCCU accreditation process has proven a sound foundation for institutional success.

Preface

Institutional Changes since 2010

UVU has seen significant changes in several areas since its 2010 Comprehensive Evaluation.

Enrollment changes and resources to support UVU's mission have been the driving forces behind institutional change since 2010. As an open admissions university at the undergraduate level with an Inclusive core theme, UVU is committed to providing access to Utah citizens, particularly those in its service region. UVU has grown from 32,670 students (21,825 FTE) in 2010 to 34,978 students (23,706 FTE) in 2016. This growth comes in spite of an improving economy and a significant change in missionary service practices within the Church of Jesus Christ of Latter-Day Saints, to which a large majority of UVU's students belong, that reduced enrollments significantly between 2012 and 2014. UVU's Strategic Plan for Managing Growth 2016–2025 Update estimated that, because of expected population growth in the service region, UVU will have approximately 46,500 students in 2025.

While these enrollment changes are to a significant extent beyond UVU's control, UVU has been effective in responding to them. Since 2010, UVU has added 151 additional faculty members, one for every 7.2 additional student FTE. Faculty holding terminal degrees has risen to 71%, up from 62% in 2010 and 47% in 2005. UVU has attained its goal of having more than 55% of instructional credit hours taught by full-time faculty members.

Growth in faculty has come as UVU significantly expanded its academic offerings. UVU added 21 certificates and diplomas (including two post-graduate certificates), four associate's degrees, and 24 bachelor's degrees since 2010. In Fall 2017, five additional master's degrees joined the three initial ones, meeting regional demand in accounting, computer science, cybersecurity, public service, and social work. Analysis of demand for existing programs led UVU to terminate 15 undergraduate programs at various levels.

Perhaps the most significant change at UVU since 2010 has been in enrollment policy. The Our Unique Educational Mission (OEM) white paper articulated an innovative admissions model entitled “Structured Enrollment,” which was implemented in Fall 2012. Mechanisms were put in place to allow UVU to remain open to any student while simultaneously increasing academic quality across the curriculum and enhancing student success by:

- Establishing admissions deadlines and application requirements;
- Requiring appropriate placement tests upon enrollment;
- Ensuring that underprepared students attend orientation, meet with advisors, and complete developmental coursework in a timely fashion; and
- Restricting enrollment in upper-division courses to students who have qualified for advanced standing on the basis of lower-division academic performance.

At the time, UVU President Matthew S. Holland stated, “The policies introduced now will position UVU more favorably to carry out our vital mission roles of access and teaching excellence well into the horizon. We are absolutely doing the right things to preserve a vibrant, exciting, and sustainable future for UVU and the students who rely on this institution for excellent educational opportunities.”

UVU has also accommodated growth through a significant expansion of its physical facilities. The university has added nearly 1 million square feet of physical plant, topping 3 million square feet and still growing. Major new buildings completed since 2010 on the main campus include the Classroom Building, Melisa Nellesen Center for Autism, Science Building, Student Life and Wellness Center, and Wee Care Center. UVU broke ground on the 130,000 square foot Noorda Center for the Performing Arts in December 2016. UVU also added 225 acres of undeveloped land in Vineyard, Utah, approximately two miles from the main campus, to support future expansion.

UVU has reorganized both its academic and administrative structures. In 2017, health professions programs moved from the College of Science and Health to the College of Aviation and Public Service, forming the College of Science and the College of Health and Public Service. The mission and organization of University College was revised to unify institutional leadership for academic advisement and student success as recommended in the OEM white paper. UVU has also realigned its administrative organization, growing to six divisions: Academic Affairs; Development and Alumni; Finance and Administration; Planning, Budget and Human Resources; Student Affairs; and University Relations.

Responses to 2010 Recommendations

Recommendation 1: Managing Growth

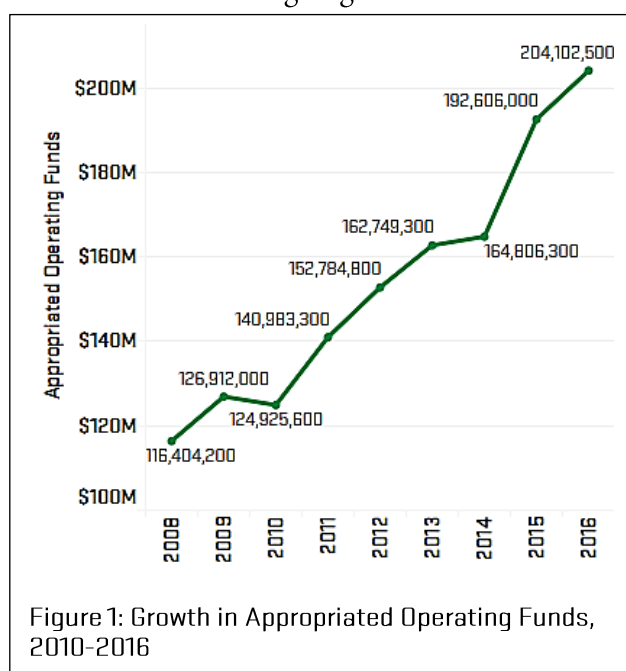
The committee recommends that Utah Valley University complete its work on a strategic plan for managing growth so it is clear that additional resources must accompany additional growth. While the institution has accommodated recent rapid growth in enrollment and has acquired some additional human, physical and financial resources for that endeavor, it is clear to the committee that a goal of additional growth must be consistent with both UVU’s

mission and its resources. (Standards One–1.A, 1.A.5; Four–4.A.3 and Seven–7.B.5; Eight–8.A.1). Commission further requested in its letter dated February 2, 2011 “that in addressing Recommendation 1, the institution provide a minimum of three years of projections for revenues, expenditures, and capital (Standard 7.A.2).”

UVU has achieved tremendous success in managing its growth. Following UVU’s Mid-Cycle Evaluation Report, the Commission notified UVU on February 6, 2015, that, in accepting the report, it had determined that its expectations had been met in regard to this recommendation. Nonetheless, Managing Growth remains a high priority for UVU, and an updated response to the recommendation is valuable for assuring the commission of UVU’s ongoing commitment here. UVU has continued its work in this area as part of its Manage Growth and Secure Resources administrative imperatives. The university’s 2017 Mission Fulfillment Self-Evaluation identified Manage Growth and Secure Resources as areas of excellence, where success in meeting the university’s administrative imperatives provides a firm foundation for ongoing fulfillment of UVU’s mission. Through these administrative imperatives, the university commits to anticipating and appropriately responding to the region’s higher educational needs and obtaining the public and private resources to fulfill its mission.

The cornerstone planning processes for managing growth at UVU are the 2011 Strategic Plan for Managing Growth (SPMG)¹ and its 2016–2025 update², the Facilities Master Plan³, and the Our Unique Educational Mission (UEM) report⁴. The SPMG was reviewed and updated in 2016 to cover the next ten years at UVU. This report finds that UVU faces four significant growth challenges through 2025: continuing rapid enrollment growth, programmatic effects of growth, increasingly diverse students, and sustaining capacities and resources. UVU’s Facilities Master Plan (FMP) was approved by the university’s Board of Trustees on October 12, 2016, and then by the Utah State Board of Regents on November 18, 2016. The SPMG 2016 Update is currently being integrated with a long-term Academic Master Plan Draft and the updated Facilities Master Plan; this integration is expected to be completed by early 2018.

UVU has been remarkably successful securing the resources needed to manage its service region’s educational needs (see Figure 1). The Board of Regents’ acute equity funding initiative of 2014 brought \$21 million in new ongoing base budget funding. Since 2010, UVU has added nearly 1 million square feet through major building projects and acquired 225 acres of land for future development. UVU has also added 151 salaried faculty since 2010. These additional faculty have allowed UVU to achieve its goal of 55% of instructional credit hours taught by salaried faculty.



1. Strategic Plan for Managing Growth Task Force, “Strategic Plan for Managing Growth Phase I: Case for Action and Array of Strategies and Tools,” March 31, 2011 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
3. Utah Valley University, “Campus Master Plan,” November 18, 2016 (pdf document).
4. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).

Recommendation 2: Learning Outcomes

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

Several significant actions have been taken since 2010 to improve program assessment at UVU and connect it better to program review and to UVU’s Planning, Budget, and Assessment (PBA) process. With these improvements, UVU now has a robust process that ensures all programs have student learning outcomes that are assessed regularly and used for improvement. Details of these actions, and their resulting improvements in mission fulfillment and achievement of student learning outcomes, are detailed in the response to standards throughout this self-study (especially in the Serious core theme section) and summarized here.

UVU has taken a number of steps to systematize processes for assessing student learning. A new Assessment Specialist position was added within Academic Affairs in 2011; this position later became the Director of Academic Quality Assurance. The creation of this office and position provided an increased focus on academic program assessment, a better integration of assessment with program review, the integration of assessment best practices into programs at inception, and strengthened accountability of programs for assessment. Under the direction of the Director of Academic Quality Assurance, the Academic Effectiveness Committee (AEC) has expanded its role of overseeing assessment of learning outcomes to now include program review.

UVU has deployed an integrated assessment and strategic planning software product from Xitrac, locally referred to as “Insight 2.0,” to better manage and track assessment efforts including program review. The use of this system helps establish and maintain a common language and process relative to assessment. The software includes a planning module that allows all units on campus to integrate learning outcomes into strategic planning, which then ties to budget requests, as appropriate. UVU adopted an ePortfolio platform from Digication in Fall 2016 and will be using this for assessment of campus-wide Essential Learning Outcomes¹ (ELOs) and program outcomes for several programs and courses.

These systemic solutions have significantly strengthened assessment of student learning. As described in Standard 2.C.1 and Eligibility Requirement 22, Academic Quality Assurance (AQA) ensures that all programs have program learning outcomes linked to university-wide ELOs, that all programs are assessing these outcomes on a regular basis, and that program learning outcomes are clearly identified

on each program's website. All new programs are approved in accordance with UVU Policy 605², *Curriculum Approval Process*, and Regents Policy R401³, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*. Program outcomes are clearly identified, as they are required in the USHE R401 new program approval document and under UVU Policy 605. Under UVU Policy 601⁴, *Classroom Instruction and Management*, expected learning outcomes must be identified on all course syllabi. The Director of Academic Quality Assurance and members of the Academic Effectiveness Committee continue to train and support department chairs and faculty in ensuring that all programs have clear, measurable program outcomes, assessment methods, and complete assessment plans. In programs with specialized accreditation⁵, program learning outcomes are defined as required for those accreditation processes.

The process of assessment is described in Standard 4.A.3 under the Serious core theme. Assessment of student learning occurs broadly through five primary methods: (a) assessment of learning outcomes for academic programs, (b) assessment of Essential Learning Outcomes (ELOs) for general education, (c) academic program reviews, (d) specialized accreditations, and (e) advisory boards. Assessment of student learning outcomes for programs is a joint effort between academic units and AQA. Specific procedures vary across colleges or schools. Student achievement in general education is oriented toward the university's ELOs. UVU's ELOs are university-wide outcomes adopted in 2012. They reflect the ELOs developed by the Association of American Colleges and Universities (AAC&U) as part of the Liberal Education and America's Promise (LEAP) initiative. All general education courses have been mapped to the ELOs. The ELOs are assessed throughout each university program. Each core and distribution general education course is reviewed regularly by the General Education Committee to ensure that each course has identifiable and assessable learning outcomes appropriate to a general education course and its designated general education category. Several courses have been placed on probation and have been given a chance to meet the criteria by a certain date or lose their general education designation.

Academic Quality Assurance has significantly improved the program review process. Cyclical program reviews are required by Regents Policy R411⁶, *Cyclical Institutional Program Reviews*, and UVU Policy 603⁷, *Academic Program Review*. One of the criteria for program review is "Quality Outcomes," in which the programs are asked for evidence of exemplary student performance and the use of results of learning outcomes assessment. In AY 2015–2016, the College of Humanities and Social Sciences underwent a review of all programs based on the new criteria, including an evaluation by an external evaluator and an internal review committee. UVU's programs are also accredited or certified through 19 accrediting or certifying organizations (see Table 12 under Serious Standard 4.A.3). For these programs, identification and assessment of program learning outcomes is supported by specialized accreditation requirements and processes.

UVU programs have made substantial improvements to student learning as a result of feedback from the five sources of assessment mentioned above, making assessment of student learning a key tool of continuous improvement at UVU. Various assessment practices can be found across Academic Affairs, but programs, schools, and colleges have consistently used the results of those practices to improve student learning as described in Standard 4.B.2 under the Serious core theme. Assessment

of ELOs has led to significant improvements in general education at the institutional level as described in Standard 2.C.10.

UVU has used the NWCCU self-study process to evaluate its student learning assessment process. A working group on assessment emerged during this self-study cycle. Based on the working group's review of evidence from schools and colleges, the group concluded that assessment is a regular part of most academic programs and is being used to promote continuous improvement at the program, school and college, and institutional levels. Reporting the results to deans and the reinforced process of ELO evaluation especially has brought significant improvement in the use of assessment results beyond the program-level. The decentralized process currently used allows programs to use assessment methods appropriate to their disciplines, especially where the programs are supported by specialized accreditation; however, this decentralized process provides limited coherence to assessment efforts across the university and lacks a central repository for results at the institutional level. As a result, there may be a sense in some quarters that UVU does assessment primarily for compliance purposes and does not gain the full benefits that its assessment efforts could produce.

This working group has identified three strategies for improving assessment. First, stronger messaging from senior academic leaders is intended to reinforce a culture in which assessment is valued and used in decision making. Second, a model of assessment where the assessment instruments are embedded in the nationally accepted standards of the discipline (such as a specialized accreditation or scholarly and professional organizations) aims to encourage faculty to see accreditation as rooted in their fields rather than as an external requirement. Program reports would then be reviewed by deans and by the Academic Effectiveness Council to identify trends and make improvement recommendations at the college or school and university levels. Third, the Office of Teaching and Learning will be employed more actively, meeting with all new faculty hired each year to review a syllabus for assessment of course-level learning outcomes and connections to program outcomes.

1. Student Services, "Graduate and Undergraduate Catalog: General Information," AY 2017–2018 (pdf document).
2. UVU Policy 605, Curriculum Approval Process
3. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
4. UVU Policy 601, Classroom Instruction and Management
5. Institutional Effectiveness, Planning, and Accreditation Support, "Specialized and Programmatic Accreditations and Certifications," September 5, 2017 (pdf document).
6. Regents Policy R411, Cyclical Institutional Program Reviews
7. UVU Policy 603, Academic Program Review

Recommendation 3: Faculty Workload

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

to maintain “inclusiveness” in an open enrollment environment while contributing to the university’s emerging “serious” theme.

UVU maintains policies and practices regarding academic workload that are consistent with its mission and core themes, Utah State Board of Regents policy, common educational practice, and NWCCU Standard 2.B.5. Academic workload is governed by UVU Policy 641¹, *Salaried Faculty Workload—Academic Year*. This policy implements Regents Policy R485², *Faculty Workload Guidelines*. Policy R485 specifies that the average teaching workload for Utah Metropolitan/Regional Universities (including UVU, Southern Utah University, Weber State University, and Dixie State University) shall be “24 credit hours per year, or 12 credits each semester.” UVU policy remains consistent with UVU’s role within the USHE system as a Master’s University with a teaching emphasis, as defined in Regents Policy R312³, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*.

UVU Policy 641 ensures that faculty workload is consistent with Regents Policies R312 and R485. UVU Policy 641 recognizes that “Teaching is a faculty member’s primary responsibility at the University, supported by professional activities, scholarship, public, and community service,” and that “Consistent with Regents’ policy, the primary workload activity of faculty members is teaching.” This policy considers, in addition to instructional time, academic and governance time. It establishes 30 Workload Credit Hour Equivalents as the institutional standard for the total tracked annual workload equivalent for all faculty, consistent with Board of Regents policy and common practice throughout higher education in the United States.

UVU closely monitors faculty workload and compliance with Board of Regents policy through procedures established in UVU Policy 641 and reports⁴ (see “Faculty Teaching Load” tab) prepared by Academic Affairs and Institutional Research. Annually, UVU reports the average teaching workload to the Office of the Commissioner of Higher Education (OCHE). This information is compiled by OCHE and published in its annual Data Book⁵. This past year UVU’s 657 contract faculty averaged 11.78 Instructional Credit Hour Equivalents per semester, keeping the university substantively in compliance with Regents Policy R485. Schools/colleges and departments with graduate programs and/or specialized accreditations report lower average teaching loads with other programs focusing almost exclusively on teaching in order to maintain overall compliance with Regents Policy R485.

The recommendation’s specific findings regarding treatment of contact time and recognition of service were factually incorrect. The effective date for UVU Policy 641 was August 15, 2007, and it has not been amended since the recommendation was issued in 2010. All forms of contact time were not, and are not now, treated equally as stated in this recommendation. Specific formulae for determining instructional credit hour equivalents based on contact time are defined by instructions for USHE Form S-11⁶, Faculty Workload, and account for differences according to instructional type. Lab hours, supervised instruction, individualized instruction, large sections, and other factors are treated differently from traditional lecture instruction. The university also reviews and adjusts implementation of these instructions as needed. For example, in 2012, the School of the Arts and

Academic Affairs conducted a review of weightings for teaching load calculations of lab intensive courses. Revisions to weightings were made. Department chairs and some tenure-track and tenured faculty receive course reassigned time for certain contributions to university governance or academic projects.

All service activities are recognized under UVU Policy 641. Certain service activities are recognized as “Governance Credit Hour Equivalents,” one of three components of the Workload Credit Hour Equivalent. Under the policy, “GCHE establishes equivalents for activities including, but not limited to, serving as a program coordinator, department chair, or senate officer. GCHE also establishes equivalents for committee loads beyond a reasonable level.” The policy further recognizes untracked activities, “those that establish the faculty member as a good citizen within the department, school, University, community, and discipline,” as “an integral part of a faculty member’s workload.” Both WCHE and untracked activities are recognized as part of faculty workload and faculty members are accountable for both. Only the former are measured at the institutional level, but both are considered in faculty review processes.

To the extent that the recommendation anticipated a change in faculty workload policy or practice that reduced faculty workload, the recommendation would have been inconsistent with UVU’s authority and, thereby, with NWCCU standards. Within Utah’s system of governance, UVU does not have the authority to change the average faculty workload standards established by the Board of Regents. Regents Policy R220⁷, *Delegation of Responsibilities to the President and Board of Trustees*, establishes that, with a few exceptions involving community relations, “all responsibilities of and authority exercised by Boards of Trustees are delegated by the State Board of Regents.” The delegated rather than organic authority of the Board of Trustees inherently bars the implementation of policy inconsistent with Board of Regents policies. To change faculty workload policy would, therefore, violate NWCCU Standard 2.A.1 by deviating from the “clearly defined authority, roles, and responsibilities established in the university’s system of governance”; Standard 2.A.2 by breaching “the division of authority and responsibility between the system and the institution”; and Standard 2.A.7 by “delegate[ing] authority and responsibility to the CEO to implement and administer . . . policies related to the operation of the institution” that are either not approved by the governing board or the approval of which is not within the Board of Trustee’s scope of authority.

1. UVU Policy 641, Salaried Faculty Workload—Academic Year
2. Regents Policy R485, Faculty Workload Guidelines
3. Regents Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
4. Institutional Research, “Academic Program Statistics,” <https://www.uvu.edu/iri/academicprograms/statistics.html>.
5. Utah System of Higher Education, “USHE Data Book 2017: Tab J—Staffing,” January 3, 2017 (pdf document).
6. Utah System of Higher Education, “S-11 Instructions: Budget Related and Self-Support Credit Related Instructional Faculty Teaching Workload Report,” October 7, 2015 (pdf document).
7. Regents Policy R220, Delegation of Responsibilities to the President and Board of Trustees

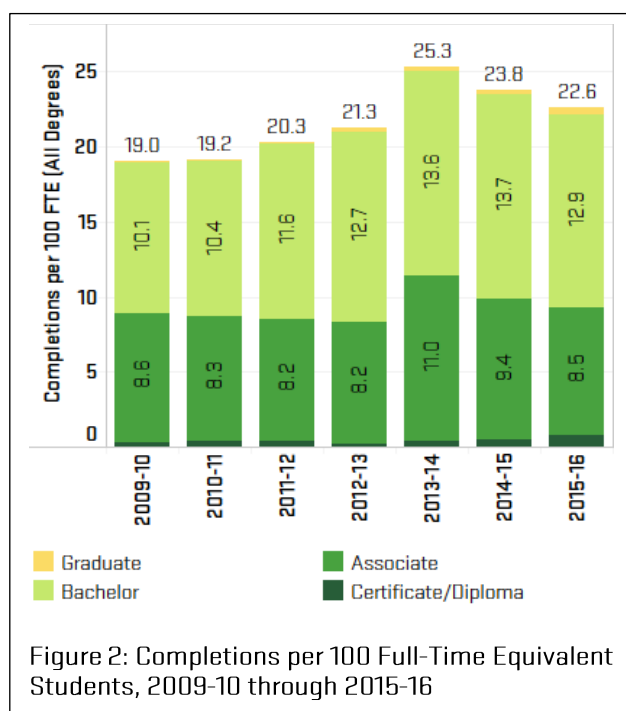
Student Achievement Outcomes

Utah Valley University achieves satisfactory outcomes for student achievement based on the Council of Regional Accrediting Commissions (C-RAC) statement of September 21, 2016, which establishes thresholds for additional review of four-year institutions with graduation rates below 25% and 15% for two-year institutions. Analysis of its graduation rates, retention rates, loan default rates, and loan repayment rates, as well as data contextualizing these rates, indicate a high level student success generally, commensurate with its mission and student characteristics.

UVU reported an adjusted graduation rate for the 2010 IPEDS Graduation Rate Survey cohort for first-time, full-time, bachelor’s degree-seeking students entering in the fall and completing within 150% of nominal program time (GRS150) of 25.2%, a decline of 5.1 percentage points from the 2009 cohort. This is accompanied by a 4.6 point decline in its non-bachelor’s degree-seeking cohort GRS150 rate to 28.8%. This has drawn attention to the achievement of student success at UVU, particularly in light of UVU’s finding that its academic success objective (Student Success Objective 1) was satisfactorily achieved in its 2017 mission fulfillment evaluation. That evaluation was completed based on GRS150 rates for the 2005 through 2009 cohorts prior to the availability of the 2010 cohort data.

UVU’s Institutional Effectiveness, Planning, and Accreditation Support office, which has responsibility for neither the achievement nor calculation of graduation rates, evaluated this unexpected decline to proactively ensure a thorough understanding of the issue, re-evaluated the university’s conclusion that the university is achieving Student Success Objective 1, and assessed its implications for the effectiveness of its ongoing programs to improve student success, particularly in the context of the Council of Regional Accrediting Commissions (C-RAC) statement of September 21, 2016. The 2010 cohort GRS150 rate is marginally above the C-RAC standard for four-year institutions of 25%. UVU’s 2010 cohort GRS150 rate for students seeking certificates and associate degrees is 28.8%, well above the C-RAC Standard. The evaluation was led by the Director of the office, Dr. Jeffrey Alan Johnson, a nationally recognized expert on higher education information policy, who has published several works on the development of various graduation rate metrics.

Based on this analysis¹, UVU has concluded that the 2010 GRS150 graduation rate, while not at all satisfying, represents neither a significant change in the pattern of student success at UVU nor a general failure of the institution to promote student success.



- The causes for the decline are generally not related to changes in graduation; the driving factor is the decline in allowable exclusions. This change was both expected, given the LDS Church missionary age change, and is inconsistent with the conclusion that UVU is failing its students in some significant way.
- The GRS150 is a poor measure of success for UVU's diverse student body. It tells the story of only a small and unrepresentative segment of UVU's student population, has significant statistical biases across student groups, and poorly evaluates fulfillment of UVU's unique educational mission.
- Alternative measures consistently support the conclusion that UVU's programs lead to student success (see Figure 2). Increases in the number of degrees awarded and high levels of success in the 200% of program time rate (GRS200), in Outcomes Measures, and in mission-sensitive analysis of GRS150 data are inconsistent with the conclusion reached on the GRS150 alone. The sound explanation for this is that the GRS150 lacks convergent validity as a measure of student success, and that convergence in the other measures is indicative of success.
- UVU is not burdening unsuccessful students with high tuition payments or student loan debt, and maintains low loan default rates. This is indicative of some combination of a minimal financial burden for education and the value that even a limited college education may have for citizens in the service region.
- UVU has implemented a wide range of programs to promote student success and retention, largely after the 2010 cohort entered the university. While these programs would have had limited effect on this cohort, they are already showing signs of success with subsequent cohorts and should lead to significant gains especially after the 2013 cohort.

UVU appropriately recognizes the questions presented by the 2010 cohort graduation rate. It is well below the university's graduation rate goal for 2020 of 32%. UVU will continue to monitor and strive toward improving the GRS150 rate in the broader context of promoting success for all students, regardless of whether they are included in any one specific measure of student success.

1. Institutional Effectiveness, Planning, and Accreditation Support, "2010 Cohort Graduation Rate Review," June 21, 2017 (pdf document).



MISSION, CORE THEMES, AND EXPECTATIONS



Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Utah Valley University is established by Utah Code 53B-2-101, *Institutions of higher education—Corporate bodies—Powers*, as an institution of higher education and body politic and corporate with all rights, immunities, and franchises necessary to function as such, including the right to award degrees. It is made part of the Utah System of Higher Education under Utah Code 53B-1-102(1)(a), *State system of higher education*.

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Utah Valley University satisfies this eligibility requirement by complying with Standards 1, 2.A.23, and 2.C.1. Utah Valley University's Board of Trustees (November 7, 2007) and the Utah State Board of Regents (December 14, 2007) approved UVU's current mission upon its designation as a state university effective July 1, 2008. On June 10, 2010, UVU's Board of Trustees endorsed UVU's four core themes: Student Success, Serious, Inclusive, and Engaged. UVU's program offerings align with the role identified under Regents Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*, with courses ranging from remedial through graduate level and programs ranging from career and technical education certificates through master's degrees.

UVU's mission articulates its role within the Utah System of Higher Education as a teaching institution charged with providing opportunity, promoting student success, and meeting regional educational needs. Resources are devoted to educational purposes and allocated through UVU's Planning, Budget, and Assessment (PBA) process to ensure support of the educational mission and achievement of core themes and administrative imperatives.

Standard 1.A: Mission

Standard 1.A.1

The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Utah Valley University's current mission was developed through an iterative process in conjunction with its designation as a state university on July 1, 2008. This mission statement reflects the institution's commitment to regional educational needs, its focus on opportunity and student success, and its history of engaged teaching and learning.

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

The university mission statement implements the general role statement for UVU within the Utah System of Higher Education established by Regents Policy R312-4.2¹: *Master's Colleges and Universities, Configuration of the Utah System of Higher Education and Institutional Missions and Roles*:

The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

This role statement provides context for the university within USHE including the range of academic offerings, commitment to student access, and role in regional economic development.

UVU's mission statement was developed through a series of iterations involving the university's Strategic Directions Advisory Committee (SDAC, now the University Planning Advisory Committee), Leadership Council, President's Council, and Board of Trustees. The SDAC represented faculty, staff, students, and administrators from the various divisions of the university. At the request of the president, the SDAC developed, circulated, solicited input and feedback, and

revised drafts of the mission statement in an effort to succinctly and clearly capture the essence of UVU’s mission. As the change to university status neared, a final draft was circulated to the campus community, stakeholder groups, and the public for review and comment. This iterative process concluded with the Board of Trustees approving the mission on November 7, 2007, after which the State Board of Regents reviewed the mission and approved it on December 14, 2007, establishing it in system policy under Regents Policy R312-4.2.3. It has not been revised since.

The mission statement is displayed prominently throughout campus and is regularly presented to and discussed with the campus community and stakeholders. The mission has been discussed at Faculty Convocation; State of the University Address; and Planning, Budget, and Assessment conversations. Further, the mission statement is published in the university catalog², on the website³, and in various university and departmental publications and marketing materials. Especially as articulated in the core themes and objectives, the mission is central to UVU’s intent to be the nation’s very best open admissions platform for student success.

1. Regents Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
2. Student Services, “Graduate and Undergraduate Catalog: General Information,” AY 2017–2018 (pdf document).
3. Office of the President, “UVU Mission,” <https://www.uvu.edu/president/mission/mission.html>.

Standard 1.A.2

The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

In defining parameters for UVU’s mission fulfillment, UVU recognizes that mission fulfillment is more than the accomplishment of individual core themes objectives. Other factors include UVU’s dynamic environment (demographic, political, and economic), institutional values, and “administrative imperatives,” which articulate the processes, practices, and resources key to UVU’s mission fulfillment and sustainability. At UVU, mission fulfillment is considered a continuous improvement process rather than a terminal outcome. UVU considers its mission to have been fulfilled if and only if, based on a holistic evaluation of indicators and objectives, UVU is achieving a minimum satisfactory threshold of overall performance in fulfilling all of its core themes.

Utah Valley University evaluates mission fulfillment, core themes, and objectives using meaningful, appropriately defined indicators to determine the level of achievement of the objectives, and thereby of the core themes and mission fulfillment. The University Planning Advisory Committee (UPAC) uses these indicators and measures in its biannual self-evaluation of mission fulfillment, using a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators, and core themes and mission fulfillment are evaluated based on evaluation of the objectives. Objectives are assessed holistically based on the triangulated measures; core themes are then evaluated holistically based on the evaluations of specific objectives.

An objective is considered satisfactory if, based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance. A rating of unsatisfactory is given when it is judged that the institution is falling below a minimum level of performance that meets student, community, or institutional needs. A rating of excellent is used when achievement clearly exceeds minimum acceptable performance and is recognized as a point of pride for the university. Holistic determinations are used in judging performance for each core theme based on the evaluations of each objective. UVU considers itself to have fulfilled its mission if and only if all core themes have been evaluated as at least satisfactory.

Standard 1.B: Core Themes

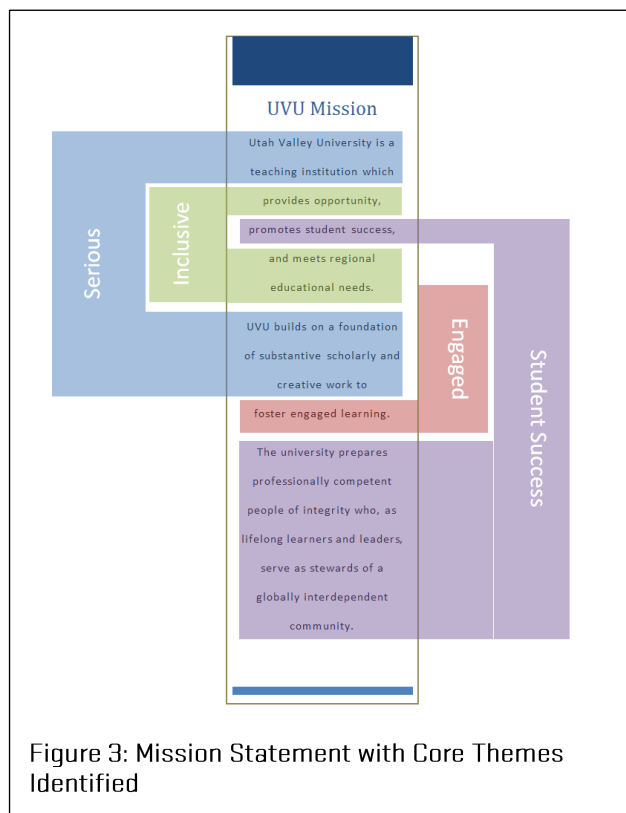
Standard 1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

UVU uses core themes and objectives to express and articulate its mission. These core themes and objectives clarify the university’s purposes, characteristics, and expectations. Each can be found within the mission statement (see Figure 3). The core themes and objectives are used throughout UVU’s integrated planning process to ensure full alignment of planning with the institution’s mission.

In June 2009, Dr. Matthew Holland began his presidency with an initiative to integrate UVU’s mission statement and several other key guiding documents. This effort involved campus leadership as well as broad input from faculty, staff, and community. The integration effort¹ identified four concepts that collectively encompass the mission and reflect key concepts from other guiding documents. During this same time period, NWCCU published its revised standards for accreditation. The new standards included the requirement to develop core themes and objectives. A small representative task force was created to work with the president to explore the application of his integration efforts to the development of core themes. After considerable review and upon recommendation of the task force, the determination was made that the four concepts represented the essential elements of UVU’s mission statement and, therefore, were appropriate to serve as UVU’s core themes.

Utah Valley University’s core themes (with supporting statements) are:



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

Each core theme is operationalized in three or four objectives. Together, the mission, core themes, and objectives form the basis for all planning, assessment, and resource allocation at UVU.

1. President Matthew S. Holland, “Campus-wide Planning & Leadership Training (All Leadership Meeting),” March 3, 2016 Presentation (2016)

Standard 1.B.2

The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

The core themes task force, working with leadership councils and planning committees across campus, developed 14 objective statements in conjunction with these four core themes. Early drafts of core themes and objectives were distributed for feedback throughout campus. The core themes and objectives were endorsed by UVU’s Board of Trustees on June 10, 2010. Beginning in October 2010, the University Advisory Planning Committee (UPAC) divided into four subcommittees to develop indicators for each objective. On June 16, 2011, UVU’s Board of Trustees reviewed these indicators.

Similar to the development of the mission statement itself, the development and refinement process¹ of the core themes, objectives, and indicators has been deliberate, intentional, and inclusive. While the core themes have not changed since their adoption in June 2010, changes were made to the objectives for Inclusive. In Fall 2013, UVU undertook a major initiative to create a Strategic Inclusion Plan. During this nearly year-long effort involving the entire campus, the objectives to Inclusive were carefully reviewed. Based on this review, it was determined that the Inclusive objectives did not encompass a number of aspects of inclusiveness that were important to the university. As a result, the four original objectives were reshaped into three objectives and a new objective related to intercultural competence was added. The recommended changes were reviewed and approved by UPAC, President’s Council, and by UVU’s Board of Trustees (June 2014). Indicators and measures for each objective were also created.

An additional outcome from the president’s initial integration process was the identification of three administrative imperatives—Secure Resources, Manage Growth, and Operate Effectively (changed in 2016 to Operate Ethically and Effectively²). These administrative imperatives do not represent the mission but are key to UVU’s mission fulfillment and sustainability. Mirroring core themes, the administrative imperatives have objectives and indicators which were developed in a collaborative

manner and play an important role in UVU's integrated planning, resource allocation, and assessment of mission fulfillment.

UVU's core themes with accompanying objectives, indicators, measures, and rationale for the selection of the respective indicators of achievement are shown in the following four sections. For each objective, the indicators and measures form the basis for ongoing evaluation of accomplishment of each core theme.

Core Theme: Student Success. UVU supports students in achieving their educational, professional, and personal goals. The Student Success core theme is supported by three objectives, each evaluated using multiple indicators (see Table 1).

Table 1: Indicators, Measures, and Rationale for Student Success Objectives

Indicators	Measures	Rationale
Student Success Objective 1. UVU supports students' preparation for and achievement of academic success at the university.		
Retention rates	IPEDS GRS cohort first-year retention rates	First-to-second year retention of first-time, full-time degree seeking students is a common benchmark for persistence of students in higher education. Students who return after their first year are more likely to meet their degree-seeking goals. Examining the rate of retention by subgroups provides opportunity for more focused attention on specific segments of UVU's student population.
Graduation rates	IPEDS GRS cohort 150% of program time graduation rates Number of degrees awarded annually	Graduation signals the successful completion of a student's academic program of study. Graduation rates for first-time, full-time students is a common benchmark for completion in higher education. But well-remarked weaknesses exist in the standard IPEDS measures, which particularly affect UVU. Thus IPEDS metrics are supplemented by total number of degrees awarded.
Student Success Objective 2. UVU provides a meaningful and well-rounded university experience.		
Student participation in extracurricular activities	Total participation by activity type Headcount of students participating in at least one activity	Regular student surveys (Fall and Spring semesters) gauge participation rates and frequency of participation in a broad range of extracurricular activities, gather feedback on student satisfaction with those activities, and solicit input for future activities.
Interactions outside the classroom with faculty regarding academic ideas	NSSE "Student-Faculty Interactions" scale	Faculty have a direct impact on students not only in the classroom, but also in interactions outside the classroom. The National Survey of Student Engagement (NSSE) section "Student-Faculty Interaction" assesses items such as discussing grades, readings, career plans, and other activities with faculty outside of class. NSSE provides benchmarks with similar Carnegie institutions and peers.

Indicators	Measures	Rationale
Student Success Objective 3. UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits including serving as leaders, people of integrity, and stewards of their communities.		
Success of graduates	Number of graduates pursuing further education Number of graduates employed full-time	Two common indicators of student success after graduation are the ability of alumni seeking employment to become adequately employed and the educational participation rate of alumni seeking to further their education. Additional graduate success measures would include successful completion of other personal goals, relationship of employment with education, and salary of employed alumni.
Graduates' evaluation of UVU's contribution to their growth	Graduating student survey "contribution to growth" items	Surveys of Alumni and Graduating Students, both as they graduate and at appropriate intervals after graduation, provide useful insight into how well UVU prepared them for life after graduation, contributed to their general well-being, allowed them to benefit their community and family, and contributed to their life-long desire to learn.
Employer perceptions of graduates	Employer survey "evaluation of graduates' skills" items Employer survey "overall assessment of quality" item	As a regional university, UVU is sensitive to the workforce needs of employers in its service region. Regular surveys of major employers in the region provide valuable insight on UVU's preparation of graduates who are professionally competent, serve as leaders, and demonstrate integrity.

Core Theme: Serious. UVU fosters a culture of academic rigor and professional excellence. The Serious core theme is supported by four objectives, each evaluated using multiple indicators (see Table 2).

Table 2: Indicators, Measures, and Rationales for Serious Objectives

Indicators	Measures	Rationale
Serious Objective 1. UVU champions learning through outstanding teaching in an academically rigorous environment.		
Evaluation of faculty teaching	NSSE "Effective Teaching Practices" scale Student rating of instructors (SRIs)	Outstanding teaching can be assessed through a combination of student satisfaction and identification of specific pedagogical practices. The latter are particularly useful given known biases in student evaluations of faculty.
Utilization of active and collaborative learning techniques	NSSE "Active and Collaborative Learning" scale	Research has shown that learning is positively impacted through active and collaborative learning techniques. The NSSE section "Active and Collaborative Learning" assesses items such as contributing to classroom discussions, making class presentations, and working with other students outside class.

Indicators	Measures	Rationale
Level of academic challenge	NSSE “Level of Academic Challenge” scale	A rigorous academic environment demands challenging intellectual and creative work. The NSSE section “Level of Academic Challenge” scale includes items such as time spent preparing for class, number and length of papers written, amount of reading required, and expected effort for the course.
Achievement of essential learning outcomes (ELOs)	Academic Effectiveness Committee self-evaluation of ELOs	UVU has identified institutional Essential Learning Outcomes (ELOs) to be achieved in general education courses. The General Education committee oversees the assessment of the accomplishment of these outcomes at the course, program, or institutional level. The summary of findings from these assessment efforts serve as an institutional indicator of student learning.
Serious Objective 2. UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic and co-curricular/extramural endeavors.		
Faculty/staff involvement in scholarship and creative work	Evidence of faculty participation in scholarship and creative work	Faculty research and creative work support UVU’s teaching mission by maintaining currency in disciplines and ensuring that students are taught by scholars.
Student involvement in scholarship and creative work	Evidence of student participation in scholarship and creative work including UCUR and NCUR presentations	Some of students’ most powerful educational experiences come as they make meaningful contributions to their own fields of study.
Serious Objective 3. UVU attracts, develops and retains high achieving students and highly qualified faculty, staff, and administrators.		
College of choice assessment	ACT Survey college preference data	Students may select up to four institutions to send their ACT scores, ranked in order of preference. The percentage of incoming students who select UVU as their first choice is a helpful indicator of UVU’s attractiveness to new students.
Faculty/staff profile	Headcount of faculty and staff by highest degree held	Overall quality of faculty and staff is effectively indicated by qualifications such as degrees held and years of experience, which are included in the profile.
Employee satisfaction	Great Colleges to Work For survey employee satisfaction items	Employee satisfaction is a strong correlation with both productivity and loyalty. Regular surveys reveal overall employee satisfaction, including professional development, compensation, and personal commitment to UVU.
Employee retention	Employee voluntary terminations	Employee retention rates are common measures of employee satisfaction and the university’s ability to compete in the market. Human Resources provides data by employee type regarding retention and turnover rates which can be assessed longitudinally.

Indicators	Measures	Rationale
Serious Objective 4. UVU is recognized for high quality, efficient, and effective programs and services.		
Community perception of UVU	Community survey “willingness to recommend UVU” and “impression” items	Regular surveys of the community and regional employers provide valuable insights into the perceptions of UVU’s quality. These surveys include items measuring the perception of academic rigor, the appearance of campus, and quality of programs and services, etc.
Regional and national industry recognition	Specialized accreditations and industry recognitions	Accomplishments and recognitions, particularly programmatic and specialized accreditations, provide strong evidence of institutional quality that is validated by third-parties against national standards.

Core Theme: Inclusive. UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs. The Inclusive core theme is supported by four objectives, each evaluated using multiple indicators (see Table 3).

Table 3: Indicators, Measures, and Rationales for Inclusive Objectives

Indicators	Measures	Rationale
Inclusive Objective 1. UVU provides accessible and equitable educational opportunities and resources for all students.		
Demographic representation	Headcount by gender, race and ethnicity, and age	As a state institution, UVU primarily serves students from its region and state. Demographic data such as residency, gender, age, and ethnicity are typical measures to assess the breadth of student population. Such demographic information can be compared with regional and state demographics to identify underserved populations.
Student characteristics	Headcount by remedial, part-time enrollment, employment, and financial aid status	As an open admissions institution, UVU is committed to providing opportunities to students entering with a broad range of backgrounds. University data and survey information allow for trending of students by educational preparation (i.e., incoming test scores and GPA), family educational history (i.e., first generation students), economic status, employment status, marital status, dependent children, etc.
Inclusive Objective 2. UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.		
Interactions with diverse students	NSSE “Interactions with Diverse Others” scale	Students who lack experience working with people unlike themselves are likely to display weaker intercultural competence. The NSSE section “Discussions with Diverse Others” addresses the extent to which students’ social and professional interactions prepare them for working with the full diversity of global citizens.

Indicators	Measures	Rationale
Growth in intercultural competence	Graduating student survey “UVU contribution to growth in intercultural competence” items	Students are expected to learn intercultural competence through the UVU curriculum and co-curricular activities. This should be recognized at graduation, and may be further recognized as students gain experience in the workforce, further education, and community life after graduation, through surveys of graduating students and alumni.
Inclusive Objective 3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.		
Student perceptions of campus environment	NSSE “Supportive Campus Environment” items	The NSSE section “Supportive Campus Environment” includes items such as quality of relationships with faculty, staff, and other students; academic support; and opportunities for social growth.
	Student campus climate assessment “students treated with respect” and “respectful class dialogue” items	Regular surveys of students assess the campus climate for welcoming of individual differences and divergent perspectives.
Employee perceptions of campus environment	Employee campus climate assessment “perception of inclusiveness” items	Regular surveys of employees assess the campus climate for welcoming of individual differences and divergent perspectives.
Inclusive Objective 4. UVU offers an array of courses, programs, and delivery methods designed to reflect students’ goals and the region’s educational needs.		
Demand for desired courses by time, day, and semester	Continuing and non-returning student surveys “availability of courses and programs” items	UVU serves many non-traditional students (working adults). Examining patterns in enrollment can provide both evidence of the demand for and diversity of offerings and help identify offerings that are increasing or declining in demand.
Delivery of programs and courses by time, day, semester, delivery method, and location	Headcount by delivery of programs and courses by time, day, semester, delivery method, and location	UVU must remain sensitive to changing needs of the students it serves. Regular surveys of non-returning students and current students assess demand for courses by semester and general timeframes (morning, afternoon, evening, day of week). This data can directly inform scheduling planning and delivery decisions.
Participation in existing programs	Degree programs offered Enrollment by degree type	Examining patterns in participation and completion can both provide evidence of the initial demand for programs offered (majors) and program success (graduates). This data is used in academic program review.
Demand for programs not offered	Student omnibus survey “missing degree programs” item Employer survey “what degrees should UVU offer” item	Program interests identified through regular surveys of non-returning students, current students, and the community can identify programs in demand not currently offered at UVU.

Indicators	Measures	Rationale
Regional employment demand	Burning Glass “Top Jobs in Provo-Orem Area” report	Regular surveys of regional employers combined with the Division of Workforce Services and other national and regional sources of information can identify workforce needs and potential new degree or training programs.

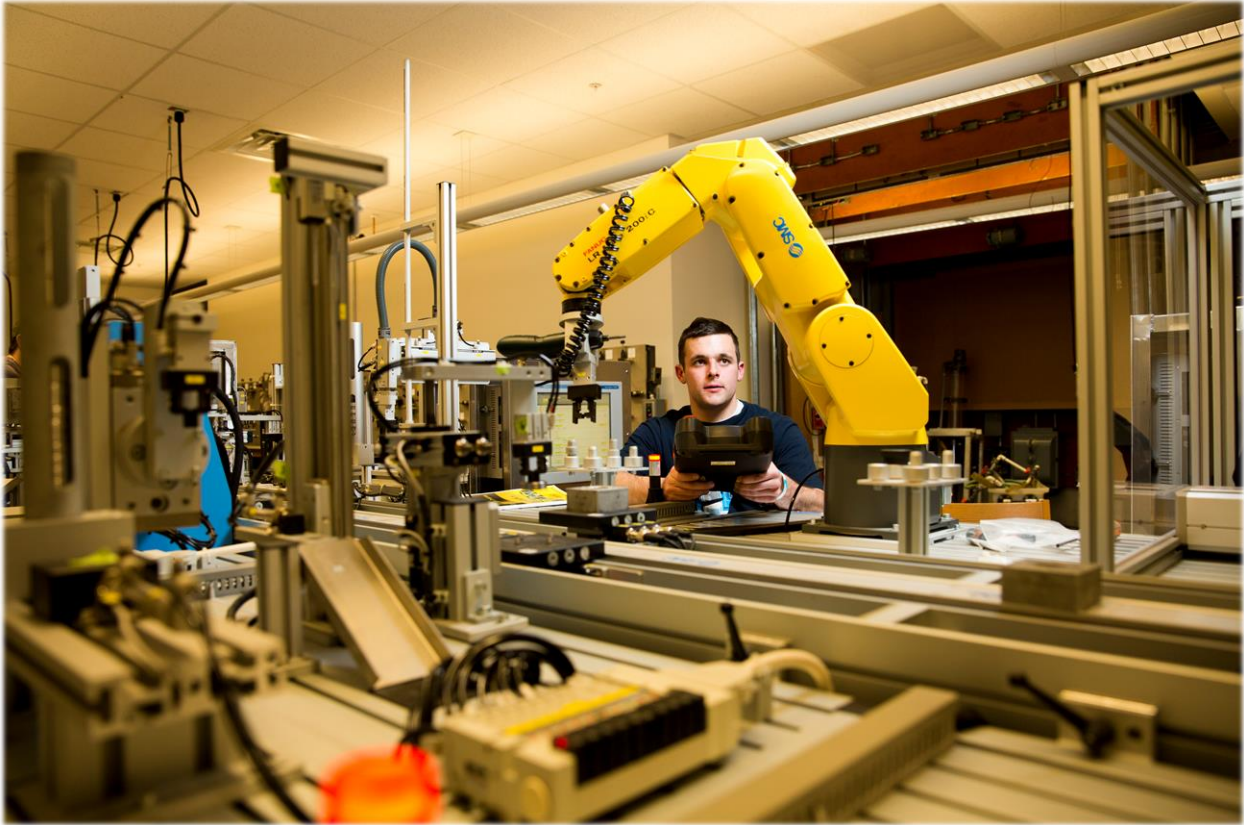
Core Theme: Engaged. UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning. The Engaged core theme is supported by three objectives, each evaluated using multiple indicators (see Table 4).

Table 4: Indicators, Measures, and Rationales for Engaged Objectives

Indicators	Measures	Rationale
Engaged Objective 1. UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.		
Enriching educational experiences	NSSE “High Impact Practices” scale	Engaged learning includes complementary learning opportunities both inside and outside the classroom. The NSSE includes items such as participation in learning community, service learning, research with faculty, internships or field experience, study abroad, and culminating senior experience.
Enrollment in project/service based courses	Student participation in service learning courses Total student FTE enrolled in “engaged” courses	Specific courses at UVU have been designed to provide engaged learning experiences. Enrollment in courses designated as service learning, internship/coop, student teaching, field experiences, clinical experiences, etc. provide a measure of student participation in formalized engaged learning experiences.
Engaged Objective 2. UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.		
This objective is evaluated through the process of maintaining the Carnegie Foundation’s Community Engagement Classification. Central to the classification process is a “documentation framework” developed by a team of advisors to help applicants and reviewers assess the nature of an institution’s community engagement commitments. The classification recognizes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.		

Indicators	Measures	Rationale
Engaged Objective 3. UVU serves as a portal of civic engagement and an engine of regional economic and business development.		
Graduates living/employed in the region/state	<p>Graduates' residence one-year after graduation</p> <p>Graduates' employment location one year after graduation</p>	Regular surveys of alumni identify the percentage of UVU graduates who choose to live and work in the UVU service region and state, identifying the extent to which UVU's efforts serve these areas.
Economic impact and the return on investment of state dollars	<p>Return on state investment</p> <p>Total employment supported by UVU</p> <p>Total economic impact in Utah</p>	The presence of a large university affects the surrounding region in many ways. Economic impact studies are conducted on a regular basis in an effort to accurately assess the impact UVU has on the economy of the region and state.
UVU business development and support	<p>Business mentorship hours</p> <p>New business creation</p> <p>Job creation and retention</p>	UVU directly supports the region and state economy through support of new businesses. The Business Resource Center and other development centers on campus annually report on these programs and activities. These reports are supplemented with regular surveys of alumni to assess alumni success in business development.
Student participation in community engagement	Utah Campus Compact Survey	UVU encourages students to participate in civic activities such as political debates, voter registration campaigns, and community organizations and events, which indicate the extent to which UVU is meeting community needs.

1. Planning, Budget, and Human Resources, "Mission, Core Themes, and Administrative Imperatives, 2011–2016," October 2016 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, "'Operate Ethically and Effectively' Administrative Imperative," September 29, 2016 (pdf document).



RESOURCES AND CAPACITY



Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

Eligibility Requirement 4: Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

Utah Valley University operates as an institution of higher education under Utah Code 53B-2-101¹, *Institutions of higher education—Corporate bodies—Powers*, and is predominantly concerned with higher education. Exercise of the powers of an institution of higher education is delegated to its Board of Trustees by the State of Utah through the Utah State Board of Regents under Utah Code 53B-2-103, *Boards of trustees—Powers and duties*. Within the bounds of state law and Board of Regents policy, UVU may be held accountable and responsible for meeting the Commission's standards and Eligibility Requirements.

1. Utah Code 53B-2, Institutions of Higher Education

Eligibility Requirement 5: Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, genetic information, or other bases protected by applicable federal, state, or local law in employment, treatment, admission, access to educational programs and activities, or other university benefits or services.

Eligibility Requirement 6: Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.A.22. The institution adheres to state and federal laws and regulations regarding high standards of ethical conduct. Recognizing that “tone from the top” is critical in ethical behavior, an annual statement on ethical behavior that is signed by each member of President’s Council is shared widely. The university revised its administrative imperatives to include “Operate Ethically and Effectively” in Fall 2016, adding as an objective, “UVU upholds an environment of ethical behavior and expects honesty, integrity, legal compliance, financial stewardship, and accountability in the performance of employees’ UVU-related responsibilities.” UVU maintains extensive policies, processes, and resources that support and maintain the expectations of high ethical standards across the university. UVU has several offices with responsibility for ensuring adherence to ethical standards, including the Compliance Office, the Office of Equal Opportunity and Affirmative Action/Title IX, and the Information Technology Security office. As employees of the State of Utah, all UVU Trustees, administrators, faculty, and staff are subject to and expected to conform to the Utah Public Officers and Employees Ethics Act.

Eligibility Requirement 7: Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution’s mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.A.4, 2.A.6, and 2.A.8. The legislature and Board of Regents establish the authority, responsibilities, relationships, and functions of the Board of Trustees. The UVU Board of Trustees bylaws define the Board of Trustees as UVU’s governing board in all cases. The Board of Trustees consists of ten voting members. None of the Trustees have a contractual relationship, employment with, or financial interest in UVU with the exception of the UVUSA President, who receives a stipend and hourly compensation related to his duties with UVUSA.

Eligibility Requirement 8: Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution’s governing board.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.A.7 and 2.A.10. The Utah State Board of Regents selects, appoints, and regularly evaluates UVU’s president, who serves as UVU’s chief executive officer. UVU’s current president, Dr. Matthew S. Holland, was selected by the State Board of Regents in 2009. President Holland’s full-time responsibility is to UVU and the Utah System of Higher Education. President Holland is not a member of UVU’s

governing boards and holds no other positions, though he is engaged with the community through service on various boards.

Eligibility Requirement 9: Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.A.11. In addition to President Holland, the university is managed by 35 senior administrators, who are members of the President's Executive Leadership Council (PELC). UVU employs one administrator per 54 full-time employees. Senior leaders are hired through competitive, national searches and must meet or exceed the education and experience requirements specified in their job descriptions. Leadership of instructional and academic support units is provided by experienced administrators who are well versed in academic and administrative matters pertinent to operations of academic units. UVU's administrators direct university management and institutional decision making while encouraging open and transparent communication and goal attainment through a shared governance model.

Eligibility Requirement 10: Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.B.4 and 2.B.6. UVU recruits and hires highly qualified full-time and part-time faculty in each discipline or program in which UVU offers major academic work. UVU employed 670 full-time faculty and approximately 790 part-time faculty in Fall 2016 to meet the educational objectives, mission, and goals of the university. In Fall 2016, UVU surpassed its benchmark target of 55% with 55.9% of instruction provided by full-time faculty compared to 49.4% in Fall 2006. UVU's student-to-faculty ratio (as reported in the Common Data Set for AY 2015–2016) is 22 to 1. Full-time faculty are active in the formulation of academic policy and heavily involved in curriculum development. All faculty are required to take part in assessment of courses. All faculty, regardless of tenure status, are expected to be reviewed annually.

Eligibility Requirement 11: Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student

learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.C.1. UVU's program offerings align with the expectations of USHE with courses ranging from remedial through graduate level and programs ranging from career and technical education certificates through master's degrees. Program outcomes are required by the Utah State Board of Regents in the program approval process to ensure that the programs lead to collegiate-level credentials consistent with program content in recognized fields of study. Academic Quality Assurance (AQA) ensures that all programs have identified program learning outcomes, that program learning outcomes are achieved through the achievement of course learning outcomes across the programs, that program outcomes are linked to university-wide Essential Learning Outcomes (ELOs), that all programs are assessing these outcomes on a regular basis, and that program learning outcomes are clearly identified on each program's website. In programs with specialized accreditation, program learning outcomes are defined as required for those accreditation processes.

Eligibility Requirement 12: General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.C.9 and 2.C.11. UVU requires all of its undergraduate degree programs to contain a component of general education or related instruction. Students must complete a set of core courses designed to provide them with basic skills in logic, math, written and oral communications, and health/fitness as well as an understanding of American institutions and ethics and values. In addition, distribution requirements include courses in the fine arts, humanities, social/behavioral science, and biology/physical sciences. The total core and distribution requirements is 35 credit hours. These general education requirements must be completed for the Associate in Arts and the Associate in Science degrees as well as baccalaureate degrees. For an Associate in Applied Science degree, 16 credits of general education are required through courses in English (communication), math (computation), humanities/fine arts/foreign language, social/behavioral science (human relations), biology/physical science, and physical education/health/safety/ environment. UVU's certificate programs of over 30 hours include at least nine general education hours in composition, computation, and human relations as required by Board of Regents policy. Related instruction components embedded within program curricula occur only in certificate programs of fewer than 30 credit hours. These programs have course learning outcomes linked to program learning outcomes, which are then linked to UVU's Essential Learning Outcomes.

Eligibility Requirement 13: Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.E.1. UVU's library collection is oriented toward the needs of a serious and inclusive teaching institution with students at multiple sites receiving instruction through multiple delivery methods. The total library collection of 430,000 volumes includes 19,000 videos, 19,000 streaming videos, 5,600 CDs, 8,000 reference books, 193,000 monographs, 4,700 music scores, and 180,000 e-books. Eighty percent of the collection was added in the last 20 years. More than 145 databases are currently available to all UVU students, faculty, and staff; all are available online from anywhere in the world via a proxy server. Distance education students may use the interlibrary loan service to request physical materials in the library, giving them the same level of access as on-campus students. The intercampus mail system supports delivery of materials to students at satellite campuses.

Eligibility Requirement 14: Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.G.1, 2.G.4, and 2.G.5. UVU currently has over 3 million square feet of physical space and over 500 acres of land at its various locations. From Fall 2010 to Fall 2017, UVU added approximately one million square feet of building space and purchased 225 acres of property for a future location. All of the buildings are accessible, safe, and secure, and all recently constructed instructional buildings have been awarded LEED Silver or Gold status. Instructional equipment, such as science and computer labs, is purchased and maintained by the colleges or schools with funding coming from ongoing budgets and the institutional Planning, Budget, and Assessment (PBA) process. Classroom technology is mostly funded centrally and regularly updated and replaced on a five-to-seven-year schedule. IT Services has been able to construct, source, and maintain viable, useful technology that supports UVU's management and operational functions, academic programs, and support services.

Eligibility Requirement 15: Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.A.27 and 2.A.28. UVU commits to maintaining a climate encouraging innovation, experimentation, and the free exchange of ideas that strengthen faculty teaching and foster student success by building an academic environment conducive to such dialogue and expression. Faculty and students, regardless of personal, social, or religious backgrounds, are free to engage in thoughtful debate and civil

discourse to test all knowledge appropriate to their discipline as judged by the academic/education community. UVU operates under Utah State Board of Regents and university policies protecting academic freedom, including institutional policies on faculty and student rights and responsibilities, tenure and promotion, appeals and grievances, and freedom of speech.

Eligibility Requirement 16: Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.A.16 and 2.C.13. UVU publishes its admissions requirements through UVU's catalog (printed and online), prospective students and admissions websites, and student recruitment materials. UVU maintains an open admissions practice at the undergraduate level, admitting all applicants whose qualifications indicate they may benefit from the instructional programs. Students that do not meet testing minimums, are under the age of 15, or are otherwise found to not be college ready will not be granted an exception to policy. Some programs of study may require an additional program admission process or matriculation after completing certain prerequisites. Program-specific admissions requirements are published in UVU's catalog and/or on the program's website.

UVU uses a selective admissions process for admitting students to graduate programs. Graduate program directors publish graduate program admission requirements in UVU's catalog, on the graduate program's website, and in student recruitment materials. Individual graduate programs may only admit students who meet the minimum university graduate admissions requirements into their graduate programs unless an exception is approved by the Graduate Council Appeals Committee.

Eligibility Requirement 17: Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.D.5. UVU's Graduate and Undergraduate Catalog contains current and accurate information relative to its institutional mission and core themes as well as academic program and course requirements, policies and practices governing students' academic status and progression, and opportunities and requirements for financial aid. The annually produced catalog is available online and in print. UVU's website is another primary source for this information with literature from departments, email announcements, digital signage, and printed documents also used to communicate with prospective students, students, and other stakeholders. The catalog, in both print and web versions, meets all conditions of this requirement as demonstrated in the related Standard.

Eligibility Requirement 18: Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.F.1. UVU's financial position continues to be strong and stable. Net assets have increased, and no accumulated deficit exists or has existed in the past 10 years. UVU maintains sufficient cash flows and reserves to support its programs and services. Both the Legislative Fiscal Analyst's office and the Governor's Office of Management and Budget provide short- and long-range forecasts for state revenue, which are regularly reviewed by UVU's Budget Office. Long-range enrollment forecasts are reviewed annually by the Office of the Commissioner of Higher Education and approved by the State Board of Regents. As the appropriated operating budget is subject to the volatility of state tax fund revenues and student enrollments, the university's budget includes annual contingency budgets. Additional budgetary practices (including central benefits pool and central sweeping of vacancy savings) have allowed UVU to adapt to negative, short-term revenue changes with limited impact on programs/services during a budget year. Longer-term revenue changes are addressed annually through the budgeting process to avoid any structural budget deficit and ensure that new year expenditure budgets reflect anticipated actual revenues. Major capital and facilities projects are planned and processed through the Board of Trustees, Board of 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.

Eligibility Requirement 19: Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable time frame, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.F.7. UVU is audited annually by the Utah State Auditor's office 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. The results of the audit are presented to the Board of Trustee Audit Committee by the Utah State Auditor's office. Audited financial statements are provided to the State Board of Regents, Board of Trustees, and are made available to the public. Findings and recommendations are reviewed and implemented as appropriate by administration.

Eligibility Requirement 20: Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

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 to the extent permitted by law and its responsibilities to students and other stakeholders. All information contained in this report is, to the best of the knowledge of the Accreditation Liaison Officer, accurate as of September 1, 2017.

Eligibility Requirement 21: Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Utah Valley University satisfies this eligibility requirement by complying with Standard 2.A.3. Utah Valley University hereby accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. The Accreditation Leadership Team monitors and supports UVU's compliance with NWCCU Standards for Accreditation, policies, and reporting requirements, involves appropriate university personnel and offices in completing its annual report to NWCCU, and works closely with the Office of Academic Affairs and the Curriculum Office to identify and submit substantive change requests. The university has actively worked to improve the efficiency and effectiveness of policy compliance, especially with the Substantive Change Policy. UVU agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A: Governance

Standard 2.A.1

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

UVU operates in a system of governance that is clearly described in state statute and Utah State Board of Regents policies. These documents outline the authority, responsibilities, and relationships between and among the State Board of Regents; the UVU Board of Trustees; UVU's president and administration; and the faculty, staff, and students as summarized below.

Board of Regents. Utah Code 53B-1¹, *Governance, Powers, Rights, and Responsibilities*, establishes the State Board of Regents as the governing authority for the Utah System of Higher Education (USHE). Utah Code stipulates that the State Board of Regents' function is "to provide a high-quality, efficient, and economical public system of higher education through centralized direction and master planning." Specifically, the State Board of Regents delegates and vests certain powers to institutional boards of trustees and presidents, appoints an institutional president after consulting the institution's Board of Trustees, evaluates the president, and delegates institutional authority to the president. Persons who serve on the State Board of Regents are appointed by the governor with the approval of the Utah State Senate. The State Board of Regents bylaws are outlined in Regents Policy R120², *Bylaws of the State Board of Regents*.

Board of Trustees. The State Board of Regents establish the authority, responsibilities, relationships, and functions of the Board of Trustees under Utah Code 53B-1-101(2), *Purpose of title*; Regents Policy R120; and Regents Policy R220³, *Delegation of Responsibilities to the President and Board of Trustees*. The UVU Board of Trustees bylaws⁴ set forth the authority and responsibilities of the Board of Trustees in Article V, Section 3, *Duties and Powers*. The bylaws were updated in September 2015 and include the following:

- a. To facilitate communication between the university and the community;
- b. To assist in planning, implementing, and executing fund raising and development projects aimed at supplementing university appropriations;
- c. To perpetuate and strengthen alumni and community identification with the university's tradition and goals;
- d. To select recipients of honorary degrees;
- e. To approve institutional processes, as prescribed by the president of the university, pursuant to the authority established in Section 53B-2-106(1) and (2), including:
 1. faculty, student, and employee organizations, rules and regulations,
 2. instruction, examination, admission, and classification of students, and
 3. the necessary and proper exercise of powers and authority not specifically denied to the university, its administration, faculty, or students by the State Board of Regents or by law;
- f. To approve all candidates for earned degrees and diplomas as recommended by the president of the university and the faculty, as authorized by the State Board of Regents;
- g. To monitor, review, and report, as appropriate, specific delegated areas of responsibility as set forth by the State Board of Regents.

President and Administration. Utah Code 53B-2-106⁵, *Duties and responsibilities of the president of each institution of higher education*, and Regents Policy R201⁶, *Presidents' Responsibilities to the System, the Assigned Institution, and for Legislative Relations*, describe the duties and responsibilities of the university president. The president exercises the power and authority as delegated by the State Board of 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 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 and organization charts.

Faculty, Staff, and Students. Faculty responsibilities, defined in UVU Policy 635⁷, *Faculty Rights and Professional Responsibilities*, include teaching, scholarly and creative activities, service, and designated roles in institutional governance. Faculty exercise their role in the shared governance of UVU, as evidenced by their participation through the Faculty Senate; university, school/college, and department leadership; and numerous campus committees. Faculty serve as members and chairs of the standing committees of the Faculty Senate. The Faculty Senate President represents the faculty as a member of President’s Council, President’s Executive Leadership Council, and Academic Affairs Council and regularly attends Board of Trustees meetings.

UVU Policy 322⁸, *Employment Responsibilities and Standards*, contains the broad employment responsibilities and standards for university executives and exempt/non-exempt staff. Specific staff responsibilities are dependent upon the particular assignment and are detailed in position descriptions. Staff participate in shared governance through the Professional Association of Campus Employees (PACE), an elected-representative organization. PACE provides input and presents concerns to university administration in areas that involve its members. Staff members serve on numerous committees across campus. The PACE President represents staff employees as a member of President’s Council and President’s Executive Leadership Council and regularly attends Board of Trustees meetings.

Students are actively involved in the governance of UVU through the Utah Valley University Student Association (UVUSA). The student body president serves on President’s Council and President’s Executive Leadership Council and as a voting member of UVU’s Board of Trustees. Students from each academic school/college are represented on UVUSA by a student senator.

President’s Council is a body convened by the university president that includes the president; all vice presidents; the presidents of the Faculty Senate, PACE, and UVUSA; the university General Counsel; and the Associate Vice President for Human Resources. President’s Council is a decision-making body that oversees the activities of the university and plays a central role in university policy-making.

1. Utah Code 53B-1, Governance, Powers, Rights, and Responsibilities
2. Regents Policy R120, Bylaws of the State Board of Regents
3. Regents Policy R220, Checklist of Presidents’ and Trustees’ Responsibilities
4. Board of Trustees, “Bylaws of the Board of Trustees of Utah Valley University,” September 10, 2015 (pdf document).
5. Utah Code 53B-2-106, Duties and Responsibilities of the President
6. Regents Policy R201, Presidents’ Responsibility to the System, the Assigned Institution, and for Legislative Relations
7. UVU Policy 635, Faculty Rights and Professional Responsibilities (2010)
8. UVU Policy 322, Employment Responsibilities and Standards (1992)

Standard 2.A.2

In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Established in 1969, the Utah System of Higher Education (USHE) is comprised of eight public colleges and universities, governed by the Utah State Board of Regents. USHE and the institutions are established by state statute. Utah Code 53B-1¹, *Governance Powers, Rights, and Responsibilities*, establishes the State Board of Regents as the governing authority for the Utah System of Higher Education (USHE). Utah Code stipulates that the State Board of Regents' function is "to provide a high-quality, efficient, and economical public system of higher education through centralized direction and master planning." Specifically, the State Board of Regents delegates and vests certain powers to institutional boards of trustees and presidents, appoints an institutional president after consulting the board of trustees, evaluates the president, and delegates institutional authority to the president.

The State Board of Regents establishes the authority, responsibilities, relationships, and functions of the Board of Trustees under Utah Code 53B-1-101(2); Regents Policy R120², *Bylaws of the State Board of Regents*; and Regents Policy R220³, *Delegation of Responsibilities to the President and Board of Trustees*.

Legislation passed⁴ during the 2017 Utah Legislative Session somewhat restructures the relationship between the State Board of Regents and the boards of trustees of USHE institutions. These policies devolve some authority to the boards of trustees. The State Board of Regents is currently implementing this legislation through revision of several policies. Full details of these policies have not been approved at the time of publication. The UVU Board of Trustees will take steps to implement its new duties and responsibilities in an effective and efficient manner as the legislation becomes effective and as Board of Regents policies and practices implementing the changes at the system level are developed and approved. UVU expects to have addressed these changes fully by the time of the site visit.

1. Utah Code 53B-1, Governance, Powers, Rights, and Responsibilities
2. Regents Policy R120, Bylaws of the State Board of Regents
3. Regents Policy R220, Delegation of Responsibilities to the President and Board of Trustees
4. Office of the Commissioner of Higher Education, "Summary of Changes to SB 238 S1: Higher Education Governance Revisions," March 9, 2017 (pdf document).

Standard 2.A.3

The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

UVU's Accreditation Leadership Team¹ (ALT) is chaired by UVU's NWCCU Accreditation Liaison Officer (ALO), Linda Makin, and supported by the Offices of Institutional Research (IR);

Institutional Effectiveness, Planning, and Accreditation Support (IEPA); and Academic Quality Assurance (AQA). Members of the ALT regularly attend NWCCU training to ensure full and timely understanding of the standards and policies of the Commission.

The ALT monitors and supports UVU's compliance with NWCCU Standards for Accreditation, policies, and reporting requirements. UVU has worked actively to improve processes for compliance with NWCCU standards and policies. UVU has implemented an online software and institutional process for gathering, reviewing, and regularly updating responses to NWCCU Eligibility Requirements and Standard 2. Approximately every two years, responsible university administrators participate in the update of previous responses. This practice of regularly reviewing NWCCU Eligibility Requirements and Standard 2 ensures that current leaders are aware of standards and requirements, that UVU is in compliance, and that continuity during leadership and organization changes is maintained and/or changes are documented.

The ALO involves appropriate university personnel and offices in completing its annual report to NWCCU and works closely with the Office of Academic Affairs and the Curriculum Office to identify and submit minor and substantive change requests. Institutional Effectiveness, Planning, and Accreditation Support has established documentation processes with a wide range of university procedures to support substantive change compliance, and in the past year developed an online decision tree² to guide administrators and staff in determining when substantive changes must be submitted.

As a public institution within the Utah System of Higher Education (USHE), UVU collaborates closely with the Office of the Commissioner of Higher Education (OCHE) and other USHE institutions on proposed legislation that may be considered non-compliant with NWCCU standards. In such cases, UVU works with OCHE staff or directly with legislators to influence amendments to draft legislation. The Commission is notified by UVU's ALO of legislative action that may impact UVU's accreditation. The most recent example was the passage of Senate Bill 70³ in 2007 which changed UVU's name. A substantive change request was submitted and UVU complied with the substantive change requirements and process of the Commission.

UVU complies with Regents Policy R817⁴, *Collective Bargaining for Higher Education Employees*, which states that USHE "institutions of higher education shall not recognize organizations for the purpose of collective bargaining." Thus, UVU has no collective bargaining agreements.

1. Planning, Budget, and Human Resources, "Accreditation Leadership Team," <https://www.uvu.edu/accreditation/support.html>.
2. Institutional Effectiveness, Planning, and Accreditation Support, "Substantive Change Online Decision Guide," <http://bit.ly/uvusubchange>.
3. Utah Senate Bill 70, "UVU Institutional Name Change," 2007 (pdf document).
4. Regents Policy R817, *Collective Bargaining for Higher Education Employees*

Standard 2.A.4

The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

UVU functions in a system of governance that is clearly described in state statutes, Utah State Board of Regents policies and procedures, and UVU policies. These documents outline the authority, responsibilities, and relationships between and among the State Board of Regents, the UVU Board of Trustees, administrators, faculty, staff, and students.

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the boards are clearly defined in appropriate published policy documents. Regents Policy R120¹, *Bylaws of the State Board of Regents*, serves as the governing document for the State Board of Regents. Trustees are governed by the Bylaws of Utah Valley University², which are published on UVU's website. Members of the State Board of Regents and Board of Trustees must comply with Utah Code 67-16³, *Utah Public Officers' and Employees' Ethics Act*. All Regents and Trustees sign a Conflict of Interest disclosure form.

Board of Regents. Utah Code 53B-1⁴, *Governance, Powers, Rights, and Responsibilities*, establishes the State Board of Regents as the governing authority for USHE. The State Board of Regents delegates and vests certain powers to institutional boards of trustees and presidents, appoints an institutional president after consulting the board of trustees, evaluates the president, and delegates institutional administrative authority to the president. The 17 members of the State Board of Regents are appointed by the governor with the approval of the Utah State Senate. Eight Regents are nominated by institutions from among current or former board members. None of the Regents have a contractual relationship with, are employed by, or have any financial interest in UVU. The State Board of Regents delegate some of their power to the UVU Board of Trustees.

Board of Trustees. The legislature and Board of Regents establish the authority, responsibilities, relationships and functions of the Board of Trustees under Utah Code 53B-1-101(2); Regents Policy R120; and Regents Policy R220⁵, *Delegation of Responsibilities to the President and Board of Trustees*. The UVU bylaws set forth the authority and responsibilities of the Board of Trustees in Article V, Section 3, *Duties and Powers*. This section defines the Board of Trustees as UVU's governing board in all cases. These bylaws were last updated in September 2015. Eight of the 10 voting members of the Board of Trustees are appointed by the governor with the approval of the Utah State Senate. Two of the 10 voting members become Trustees by virtue of their position: the Alumni Board President and the UVUSA President. The chair of the UVU Foundation serves as a non-voting member of the Board; currently, the chair of the UVU Foundation is also a voting member of the Board as he was appointed by the governor. None of the Trustees have a contractual relationship, employment with, or financial interest in UVU with the exception of the UVUSA President, who receives a stipend and hourly compensation related to his or her duties.

Legislation passed⁶ during the 2017 Utah Legislative Session somewhat restructures the relationship between the State Board of Regents and the boards of trustees of USHE institutions. These policies devolve some authority to the boards of trustees. The State Board of Regents is currently implementing this legislation through revision of several policies. Full details of these policies have not been approved at the time of publication. The UVU Board of Trustees will take steps to implement its new duties and responsibilities in an effective and efficient manner as the legislation becomes effective and Board of Regents policies and practices implementing the changes at the system level are developed and approved and expects to have addressed these changes fully by the time of the site visit.

1. Regents Policy R120, Bylaws of the State Board of Regents
2. Board of Trustees, “Bylaws of the Board of Trustees of Utah Valley University,” September 10, 2015 (pdf document).
3. Utah Code 67-16, Utah Public Officers’ and Employees’ Ethics Act
4. Utah Code 53B-1, Governance, Powers, Rights, and Responsibilities
5. Regents Policy R220, Delegation of Responsibilities to the President and Board of Trustees
6. Office of the Commissioner of Higher Education, “Summary of Changes to SB 238 S1: Higher Education Governance Revisions,” March 9, 2017 (pdf document).

Standard 2.A.5

The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Utah State Board of Regents is the governing board for the Utah System of Higher Education. By statute, Utah Code 53b-2-104¹, *Membership of boards of trustees*, a quorum of the voting members of the board is required to conduct its business and all actions of the Regents are conducted in open meetings by the full board.

The Board of Trustees of Utah Valley University is the university’s governing board. It acts as a committee of the whole. Under the Board of Trustees Bylaws, Article VII², *Committees*, the Board of Trustees has the authority to create committees, which do not have authority to act for the board, and an Executive Committee. The Trustees Executive Committee may act on non-routine matters under extraordinary and emergency circumstances; the Executive Committee must then present its actions to the Board of Trustees at its next regular meeting for consideration and ratification.

Under Regents Policy R565-3.2³, *Audit Committees*, each board of trustees is required to create a standing Audit Committee⁴ to assist the full board in overseeing financial matters and to oversee institutional internal audit activities. As such, the UVU Board of Trustees has a standing Audit Committee that meets three times a year and advises the Board of Trustees as a whole in accordance with its charter. In 2016, the Board of Trustees voted to create three new standing advisory committees in accordance with its by-laws: Honorary Degrees, Academic Affairs, and Finance and Facilities.

1. Utah Code 53B-2-104, Memberships of the Board of Trustees—Terms—Vacancies—Oath—Officers—Bylaws—Quorum—Committees—Compensation—Applicability to Technical Colleges

2. Board of Trustees, “Bylaws of the Board of Trustees of Utah Valley University,” September 10, 2015 (pdf document).
3. Regents Policy R565, Audit Committee
4. Board of Trustees, “Audit Committee Charter,” August 7, 2017 (pdf document).

Standard 2.A.6

The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Regents Policy R220¹, *Delegation of Responsibilities to the President and Board of Trustees*, delegates review and approval of institutional operating policies to the Board of Trustees. UVU Policy 101², *Policy Governing Policies*, updated in June 2016, 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. It requires all substantive policy changes to be approved by the Board of Trustees before being implemented, and non-substantive changes must be reported to the Board of Trustees. All policy actions of the Board of Trustees are recorded in their minutes³ and implemented in UVU’s online policy manual⁴. UVU’s Board of Trustees most recently reviewed and revised their bylaws⁵ in September 2015.

Legislation passed⁶ during the 2017 Utah Legislative Session somewhat restructures the relationship between the State Board of Regents and the boards of trustees of USHE institutions. These policies devolve some authority to the boards of trustees. The State Board of Regents is currently implementing this legislation through revision of several policies. Full details of these policies have not been approved at the time of publication. The UVU Board of Trustees will take steps to implement its new duties and responsibilities in an effective and efficient manner as the legislation becomes effective and Board of Regents policies and practices implementing the changes at the system level are developed and approved. UVU expects to have addressed these changes fully by the time of the site visit.

1. Regents Policy R220, *Delegation of Responsibilities to the President and Board of Trustees*
2. UVU Policy 101, *Policy Governing Policies*
3. Board of Trustees, “Board of Trustees Minutes,” <https://www.uvu.edu/admin/trustees/minutes.html>.
4. Policy Office, “Policy Manual,” <https://www.uvu.edu/policies/manual.html>.
5. Board of Trustees, “Bylaws of the Board of Trustees of Utah Valley University,” September 10, 2015 (pdf document).
6. Office of the Commissioner of Higher Education, “Summary of Changes to SB 238 S1: Higher Education Governance Revisions,” March 9, 2017 (pdf document).

Standard 2.A.7

The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Consistent with policy, the Utah State Board of Regents selects, appoints, and regularly evaluates UVU’s president, who serves as UVU’s Chief Executive Officer. Regents Policy R203¹, *Search Committee Appointment and Function and Regents Selection of Presidents of Institutions*, was followed

in the selection of President Matthew S. Holland. Performance review and evaluation of President Holland is outlined in Regents Policy R208², *Resource and Review Teams*, and Regents Policy R209³, *Evaluation of Presidents*. The State Board of Regents Chair appoints a Resource and Review Team consisting of two Regents and the Chair of the Board of Trustees. The addition of one Trustee vice chair was made in 2013. 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 are conducted under the direction of the State Board of Regents.

Regents Policy R120-3.1.3⁴: *Governing Board for Institutions; Presidents are Chief Executive Officers, Bylaws of the State Board of Regents*, designates the presidents of USHE institutions as the chief executive officers of their institutions. Presidents are responsible to the State Board of Regents for the governance and administration of their institutions and, with the approval of the institutional Board of Trustees, have the authority to issue institutional rules and regulations governing the institutions under Policy R120-3.3.3, *Institutional Governance and Administration*. UVU Bylaws⁵, Article V, Section 3, *Governing Board: Duties and Powers*, delegates the authority and responsibility to make rules and regulation for carrying out policies approved by the Board of Trustees and to manage the affairs of the university to the university administration under the direction of the president of the university.

1. Regents Policy R203, Search Committee Appointment and Function and Regents Selection of Presidents of Institutions
2. Regents Policy R208, Resource and Review Teams
3. Regents Policy R209, Evaluation of Presidents
4. Regents Policy R120, Bylaws of the State Board of Regents
5. Board of Trustees, "Bylaws of the Board of Trustees of Utah Valley University," September 10, 2015 (pdf document).

Standard 2.A.8

The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Utah State Board of Regents is required under Regents Policy R123¹, *Board Self-Evaluation and Orientation*, to self-assess its performance as a governing and policy-making body annually in order to strengthen the State Board of Regents' effectiveness and, explicitly, to meet this accreditation Standard. The State Board of Regents evaluates 20 distinct aspects of its performance using a procedure determined by the State Board of Regents Executive Committee.

The UVU Board of Trustees conducts periodic self-evaluations² and reviews outcomes to improve the Board's effective operation. The most recent evaluation was conducted September 2015. The review consists of a survey of Trustees³ conducted by UVU's Institutional Effectiveness, Planning, and Accreditation Support office. The Board of Trustees periodically reviews its bylaws to ensure that the bylaws are adequate to the Board of Trustees' duties and responsibilities. The bylaws⁴ were reviewed and revised in September 2015⁵.

Members of the Board of Trustees are invited to meet with the State Board of Regents annually to review current practices and procedures to ensure that the Trustees are fulfilling their duties as delegated by the State Board of Regents. This takes place within the framework established in the USHE Roles and Authority Guidebook⁶. The guidebook is the result of a quality improvement initiative led by the Commissioner of Higher Education under the direction of the State Board of Regents beginning in January 2009. The USHE Roles and Authority Task Force was charged to improve system efficiencies and ensure the most effective practices within statutory limitations by improving and clarifying the working relationship among the State Board of Regents, the institutions' Boards of Trustees, the commissioner, and presidents.

Legislation passed⁷ during the 2017 Utah Legislative Session somewhat restructures the relationship between the State Board of Regents and the boards of trustees of USHE institutions. These policies devolve some authority to the boards of trustees. The State Board of Regents is currently implementing this legislation through revision of several policies. Full details of these policies have not been approved at the time of publication. The UVU Board of Trustees will take steps to implement its new duties and responsibilities in an effective and efficient manner as the legislation becomes effective and Board of Regents policies and practices implementing the changes at the system level are developed and approved. UVU expects to have addressed these changes fully by the time of the site visit.

1. Regents Policy R123, Board Self-Evaluation and Orientation
2. Institutional Research, "Executive Summary for UVU Board of Trustee Performance Assessment," 2015 (pdf document).
3. Board of Trustees, "Board of Trustee Performance Assessment," 2015 (pdf document).
4. Board of Trustees, "Bylaws of the Board of Trustees of Utah Valley University," September 10, 2015 (pdf document).
5. Board of Trustees, "Board of Trustees Meeting Minutes," September 10, 2015 (pdf document).
6. Utah System of Higher Education, "Summary: Roles and Authority of the Governing and Administrative Officers of the Utah System of Higher Education," <http://www.slideshare.net/USHE/ushe-role-and-authority-matrix>.
7. Office of the Commissioner of Higher Education, "Summary of Changes to SB 238 S1: Higher Education Governance Revisions," March 9, 2017 (pdf document).

Standard 2.A.9

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

UVU's senior administrative leadership¹ team consists of the president, a Senior Vice President of Academic Affairs, and five Vice Presidents—Student Affairs; Finance and Administration; Development and Alumni Relations; University Relations; and Planning, Budget and Human Resources. Within each vice president's organization², qualified administrators are responsible and accountable for effectively leading their divisions, schools/colleges, departments, offices, programs, and services.

These senior leaders participate on and/or lead ongoing committees and councils which engage administrators, faculty, staff, and students in planning, organizing, managing, and assessing the university. Key committees/councils include President's Council, President's Executive Leadership Council (PELC), Faculty Senate, Academic Affairs Council, Professional Association of Campus Employees (PACE), Utah Valley University Student Association (UVUSA), and University Planning Advisory Committee (UPAC). Planning and assessment activities are supported by the offices of Institutional Research (IR); Institutional Effectiveness, Planning, and Accreditation Support (IEPA); and Academic Quality Assurance (AQA).

1. Human Resources, "Organization Chart: Executive Division," July 1, 2017 (pdf document).
2. Human Resources, "Organization Charts," <http://www.uvu.edu/admin/>.

Standard 2.A.10

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Dr. Matthew S. Holland¹ was selected as UVU's president in 2009 after a national search conducted by the Utah State Board of Regents. President Holland earned his Ph.D. in political science at Duke University. He has been a Raoul Wallenberg Scholar at The Hebrew University of Jerusalem and a Senior Associate at Pembroke College, Oxford University. In 2016, Education Dive named President Holland Executive of the Year for higher education. Immediately prior to assuming his current position, President Holland was an associate professor of political science at Brigham Young University. His commitment to applied learning concepts led to his selection as BYU's "Civically Engaged Scholar of the Year" in 2008 by Utah Campus Compact. His scholarly research on how ideals of Christian charity influenced the development of American political life garnered national attention. In 2005, he won Princeton University's James Madison Fellowship. In 2007, his book, *Bonds of Affection: Civic Charity and the Making of America*, was published by Georgetown University Press. Earlier in his career, he served as chief of staff for the top executive of the international consulting firm Monitor Group and, later, as special assistant to then-Governor Michael O. Leavitt.

President Holland’s full-time responsibility is to UVU in accordance with Regents Policy R201-3.1²: *First Responsibility to System; Presidents’ Responsibility to the System, the Assigned Institution, and for Legislative Relations*. President Holland is not a member of UVU’s governing boards and holds no other positions, though he is engaged with the community through service on various boards.

1. President Matthew S. Holland, “Curriculum Vita,” 2017 (pdf document).
2. Regents Policy R201, Presidents’ Responsibility to the System, the Assigned Institution, and for Legislative Relations

Standard 2.A.11

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

Utah Valley University’s administration is organized to effectively sustain the functions of the unique educational mission of the university, including the teaching and engaged learning environment that supports the institution’s mission (see Figure 4). The university is managed by 35 senior administrators, who are members of the President’s Executive Leadership Council (PELC). PELC is composed of President Matthew S. Holland; Senior Vice President of Academic Affairs Jeffery E. Olson; the five vice presidents; the 14 associate vice presidents; the deans of UVU’s eight schools and colleges; Chief of Staff; Special Assistant to the President for Inclusion; General Counsel; and the presidents of the Faculty Senate, the Professional Association of Campus Employees (PACE), and the UVU Student Association (UVUSA). The university’s organization charts¹ show administrators assigned in appropriate positions. UVU employs a total of one executive (senior administrator) per 54 full-time employees, including one academic executive per 48 full-time faculty members and one non-academic executive per 58 full-time staff employees. President Holland has committed to maintaining the number of executives to no more than 35 to prevent undue reallocation of resources away from the university’s teaching mission while ensuring adequate leadership.

All administrators are qualified to carry out their responsibilities. Senior leaders² are hired through competitive, national searches and must meet or exceed the education and experience requirements

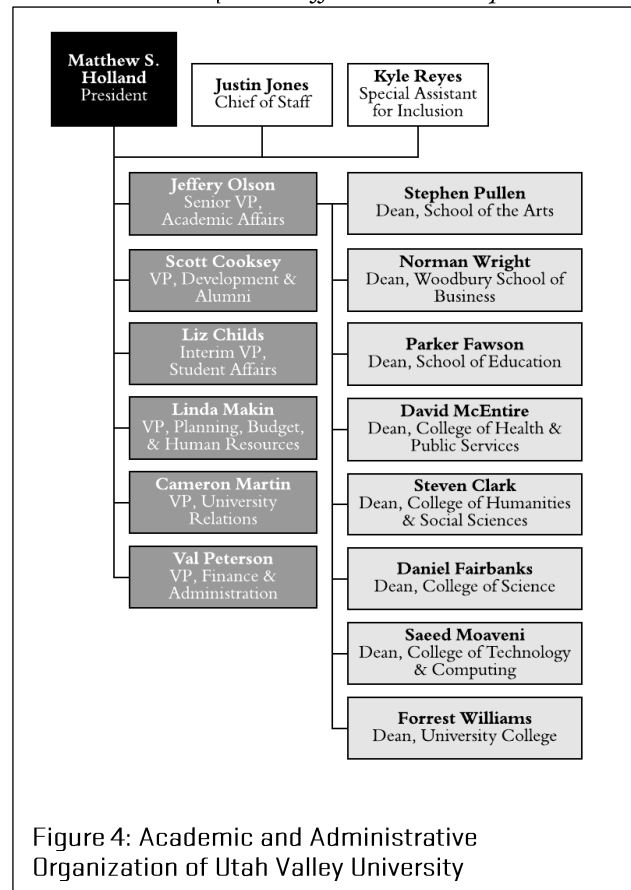


Figure 4: Academic and Administrative Organization of Utah Valley University

specified in their job descriptions. Leadership of instructional and academic support units is provided by experienced administrators who are well versed in academic and administrative matters pertinent to operations of academic units. The Senior Vice President, associate vice presidents for academic affairs, deans, associate deans, and department chairs are all fully qualified in disciplines appropriate to their school or college. Executives' performance is reviewed annually based on demonstrated achievement of UVU's seven leadership core competencies³. UVU routinely participates in the Chronicle of Higher Education's "Great Colleges to Work For"⁴ survey. In 2016, the most recent administration of the survey, UVU employees' positive responses in the category "Senior Leadership," which addresses employees' confidence that leaders have the knowledge, skills, and experience necessary for the success of the university, were higher than UVU's peer group and Carnegie classification group.

UVU's administrators direct university management and institutional decision making while encouraging open and transparent communication and goal attainment through a shared governance model. President Holland, the Senior Vice President, the vice presidents, the campus association presidents, Chief of Staff, Special Assistant for Inclusion, and General Counsel serve on President's Council and on PELC, ensuring effective leadership and collaboration between the institution's leadership and its senior administrators and across units. The president, Senior Vice President, and vice presidents are also members of the University Planning Advisory Committee (UPAC), which includes faculty and staff representatives from across the university. An annual All Leadership Meeting expands this group to the director and department chair levels and ensures that all unit leaders are orienting their efforts toward the university's mission and core themes. The administrative and governance groups represented through PELC and UPAC work collaboratively in providing leadership throughout the university. This structure was essential, for instance, in developing the university's completion plan, which integrated efforts in Student Affairs and Academic Affairs to drive a multifaceted set of initiatives that are producing ongoing improvements in student success. They also worked cooperatively to develop the university's "Operate Ethically and Effectively" administrative imperative, a key principle for ensuring that UVU maintains its institutional integrity.

1. Human Resources, "Organization Charts," <http://www.uvu.edu/admin/>.
2. Utah Valley University, "Leadership Curricula Vitarum," 2017 (pdf document).
3. Human Resources, "Executive Performance Evaluation," AY 2016–2017 (pdf document).
4. Institutional Research, "Great Colleges to Work For 2016 Results," August 31, 2016 (pdf document).

Standard 2.A.12

Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

UVU clearly communicates institutional policies and procedures, including ethical considerations concerning teaching, service, scholarship, research, and artistic creation. All members of the UVU community, including the public at large, have access to approved policies via the online policy manual¹. Student policies are included in section 500 of the policy manual; academic policies are

found in section 600. The UVU catalog publishes “Academic Policies and Standards²,” as well as other information from UVU policies that affect students. New faculty are informed of pertinent policies during new faculty orientations conducted by the Offices of Teaching and Learning and Academic Administration, as well as during meetings with their departments’ retention, tenure, and promotion committees.

UVU’s policy approval process allows faculty, deans, staff, students, and the community to provide feedback on proposed policies. Announcements about new policies advancing through the policy process or going into effect are published in weekly university announcement emails. Deans discuss policy additions and changes and provide feedback during the policy approval process. Department chairs now meet regularly with the Associate Vice President of Academic Administration to be alerted to policy changes or discuss interpretations that will affect their departments. All faculty are alerted to proposed changes in policy by faculty senators and are encouraged to give feedback through their faculty senators. Faculty Senate carefully reviews all proposed policy changes, additions, and deletions. Similarly, UVUSA carefully reviews all proposed policy changes, additions, and deletions and provides feedback.

1. Policy Office, “Policy Manual,” <https://www.uvu.edu/policies/manual.html>.
2. Student Services, “Graduate and Undergraduate Catalog: Academic Policies and Standards,” AY 2017–2018 (pdf document).

Standard 2.A.13

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

All procedures and protocols are published on the library website. Library procedures and protocols¹ address topics of building use (security, patron conduct, and room use), circulation (material checkout, interlibrary loan, and fees/fines), collection (George Sutherland Archives, Teacher Education Resource Center), donation (gifts, serials), computer use, institutional ethics (confidentiality, intellectual freedom), reference (library instruction, reference service), and reserve (electronic reserve, textbooks, videos).

The library’s procedure for overdue, lost, and damaged materials includes a fine and collection schedule that is enforced by library staff. Library procedure for disruptive patron conduct can “result in a warning and/or expulsion from the property. Whenever necessary, police will be contacted. The Director and supervisory staff have authority to carry out all powers of these guidelines” (Patron Conduct Guidelines²). Library staff work with the university Ombudsman office and campus police as necessary to enforce library protocols. Other procedures and protocols are enforced according to campus policies. Inappropriate computer use, for example, is enforced according to UVU Policy 441³, *Appropriate Use of Computing Facilities*.

UVU Policy 135⁴, *Use of Copyrighted Materials*, contains the university’s copyright policy and describes the rights and responsibilities of copyright ownership.

UVU Policy 421⁵, *Property and Equipment*, contains the university's inventory policy and describes the accountability, recording, and maintenance of records for property and equipment throughout the university, including library books and art pieces.

1. Fulton Library, "Protocols," <https://www.uvu.edu/library/about/protocols.html>.
2. Fulton Library, "Patron Conduct," March 23, 2016 (pdf document).
3. UVU Policy 441, Appropriate Use of Computing Facilities
4. UVU Policy 135, Use of Copyrighted Materials
5. UVU Policy 421, Property and Equipment

Standard 2.A.14

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

UVU adheres to Regents Policy R470-7¹: *Transfer of Credit Policy; General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*, as it relates to the transferring of credit and how it is applied toward the student's choice of degree programs. UVU Policy 522², *Undergraduate Credit and Transcripts*, outlines procedures for the awarding of undergraduate transfer credit. Graduate transfer credit is governed by UVU Policy 524³, *Graduate Program Credit and Graduation Requirements*, which awards graduate transfer credit only for courses taken within four years of matriculation and six years of graduation and limits transfer credit to a maximum of one-third of the credits required for the program. These policies are summarized for students on the Transfer Credit Policy⁴ webpage.

UVU's transfer of credit policies are available in UVU's online policy manual⁵ and are most widely communicated through UVU's catalog⁶ and the Transfer Credit Office website⁷, which includes information for both prospective and current students. This website contains information regarding the accepted regional accrediting agencies and a link to the Transfer Articulation⁸ database. This database operates in real time and displays all previously evaluated credit students have taken from other institutions making it easy for students to see how their course work may transfer to UVU. As appropriate, waivers of general education credit based on transfer credit awarded are manually applied to the student's individual degree audit through Wolverine Track (the university's degree audit system) with each degree transcript that is transferred into the institution. Transfer credit awarded is listed for each student in the student portal, myUVU, under both the student and advisor tabs. This listing shows each student how their transfer credit was applied at UVU. Transfer credits then show in each student's Wolverine Track.

UVU is a member of the WICHE Interstate Passport Network⁹, which provides a framework for block transfer of lower-division general education based on learning outcomes in nine areas. Students who complete UVU's Passport Block with a minimum grade of "C" or its equivalent in each course or learning experience will be awarded the Passport by UVU.

Students who attended a college or university outside of the U.S. who wish to receive credit at UVU must have their foreign transcripts evaluated by an authorized foreign transcript evaluation service.

1. Regents Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
2. UVU Policy 522, Undergraduate Credit and Transcripts
3. UVU Policy 524, Graduate Program Credit and Graduation Requirements
4. Transfer Credit, “Transfer Credit Policy,” <https://www.uvu.edu/transfer/students/policy.html>.
5. Policy Office, “Policy Manual,” <https://www.uvu.edu/policies/manual.html>.
6. Student Services, “Graduate and Undergraduate Catalog: Academic Policies and Standards,” AY 2017–2018 (pdf document).
7. Transfer Credit, “Transfer,” <https://www.uvu.edu/transfer/>.
8. Transfer Credit, “Transfer Articulation Database,” <https://uvaps.uvu.edu/prod/SZPTRANSARTIC.SZTtransHist>.
9. Western Interstate Commission for Higher Education, “Interstate Passport,” <http://www.wiche.edu/passport/home>.

Standard 2.A.15

Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

UVU Policy 541¹, *Student Rights and Responsibilities Code*, is available in UVU’s online policy manual², in the UVU catalog³ (online⁴ with printed copy available for purchase), in the Code of Conduct booklet⁵ published and distributed by the Office of Student Conduct and Conflict Resolution, on the Student Conduct and Conflict Resolution website⁶, and is provided to students at orientation. The code sets forth in a clear and concise manner the rules and regulations of conduct expected of those who join the UVU community with regard to personal behavior, academic freedom, personal security, representation, fairness in academic evaluation, and academic honesty. The code outlines opportunity for informal resolution, sanctions, and appeal processes.

When violations occur, they 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 Student Conduct and Conflict Resolution has procedures to facilitate both accuracy and due process. Students who are accused of violating the Student Rights and Responsibilities Code are given notice, the opportunity to be heard, and an appeals hearing when necessary. The Office of Student Conduct maintains records of reported violations of the student code. A standardized appeals process is provided for students who feel the sanctions are unfounded.

UVU Policy 152⁷, *Accommodations for Individuals with Disabilities*, is available in UVU’s online policy manual. Included in UVU Policy 601⁸, *Classroom Instruction and Management*, is a requirement for faculty to include the following approved Accessibility Services syllabus statement which is available on Accessibility Services website⁹.

Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an

appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email Nicole.hemmingsen@uvu.edu or text 385-208-2677.

More information about accommodations¹⁰, accommodative grievances¹¹, and UVU compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, may be found on the Accessibility Services website. This website provides a wealth of information for students requesting accommodations and for faculty related to accessibility of instructional materials. UVU has formed a University Accessibility Committee to develop a campus-wide accessibility plan¹². This past year's work of the committee has been centered around ways UVU can improve access, focusing on student/public facing areas of the web.

1. UVU Policy 541, Student Rights and Responsibilities Code
2. Policy Office, "Policy Manual," <https://www.uvu.edu/policies/manual.html>.
3. Student Services, "Graduate and Undergraduate Catalog: Student Rights and Responsibilities," AY 2017–2018 (pdf document).
4. Student Services, "Graduate and Undergraduate Catalog: Student Rights and Responsibilities," <http://www.uvu.edu/catalog/current/policies-requirements/student-rights-and-responsibilities.html>.
5. Student Life, "UVU Student Code of Conduct," December 7, 2016 (pdf document).
6. Student Conduct and Conflict Resolution, "Know the Code," <https://www.uvu.edu/studentconduct/students/>.
7. UVU Policy 152, Accommodations for Individuals with Disabilities
8. UVU Policy 601, Classroom Instruction and Management
9. Accessibility Services, "Welcome to Accessibility Services," <http://www.uvu.edu/asd/>.
10. Accessibility Services, "Accommodations," 2017 (pdf document).
11. UVU Policy 153, Americans with Disabilities Act (ADA) Grievance Process
12. University Accessibility Committee, "2016–2017 Executive Summary Report," August 17, 2017.

Standard 2.A.16

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

UVU's Policy 501¹, *Undergraduate Admissions and Enrollment*, and UVU Policy 510², *Graduate Admissions and Continuation*, are publically available in UVU's online policy manual³. UVU publishes its admissions requirements⁴ through UVU's catalog (printed and online⁵), prospective students⁶ and admissions⁷ websites, and student recruitment materials.

Undergraduate Admissions and Academic Standards. UVU maintains an open admissions practice at the undergraduate level, admitting all applicants whose qualifications indicate they may benefit from the instructional programs. In order to help students enroll in courses that match their academic preparation and ability, admission to the university requires that every student adhere to the established admission deadlines and provide all application materials as stipulated by the university. UVU requires all undergraduate applicants to submit English ACT, SAT, or Accuplacer scores; a high school transcript; and all previous college/university transcripts. UVU strongly

encourages students to submit ACT or SAT math scores at point of admission. Students who have not taken the ACT or SAT will be guided toward an ALEKS math program for math skills evaluation and placement prior to or during their first semester.

New freshmen who are under the age of 17 and have not graduated from high school must apply for an admissions exception through the Admissions Office. The student must submit all required documents for admission and demonstrate through assessment testing the ability to succeed. After meeting with the student and at least one parent or guardian in person, the Director or Associate Director of Admissions will make the final determination for admittance. Students are required to be in the non-degree seeking High School Concurrent Enrollment (HSCE) status until they graduate from high school, receive a GED, or are beyond compulsory high school age. Students are required to take ACT/ACT-R or SAT testing and at a minimum must qualify to enter English and Math college level (1010 or above) courses. Students that do not meet testing minimums, are under the age of 15, or are otherwise found to not be college ready will not be granted an exception to policy.

Application deadlines are published in the UVU catalog and on the Admissions website⁸.

The university maintains undergraduate enrollment standards. Beginning Fall 2012, the Structured Enrollment Policy⁹ was instituted for all new students. New students who do not have a high school GPA of 2.5 or higher on a 4.0 scale and appropriate scores on either the ACT composite, SAT Critical Reading/Math, Revised SAT, Accuplacer, or ALEKS tests are allowed to register with guidance through a series of required steps including meeting with their academic advisor every semester, attending mandatory orientation, and immediately and sequentially moving through individually identified remedial and developmental courses. New students who meet the ACT/SAT and high school GPA requirements must attend an orientation session and meet with their academic advisor before initial registration. They are encouraged, but not required, to meet with their advisor each subsequent semester.

In addition, to enroll in upper-division courses, students are required to meet the University Advanced Standing (UAS) requirements. UAS requirements are:

1. complete 24 credit hours (UVU or transfer of 1000-level or above),
2. complete the Quantitative Literacy Credit requirement (MAT 1030 or higher),
3. complete the Intermediate Writing requirement (ENGL 2010 or higher), and
4. maintain a cumulative college GPA of 2.0 or higher.

The catalog course descriptions indicate prerequisite ACT/Accuplacer scores and/or prerequisite course completion required to ensure optimal opportunity for students to be successful in the course.

Admission at the undergraduate level does not constitute admission into an individual major or program of study. Some programs of study may require an additional program admission process or matriculation after completing certain prerequisites and are published in the catalog (for programs such as Nursing¹⁰ and Dental Hygiene¹¹) or the program website (for example, Dance¹²).

UVU Policy 521¹³, *Undergraduate Academic Standards*, outlines the general minimum academic standards for undergraduate students attending Utah Valley University and the procedures available to address deficiencies. These policies and procedures are designed to assist students in achieving academic success through all periods of enrollment. A student with his or her most recent semester grade point average (GPA) and cumulative GPA of 2.0 or higher on a 4.0 scale is in good academic standing. When a full or part-time undergraduate student fails to maintain a semester or cumulative GPA of 2.0 on a 4.0 scale, the student shall be notified of progressive academic intervention actions. When a student has successive semesters below a 2.0, academic suspension may be enforced for a minimum of one semester. To re-enroll at the university, a student must submit a Petition for Academic Suspension Review to the Academic Support Committee. If the petition is denied, the student may present an appeal to a hearing panel that consists of the Academic Standards Committee and a representative appointed by the president of the UVU Student Association. If the student is not satisfied with the hearing panel's decision, the student has the right to appeal in writing to the Senior Vice President of Academic Affairs.

Graduate Admissions and Academic Standards. UVU uses a selective admissions process for admitting students to graduate programs, which is published on the Graduate Studies website¹⁴. UVU Policy 510 establishes the following minimum graduate admissions qualifications for the university:

1. A bachelor's degree from a regionally accredited college/university, a nationally accredited program, or an international college or university recognized by a Ministry of Education.
2. A 3.0 cumulative undergraduate GPA or a 3.0 GPA calculated on the last 60 semester hours (90 quarter hours) of undergraduate work.

UVU Policy 510 provides opportunity for individual programs to establish reasonable and appropriate admissions criteria beyond the university minimum qualifications. Graduate program directors publish graduate program admission requirements in UVU's catalog, on the graduate program's website¹⁴, and in student recruitment materials. Individual graduate programs may only admit students who meet the minimum university graduate admissions requirements into their graduate programs unless an exception is approved by the Graduate Council Appeals Committee. International students have additional requirements related to English-language proficiency and U.S. government requirements.

To maintain standing in graduate programs, UVU Policy 510 requires graduate students to maintain a minimum cumulative 3.0 GPA. Graduate students whose cumulative GPA falls below 3.0 shall be placed on academic probation for the following semester. Students whose GPA remains below 3.0 after the probation semester shall be suspended from their graduate program and shall not be permitted to register or attend graduate courses. Graduate students who are suspended from a graduate program for failing to maintain a cumulative 3.0 GPA may appeal in writing to the director of the graduate program within 30 days of the suspension. The graduate program director presents the written appeal to the program graduate faculty for consideration. The decision of the program graduate faculty shall be final.

1. UVU Policy 501, Undergraduate Admissions and Enrollment
2. UVU Policy 510, Graduate Admissions and Continuation
3. Policy Office, “Policy Manual,” <https://www.uvu.edu/policies/manual.html>.
4. Student Services, “Graduate and Undergraduate Catalog: Admissions,” AY 2017–2018 (pdf document).
5. Student Services, “Graduate and Undergraduate Catalog: Admissions,” <http://www.uvu.edu/catalog/current/policies-requirements/admissions.html>.
6. Admissions, “Future Students,” <http://www.uvu.edu/futurestudents/>.
7. Admissions, “Admissions Home Page,” <http://www.uvu.edu/admissions/>.
8. Admissions, “Admission Deadlines,” <http://www.uvu.edu/admissions/deadlines/index.html>.
9. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
10. Student Services, “Graduate and Undergraduate Catalog: Nursing,” AY 2017–2018 (pdf document).
11. Student Services, “Graduate and Undergraduate Catalog: Dental Hygiene,” AY 2017–2018 (pdf document).
12. Department of Dance, “Matriculation,” 2017 (pdf document).
13. UVU Policy 521, Undergraduate Academic Standards
14. Graduate Studies, “Graduate Admissions,” <https://www.uvu.edu/graduatestudies/studentguide/graduate-admissions.html>.

Standard 2.A.17

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The Utah Valley University Student Association (UVUSA) represents students in UVU’s shared governance model. UVUSA’s constitution¹ and bylaws are publically available on UVUSA’s website². In accordance with state statute, the UVUSA President is a voting member of UVU’s Board of Trustees. The UVUSA President is a voting member of President’s Council and the President or designee represents students on numerous university committees.

UVU Policy 161³, *Freedom of Speech*, contains provisions related to chartered student clubs and freedom of the press relating to student publications. The policy was updated in June 2017; procedures implementing it are expected to be in place early in the fall semester. In accordance with this policy, chartered student clubs may be established for any lawful purpose. Students wishing to form a chartered student club must follow published guidelines, including submitting a Club Charter Form⁴ with the UVU Clubs Office. To maintain a chartered student club, a Mid Annual Report must be submitted each fall semester. The UVU Clubs Office may remove a student club from the university-chartered student clubs roster for failure by the club to abide by university rules and policies or federal or state law.

UVU maintains procedure and guideline manuals to help define the roles between student cocurricular organizations and the institution. Student Life procedure and guideline manuals are regularly updated and made available to the students in the programs at their training retreats. Copies of these manuals are available electronically on a secure computer network. The procedure and guideline⁵ manuals and forms for clubs and organizations are available online on the UVU Clubs⁶ website as well as through OrgSync⁷, a secured organization management system. These manuals and contracts are delivered in person at training meetings and retreats to all students who

hold leadership positions in cocurricular activities, including student government, student media, and all other student leadership positions in the division of Student Life and other sponsoring divisions. During training meetings, special attention and specific training is given to university policies regarding finance, travel, and use of space. Administrators with assignments to work with officially recognized student cocurricular groups are responsible for annually reviewing the procedure and guidelines for their organization(s), prior to being distributed to the incoming student leaders.

The university provides space and student fee funding for the student newspaper, the UVU Review. As is common practice with student publications, content of the UVU Review is the ownership and responsibility of the students. UVU Review student staff members are required to adhere to all university policies and Student Life procedures and guidelines in fulfilling their responsibilities. UVU Review staff members receive a training manual⁸ outlining their job descriptions and the major university policies that are relevant in operation of the newspaper.

In accordance with UVU Policy 161, student publications supported by university funds or student fees, other than those publications sponsored by a college/school, department, or academic program, are regulated by the university's Student Publications Board pursuant to reasonable and nondiscriminatory procedures, which are to be viewpoint neutral, consistent with UVU policy, and published on the Student Publications Board website which is expected to be available this fall as part of the implementation of the June policy revisions. No member of administration or staff, including but not limited to student publication advisors, may exercise any prior restraint on editorial content of these publications. In the case of student publications sponsored by a college, school, department, or academic programs, such publications and the roles of any student editors are regulated in accordance with the procedures adopted by the sponsoring college, school, department, or academic program consistent with UVU policy.

1. Utah Valley University Student Association, "Constitution of the Students Association," March 5, 2015 (pdf document).
2. Utah Valley University Student Association, "An Introduction to UVUSA," <http://www.uvu.edu/uvusa/>.
3. UVU Policy 161, Freedom of Speech
4. Clubs, "AY 2017–2018 Club Charter Form," <https://orgsync.com/5947/forms/213452>.
5. Clubs, "Handbook of Procedures and Guidelines," AY 2017–2018 (pdf document).
6. Utah Valley University Student Association, "Clubs," <https://www.uvu.edu/clubs/>.
7. OrgSync, "UVU Clubs," <https://orgsync.com/5947/chapter>.
8. UVU Review, "Managing the UVU Review Newsroom," June 8, 2017 (pdf document).

Standard 2.A.18

The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

All new employees are oriented to the university policies and procedures at the start of their career with the university. Employees are informed of policy changes through UVAnnounce. The university policies and procedures manual¹, including human resource policies, is available online for faculty and staff employees. All human resources policies are included in the policy manual; general

human resources policies are contained in section 300, Human Resources, with additional policies specific to faculty included in section 600, Academics.

Human Resources regularly reviews all human resources policies and procedures and recommends changes and updates through the established process for policy review and revision. Human Resources hosts a periodic policy summit to identify outdated policies and prioritize policies for action. The most recent review found several outdated policies and gaps in policy, and Human Resources has initiated revision proposals² for approximately 20 policy changes.

Human Resources also monitors federal, state, and local laws as well as standards for organizations of which UVU is part. As needed, Human Resources recommends changes and updates through the established process for policy review and revision. UVU Policy 325³, *FLSA Compliance: Exempt/Nonexempt Classifications, Wages, and Work Hours*, followed a review of FLSA classifications for all employees in response to proposed changes in regulations implementing the Fair Labor Standards Act. Similarly, Human Resources initiated UVU Policy 327⁴, *Additional Assignments for Full-time Exempt Staff and Executives*, in response to the requirements of the Fair Labor Standards Act.

In its policy development and review process, Human Resources researches other higher education institutions and governing bodies' policies and procedures continuously to identify trends and best practices that might be incorporated within the policies and procedures of the university. UVU Policy 371⁵, *Corrective Actions and Termination for Staff Employees*, is based on a similar policy in use at the University of Utah. This enhances the fairness, consistency, and equity of human resource practice at UVU by ensuring that policy reflects standards appropriate for a higher education institution.

UVU ensures that policies are equitably applied to its employees through effective grievance and dispute resolution policies. Many policies have grievance procedures built into them, including UVU Policy 371. UVU addresses faculty-specific concerns through UVU Policy 647⁶, *Faculty Grievance*. UVU human resource policies apply to all employees regardless of student status.

1. Policy Office, "Policy Manual," <https://www.uvu.edu/policies/manual.html>.
2. Human Resources, "Human Resource Policy Revisions in Progress," June 12, 2017 (pdf document).
3. UVU Policy 325, FLSA Compliance: Exempt/Nonexempt Classifications, Wages, and Work Hours
4. UVU Policy 327, Additional Assignments for Full-time Exempt Staff and Executives
5. UVU Policy 371, Corrective Actions and Termination for Staff Employees
6. UVU Policy 647, Faculty Grievance

Standard 2.A.19

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

All new employees, whether part-time or full-time and faculty or staff, are required to attend an orientation through Human Resources (for staff) or the Office of Teaching and Learning (for

faculty). As part of the new employee orientation experience, all employees are made aware of university mission, governance, federal/state/local compliance issues, conditions of employment, work assignments/loads, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. Human Resources also maintains the New 2 UVU website¹, which provides all new employees with important information about employment conditions as part of the onboarding process.

Staff Employees. Human Resources provides every staff member with an annual letter² communicating his or her position title, FLSA classification, pay grade, and base pay calculation for the coming fiscal year. All full-time employees receive a total compensation letter³ annually describing all pay and benefits that the employee receives or that is paid on the employee's behalf.

Work assignments and loads, job duties, core competencies, and criteria for evaluation are reviewed by supervisors of full-time staff through the annual performance evaluation⁴ process. Corrective action of staff, including termination, is governed by UVU Policy 371⁵, *Corrective Actions and Termination for Staff Employees*. Where these working conditions are the subject of university policy (such as employee FLSA classifications⁶ and work limits⁷), the policies are publically available through the online UVU Policy Manual⁸. Additional information is communicated through the Human Resources portion of myUVU. Executives are evaluated annually using the university's established leadership core competencies⁹ as the bases for the evaluation.

Faculty. The policy manual contains all university policies related to faculty working conditions and procedures for retention, tenure, and promotion (RTP). Faculty participate in an annual review process during which RTP expectations can be clarified. Faculty members are expected to abide by UVU Policy 635¹⁰, *Faculty Rights and Professional Responsibilities*. Faculty members may be disciplined, which may include termination, for cause as defined under UVU Policy 648¹¹, *Faculty Personnel Reduction*. Faculty receive a letter of appointment similar to those provided to staff at the beginning of each academic year.

Each non-tenured faculty member meets yearly with his or her chair regarding his or her assignments, rights and responsibilities, and criteria for promotion within the department. Some departments assign new full-time faculty a mentor or a group of mentors from the department's Retention, Tenure, and Promotion committee. The mentors meet informally or formally, depending on the department, with the faculty member to keep him/her apprised of requirements for tenure¹².

All faculty, regardless of tenure status, are reviewed annually under UVU Policy 633¹³, *Annual Faculty Reviews*. Faculty members are evaluated using a variety of criteria of effectiveness, including student evaluations¹⁴ from all courses taught, annual supervisor reviews, and multiple unique peer reviews during the mid-term and tenure review processes. In cases where an annual review identifies areas in which a faculty member is not meeting departmental or university criteria regarding tenure, the faculty member and his or her chair create clear goals for the upcoming year to remediate areas of concern. Faculty members who do not complete their goals in a timely manner receive recommendations against tenure or promotion. All schools and colleges maintain annual review

forms and templates appropriate to the disciplines of the school or college, which include a specific rubric and are maintained by either the department or dean.

Under UVU Policy 638¹⁵, *Post-Tenure Review*, post-tenure review is conducted at the department level by the RTP committee for the purposes of recognizing faculty performance and enhancing each individual's growth and development in areas related to performance in teaching, scholarship, and service. Each tenured faculty is reviewed once every five-year period of service after the award of tenure, or after the most recent evaluation for promotion in rank. Department faculty develop criteria for evaluating faculty for post-tenure review that reflect the standards of their respective disciplines and in accordance with established faculty responsibilities.

Utah Valley University ensures that faculty and staff know the federal, state, and university workplace laws, regulations, and policies that apply to their employment. Many of these laws, regulations and policies require the university to provide the information to all faculty and staff on an annual basis. UVU satisfies that requirement by sending an electronic reminder¹⁶ to employees annually in September to visit a webpage and review the required disclosures. This process enhances the visibility of the disclosure process by taking it out of the flow of routine (and thus easily overlooked) announcements from the administration.

1. Human Resources, "New 2 UVU," <https://www.uvu.edu/hr/new2uvu/>.
2. Human Resources, "Sample Salary/Wage Notification Letter," June 10, 2016 (pdf document).
3. Human Resources, "Sample Total Compensation Statement," AY 2016–2017 (pdf document).
4. UVU Policy 331, Performance Evaluation for Staff Employees
5. UVU Policy 371, Corrective Actions and Termination for Staff Employees
6. UVU Policy 325, FLSA Compliance: Exempt/Nonexempt Classifications, Wages, and Work hour
7. UVU Policy 321, Employment Classifications and Work Limits
8. Policy Office, "Policy Manual," <https://www.uvu.edu/policies/manual.html>.
9. Human Resources, "Executive Performance Evaluation," AY 2016–2017 (pdf document).
10. UVU Policy 635, Faculty Rights and Professional Responsibilities (2010)
11. UVU Policy 648, Faculty Personnel Reduction (Interim Policy)
12. UVU Policy 637, Faculty Tenure
13. UVU Policy 633, Annual Faculty Reviews
14. UVU Policy 631, Student Evaluations of Faculty and Courses
15. UVU Policy 638, Post-Tenure Review
16. University Compliance, "HEA Student Disclosure Notices," September 30, 2015 (pdf document).

Standard 2.A.20

The institution ensures the security and appropriate confidentiality of human resources records.

Information security, including human resources records and information, are addressed in UVU Policy 445¹, *Institutional Data Management and Access*, and UVU Policy 449², *Private Sensitive Information*. All official employee records are stored in the restricted HR records area. Digitized records can only be viewed by those authorized to access these records for official university business. Additionally, upon hire, all employees are required to sign an "Information Security Rules of Conduct Agreement"³ form that outlines the responsibility of those that have access to confidential

data and the acceptable use of that data. Human Resources is currently working with Information Technology to develop a process to have employees sign off on these rules annually.

To ensure the physical confidentiality of sensitive faculty material, the Office of Academic Affairs keeps confidential human resources-related materials in locked cabinets and password-protected computers in secured areas. Only Academic Affairs executives and staff with “need to know” have access to confidential materials. Faculty must sign out their own materials, such as sabbatical, rank/promotion, and tenure files, with a member of the office staff.

Computers are regularly screened for sensitive data such as social security numbers. Sensitive data found through this screening is purged.

Deans and department chairs also keep confidential materials in locked cabinets and secured areas. Only personnel with “need to know” have access to confidential materials.

1. UVU Policy 445, Institutional Data Management and Access
2. UVU Policy 449, Private Sensitive Information
3. Human Resources, “Information Security Rules of Conduct Agreement,” September 26, 2016 (pdf document).

Standard 2.A.21

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The university has implemented a model to address concerns about decentralized control of marketing and communications as a result of campus growth. As the need for further marketing resources arises at the school, college, and department level, many of those resources are now becoming embedded within the central marketing office but exclusively dedicated to a given enterprise, improving collaboration and communication efforts, and reinforcing the university brand. The College of Humanities and Social Sciences, College of Health and Public Service, the Women’s Success Center, and Athletics are examples of this collaborative model currently in practice. This ensures that UVU continues to represent itself clearly, accurately, consistently, and with integrity.

Clarity, Accuracy, and Integrity. In 2010, the NWCCU accreditation team found that “representation of the institution in publications and to its publics in general is accurate.” Utah Valley University continues to make this a priority, as evidenced, in part, by the following:

Academic Affairs and University Marketing and Communications partner to review and publish the university’s graduate and undergraduate catalog on an annual basis. The university catalog includes full listings of academic schools/colleges, academic programs, academic departments and degrees, and course descriptions at both the undergraduate and graduate levels. The catalog, which also includes information on policies and services available to students, is geared to facilitate and enhance

students' path to graduation and outlines how students can complete their studies in a timely manner. The catalog has long been available in print¹ and electronically². The university has recently made a concerted effort to make the digital version of its catalog more robust. Beginning in 2014, a fully searchable digital version of the catalog was made available to students, prospective students, and the public.

The University's First Year Experience (FYE) program and supporting publications are geared to promote retention and completion in a timely fashion. Supporting publications market the university's Freshman Reading Program, Freshman Convocation, UV Commit program, and other resources that promote retention and completion. The university has also adopted and regularly promotes a "15 to Finish"³ program and campaign that encourages students to enroll in 15 credit hours per semester in order to graduate and complete on schedule.

University Marketing and Communications and Prospective Student Services have partnered since 2006 to produce the institution's comprehensive recruitment marketing campaign, which includes print, web, and video materials; and targets in-state, out-of-state, transfer, and underrepresented populations. This partnership continues to thrive. The two units meet together on a weekly basis and, additionally, with representatives from the various schools and colleges on a monthly basis in a spirit of collaboration. The recruitment marketing program/campaign is evaluated and updated annually both for accuracy and to accommodate specific deficiencies and enrollment trends. Over the years, the recruitment suite of materials has been streamlined and consolidated in an effort to make communication even clearer and more concise. UVU has also made an increasing effort to communicate directly to the Hispanic community—both the Parent Handbook⁴ and Admission Guide⁵ are available in Spanish.

With regard to publishing on the web, the Strategic Web Action Team (SWAT) in 2012 developed a more regular audit system to better ensure that the university's web content is accurate and up to date. The system facilitates a major content review of each area regularly.

University Marketing and Communications convenes a monthly meeting (Meeting of the Marketing Minds) that includes each marketing/communications liaison on campus. The meeting is another mechanism to unify UVU messaging and marketing.

UVU Policy 131⁶, *Editing and Review of Official and Other Publications*, requires official review of all major university publications by University Marketing and Communications, which helps ensure accuracy and brand reinforcement.

The university adheres to a set of branding style guides⁷ that help reinforce the university brand and create consistency across university publications and marketing materials.

Communication of Academic Intention and Mission. The university has made a deliberate effort to utilize many of its publications as a vehicle to communicate the institution's mission.

The institution's ENGAGE brand position is geared to educate constituents regarding the institution's mission as an engaged learning institution and has spilled over into many of the institution's publications, including its recruitment marketing suite/publications. The university has also made a concerted effort to communicate its unique educational mission and breadth and depth of degree programs as part of said campaign.

UVU Magazine regularly features articles that articulate UVU's mission and core themes.

The university conducts regular benchmark research in cooperation with Institutional Research to gauge public awareness and opinion and drive marketing activity. The most recent study⁸, among other things, demonstrated that the public has a sound awareness of the spectrum and level of degree programs offered at UVU and that the university's position as an engaged learning institution is resonating and gaining traction. The university has earmarked dedicated funding to continue these research efforts.

1. Student Services, "Graduate and Undergraduate Catalog," AY 2017–2018 (pdf document).
2. Student Services, "Graduate and Undergraduate Catalog," <http://www.uvu.edu/catalog/current>.
3. First-Year Experience and Student Retention, "15 to Finish," 2017 (pdf document).
4. Prospective Student Services, "Contiendo: Guía para Los Padres," February 17, 2015 (pdf document).
5. Prospective Student Services, "Empezando en Utah Valley University," September 11, 2015 (pdf document).
6. UVU Policy 131, Editing and Review of Official and Other Publications
7. Marketing, "University Style Guide," <https://www.uvu.edu/marketing/branding/index.html>.
8. Institutional Research, "2015 Community Survey," February 24, 2016 (pdf document).

Standard 2.A.22

The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Utah Valley University adheres to state and federal laws and regulations regarding high standards of ethical conduct. Recognizing that "tone from the top" is critical in ethical behavior, an annual statement on ethical behavior that is signed by each member of President's Council is shared widely. The university revised its administrative imperatives to include "Operate Ethically and Effectively"¹⁴ in Fall 2016, adding as an objective, "UVU upholds an environment of ethical behavior and expects honesty, integrity, legal compliance, financial stewardship, and accountability in the performance of employees' UVU-related responsibilities."

Fair and Equitable Treatment. Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, genetic information, or other bases protected by applicable federal, state, or local law in employment, treatment, admission, access to educational programs and activities, or other university benefits or services.

Ethical Standards. UVU maintains extensive policies, processes, and resources that support and maintain the expectation of high ethical standards across the university. As employees of the State of Utah, all UVU administrators, faculty, and staff are subject to and expected to conform to Utah Code 67-16², *Utah Public Officers and Employees Ethics Act*. UVU has developed a Code of Conduct³ that applies to all employees, as well as numerous policies to ensure fair treatment and guidelines on ethical behavior: UVU Policy 114⁴, *Conflict of Interest*; UVU Policy 161⁵, *Freedom of Speech*; UVU Policy 162⁶, *Sexual Misconduct*; UVU Policy 165⁷, *Discrimination, Harassment, and Affirmative Action*; UVU Policy 322⁸, *Employment Responsibilities and Standards*; UVU Policy 635⁹, *Faculty Rights and Professional Responsibilities*; UVU Policy 541¹⁰, *Student Rights and Responsibilities Code*; and UVU Policy 542¹¹, *Student Records Access (Student Privacy/FERPA)*. These policies address confidentiality, honesty, respect, ethical conduct, nondiscrimination, loyalty, and privacy.

Human Resources offers multiple employee training¹² programs such as sexual harassment prevention, AA/EEO hiring practices, departmental budget/finance management, and supervisory personnel management. All university members must complete (upon hire and biannually thereafter) a training that covers discrimination, harassment, retaliation, sexual misconduct, consent, employee responsibilities, student responsibilities, reporting procedures, and the importance of bystander intervention.

To alert Utah Valley University faculty and staff to the need to know federal, state, and university workplace laws, regulations, and policies, Human Resources developed the Annual Notices webpage. Annual Notices are those notices that include a requirement to provide the information to all faculty and staff on an annual basis. UVU satisfies that requirement by sending an electronic reminder to employees annually (in September) to visit the Employee Notices¹³ webpage and review the information. The website also includes those notices that must be posted in Human Resources and are available to all faculty, staff, and applicants. Similarly, the following notices are sent to each student every semester:

- Campus Security Report–Clery Act
- Drug and Alcohol Abuse Prevention Program
- Notice of Availability of Institutional and Financial Aid Information
- Confidentiality of Records and Family Educational Rights and Privacy Act of 1974
- Directory Information
- Intercollegiate Athletic Program Participation Rates and Financial Support Data
- Copyright Infringement and Peer-to-Peer File Sharing
- Title IX Statement

UVU's commitment to ethical behavior goes well beyond general employee compliance. UVU maintains several offices with responsibility for ensuring adherence to ethical standards, including the Compliance Office, the Office of Equal Opportunity and Affirmative Action/Title IX, and the Information Technology Security office. The Audit Committee of the UVU Board of Trustees monitors legal and regulatory compliance for financial reporting, internal control, and audit processes. The UVU Institutional Review Board reviews all UVU-affiliated studies involving human

subjects and ensures that human subjects' researchers complete CITI (Collaborative IRB Training Initiative) training for ethical research and the protection of human subjects. Policies and procedures developed by UVU's Student Health Services and the Departments of Nursing and Dental Hygiene to govern how UVU addresses private health information issues and student reports on patient care during clinical experiences comply with the Health Insurance Portability and Accountability Act (HIPAA) requirements.

With a mission that emphasizes service "as stewards of a globally interdependent community," students are a central part of UVU's commitment to ethical behavior. The Ethics and Values general education requirement¹⁴ and Ethics across the Curriculum initiative of the Center for the Study of Ethics¹⁵ ensure that ethics is a key part of the curriculum across the university. Student Conduct and Conflict Resolution¹⁶ administers the Student Code of Conduct and judicial process established under UVU Policy 541, educating the campus community about the Students Rights and Responsibilities code with a focus on fairness and equality while promoting responsibility and contributing to individual growth, education, and development.

Grievance and Complaint Procedures. UVU has in place publicly accessible systems for reporting grievances and other incidents counter to our high ethical standards. Any member of the public or university community may submit a letter to the president or utilize the Ethics Point¹⁷ reporting system, which facilitates complaints and investigations of allegations of institutional, behavioral, or financial misconduct. The system allows for anonymous submissions. The student behavior concern report system¹⁸ may also be used for reporting student misconduct. Due process is afforded to all faculty, staff, and students in accordance with applicable UVU policy and/or state/federal law.

As an affirmative action/equal opportunity employer, Utah Valley University is committed to the fair and equitable treatment of its employees. Grievance procedures are clearly established for employees (administrators, faculty, and staff) in UVU Policy 371¹⁹, *Corrective Action and Termination for Staff Employees*; UVU Policy 162; UVU Policy 165; UVU Policy 153²⁰, *Americans with Disabilities Act Grievance Process*; and UVU Policy 647²¹, *Faculty Grievance*; and outlined on the UVU website. The Office of Equal Opportunity and Affirmative Action/Title IX is responsible for administering complaint procedures for employees and students under UVU Policy 165 and implements a consistent and uniform procedure for responding to and resolving internal discrimination complaints. Student, faculty, and staff complaint form²² for discrimination, harassment, and retaliation issues is available online²³.

Grievance procedures for students are contained in the Student Rights and Responsibilities Code and administered through Student Conduct and Conflict Resolution. Student Life also operates an Ombuds office²⁴ that investigates and attempts to resolve complaints and problems between students and the university (as well as those among students or between students and landlords) through confidential and independent mediation. Students who believe they have been denied program access or otherwise discriminated against because of a disability are encouraged to initiate a grievance by contacting the Accessibility Services²⁵ Director; employees can contact the ADA Coordinator in Human Resources.

In August 2017, the Office for Civil Rights (OCR) notified UVU of a complaint against the university. UVU just received notice of the complaint and is reviewing it. UVU is committed to genuine inclusion and providing a safe environment for all. The university takes these matters very seriously and is proactively pursuing the appropriate actions as prescribed by current policies and best practices.

UVU's commitment to ethical behavior encompasses its relationship with the Commission. Utah Valley University accepts the standards and related policies of the Commission and has agreed to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. UVU is committed to the integrity of the accreditation process and to disclosure to the Commission of any and all information the Commission requires to carry out its evaluation of the university to the extent permitted by law and the university's responsibilities to students and other stakeholders.

1. Institutional Effectiveness, Planning, and Accreditation Support, "'Operate Ethically and Effectively' Administrative Imperative," September 29, 2016 (pdf document).
2. Utah Code 67-16, Utah Public Officers' and Employees' Ethics Act
3. Utah Valley University, "Code of Conduct," December 12, 2013 (pdf document).
4. UVU Policy 114, Conflict of Interest
5. UVU Policy 161, Freedom of Speech
6. UVU Policy 162, Sexual Misconduct
7. UVU Policy 165, Discrimination, Harassment, and Affirmative Action
8. UVU Policy 322, Employment Responsibilities and Standards (1992)
9. UVU Policy 635, Faculty Rights and Professional Responsibilities (2010)
10. UVU Policy 541, Student Rights and Responsibilities Code
11. UVU Policy 542 Student Records Access (Student Privacy FERPA)
12. Human Resources, "Employee Development," <https://www.uvu.edu/hr/employee-development/>.
13. Human Resources, "Employee Notices," <https://www.uvu.edu/hr/current-employee/notices.html>.
14. Department of Philosophy, "Ethics and Values Course," 2017 (pdf document).
15. Center for the Study of Ethics, "Ethics Across the Curriculum," 2017 (pdf document).
16. Student Conduct and Conflict Resolution, "What We Do," <https://www.uvu.edu/studentconduct/>.
17. Ethics Point, "Utah Valley University Ethics and Compliance Hotline," <https://secure.ethicspoint.com/domain/media/en/gui/23421/index.html>.
18. Student Conflict and Conflict Resolution, "Online Reporting for Student Misconduct and Concerning Behavior," http://www.uvu.edu/studentconduct/report/form_concern.php.
19. UVU Policy 371, Corrective Actions and Termination for Staff Employees
20. UVU Policy 153, Americans with Disabilities Act (ADA) Grievance Process
21. UVU Policy 647, Faculty Grievance
22. Equal Opportunity and Affirmative Action, "Discrimination/Harassment/Retaliation Complaint Form," May 19, 2016 (pdf document).
23. Equal Opportunity and Affirmative Action, "Report a Complaint," https://www.uvu.edu/equalopportunity/report_complaint.html.
24. Student Conduct and Conflict Resolution, "Ombuds Office," <https://www.uvu.edu/ombuds/>.
25. Accessibility Services, "Welcome to Accessibility Services," <http://www.uvu.edu/asd/>.

Standard 2.A.23

The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Utah Valley University continually reaffirms its commitment to ethics through appropriate “tone from the top” and sound policy. UVU has recently revised its Administrative Imperatives, revising an imperative to “Operate Ethically and Effectively¹” and adding an ethics objective within that imperative addressing, among other things, integrity and financial stewardship. Indicators for the revised imperative and new objective will be identified in the AY 2017–2018 planning cycle, and it will be evaluated beginning with the AY 2018–2019 mission fulfillment self-evaluation.

UVU conforms to the Utah Public Officers and Employees Ethics Act² as well as to UVU Policy 114³, *Conflict of Interest*. All Regents and Trustees sign a Conflict of Interest disclosure form as required by Regents Policy R122⁴, *Board Conflict of Interest Policy*. All employees are required to complete and submit to administration a conflict of interest disclosure form⁵ at the time of hire and annually thereafter. Immediate supervisors are charged with collecting the disclosure forms from their employees. Forms are currently collected for staff during the annual performance appraisal period conducted in January and February of each year; faculty disclosures are collected during April. UVU will implement an online form for faculty and staff beginning in the AY 2017–2018 fiscal year. Disclosure forms are submitted to the UVU Office of Compliance for recording and retention.

Employees who disclose conflicts or potential conflicts are instructed to work with their immediate supervisors to develop a management plan. The University Compliance Officer is available to assist supervisors and employees in drafting management plans, as needed. Agreed upon management plans are kept on file in the Office of Compliance. UVU has a plan to increase the disclosure to include financial disclosures and conflicts of commitment and to require submission of this information whenever there is a promotion or other substantial change in employment status.

Employees are also expected to comply with the Code of Conduct⁶, which addresses conflicts of interest and commitment and other ethics expectations. All employees are advised of this in UVU’s new hire orientation process, and immediate supervisors are expected to discuss this with full-time employees during the annual performance appraisal process. Employees will be required to confirm their awareness of the Code of Conduct in the electronic conflict of interest disclosure form.

UVU Policy 322⁷, *Employee Responsibilities and Standards*, outlines expectations of employee behavior in the workplace, including the expectation that employees “shall support and adhere to the institution’s equal opportunity, affirmative action, and sexual harassment policies” with an emphasis on the understanding that employees “share the general duties of citizenship” and obedience to the

law. As a public university, it neither requires its constituencies to conform to specific codes of religious or ideological conduct nor seeks to instill specific beliefs or worldviews.

1. Institutional Effectiveness, Planning, and Accreditation Support, “Operate Ethically and Effectively’ Administrative Imperative,” September 29, 2016 (pdf document).
2. Utah Code 67-16, Utah Public Officers’ and Employees’ Ethics Act
3. UVU Policy 114, Conflict of Interest
4. Regents Policy R122, Board Conflict of Interest Policy
5. Utah Valley University, “Statement Regarding Conflict of Interest and Conflict of Interest Form,” March 22, 2016 (pdf document).
6. Utah Valley University, “Code of Conduct,” December 12, 2013 (pdf document).
7. UVU Policy 322, Employment Responsibilities and Standards (1992)

Standard 2.A.24

The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

UVU has an approved policy covering intellectual property (IP) matters with respect to ownership of IP by faculty and students, copyrights, control, compensation, and revenues from internally generated IP. UVU Policy 136¹, *Intellectual Property*, governs IP matters for the institution. The university policy supports academic freedom principles, including the right to publish scholarly works and research results. The policy also establishes the procedures that the university will use to address research with pecuniary return to ensure that it complies with policies addressing conflict of interest and requiring disclosure and consent of institutional officials. UVU Policy 135², *Use of Copyrighted Materials*, outlines the responsibilities of members of the campus community with respect to federal laws regarding copyrighted materials. This policy sets forth additional rights and responsibilities of community members in respect to these materials and establishes a committee to address copyright issues on campus. UVU Policy 606³, *Adoption of Course Materials and Textbooks*, makes it the responsibility of the faculty author or compiler of course materials to ensure compliance with all copyright laws and guidelines, and prohibits them from accepting or retaining royalties or any other personal compensation or material benefit from the sale or furnishing of course materials they authored to students in classes in which they have authority to assign or recommend course materials.

1. UVU Policy 136, Intellectual Property
2. UVU Policy 135, Use of Copyrighted Materials
3. UVU Policy 606, Adoption of Course Materials and Textbooks

Standard 2.A.25

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “Accreditation” and “Candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Utah Valley University appropriately represents its accreditation status in compliance with NWCCU’s policy on Public Notification of Information about Affiliated Institutions. Specifically, UVU’s accreditation¹ webpage and the UVU catalog (both printed² and online³) contain the following statement:

Utah Valley University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

The Northwest Commission on Colleges and Universities (NWCCU) is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

Inquiries regarding an institution’s accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue, Suite 100
Redmond, Washington 98052-3981
(425) 558-4224
www.nwccu.org

Several additional UVU websites reference UVU’s accreditation status and link to UVU’s Accreditation webpage.

1. Planning, Budget, and Human Resources, “Accreditation,” <http://www.uvu.edu/accreditation/>.
2. Student Services, “Graduate and Undergraduate Catalog,” AY 2017–2018 (pdf document).

3. Student Services, “Graduate and Undergraduate Catalog: General Information,”
<http://www.uvu.edu/catalog/current/policies-requirements/general-information.html>.

Standard 2.A.26

If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s Standards for Accreditation.

To conduct its affairs, the university enters into contractual agreements with outside entities. All contractual agreements with external entities for products or services performed on behalf of the university are governed by UVU Policy 201¹, *General Fiscal Procedures and Policies*, and where appropriate UVU Policy 210², *Independent Contractors*. Contracts include a clearly defined scope of work, as well as specific terms and conditions that are consistent with the requirements of the State of Utah and UVU policies. In March 2016, UVU implemented Policy 247³, *Contract Review and Signature Authority*, to safeguard university resources and minimize university risk. This policy outlines required review and approval based on various types and terms of contracts.

In addition to the procurement and legal reviews outlined in policy, contractual agreements involving academic programs, sponsored programs, and research are governed by UVU Policy 137⁴, *Sponsored Programs (Grants, Contracts, Cooperative Agreements)*. Such contracts are reviewed to ensure their consistency with the mission and goals of the institution, adherence to university policy and procedure, as well as NWCCU standards. Such contractual agreements must be signed by the Director of Sponsored Programs under UVU Policy 247.

Presently, UVU has no contractual agreements with external entities for the delivery of credit-based educational content. UVU, as part of a Utah System of Higher Education consortium, entered into an agreement with CAEL to provide students opportunity to develop, for assessment by appropriate academic department faculty, a portfolio for experiential learning credit. UVU’s Professional and Continuing Education has contractual agreements for a variety of non-credit professional education offerings.

1. UVU Policy 201, General Fiscal Policies and Procedures
2. UVU Policy 210, Independent Contractors
3. UVU Policy 247, Contract Review and Signature Authority
4. UVU Policy 137, Sponsored Programs (Grants, Contracts, Cooperative Agreements)

Standard 2.A.27

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

As part of the Utah System of Higher Education (USHE), UVU is bound by policies of the Utah State Board of Regents. Regents Policy R481-3.3¹: *Academic Freedom: Introduction; Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review*, states that “The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.” Regents Policy R481-3.4, *Professional Responsibility*, points out that “the institutional code of professional responsibility shall provide that persons having a formal association with the institution shall not be involved in acts which violate the academic freedom or constitutional rights of others, or the rules and regulations of the institution or the Board.”

UVU’s mission statement states that UVU is a teaching institution and “builds on a foundation of substantive scholarly and creative work to foster engaged learning.” Academic Affairs affirms its commitment on its website with the statement “UVU values the free exchange of ideas and builds an academic climate conducive to such expression. We encourage thoughtful debate and civil discourse. We respect the right and responsibility of faculty and students to explore topics relevant to the educational experience.” UVU’s Code of Conduct includes statements related to ethical conduct in teaching and research. UVU policies support academic freedom and responsibility. UVU Policy 635², *Faculty Rights and Professional Responsibilities*, states, “Academic freedom shall be recognized as a right of all members of the faculty as they engage in teaching, scholarly and creative activities, and service to the university and their professions.” The policy requires that faculty shall respect the academic freedom of others and are entitled to their differing opinions. Further, faculty members have the right to decisions over “curriculum, subject matter and methods of university, research, creative works and performance, and faculty status.” UVU Policies 632³, *Assignment and Advancement in Academic Rank*, and 637⁴, *Faculty Tenure*, further support faculty rights to academic freedom as faculty in departments set the criteria to establish teaching norms, determine the acceptable forms of research and creative works, and promote service. UVU Policies 646⁵, *Faculty Appeals for Retention, Tenure and Promotion*, and 647⁶, *Faculty Grievance*, help protect academic freedom further by ensuring due process for faculty who have been denied tenure or rank promotion or have been accused of violating institutional policies or performance norms.

UVU’s recently updated Policy 161⁷, *Freedom of Speech*, affirms the university’s commitment to “free expression and the free exchange of ideas” and the “principles of free speech and assembly guaranteed by the United States Constitution and the Utah Constitution, and in accordance with generally accepted concepts of academic freedom.”

Additionally, UVU Policy 114⁸, *Conflict of Interest*, require all university employees to declare any conflicts of interest they may have in business dealings, further ensuring that they resist any inappropriate external influences, pressures, and harassment from those who may wish to profit from a relationship with the university.

These commitments are published on the websites of the State Board of Regents⁹, UVU's online policy manual¹⁰, and the UVU catalog¹¹.

1. Regents Policy R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review
2. UVU Policy 635, Faculty Rights and Professional Responsibilities
3. UVU Policy 632, Assignment and Advancement in Academic Rank
4. UVU Policy 637, Faculty Tenure
5. UVU Policy 646, Faculty Appeals for Retention Tenure and Promotion
6. UVU Policy 647, Faculty Grievance
7. UVU Policy 161, Freedom of Speech
8. UVU Policy 114, Conflict of Interest
9. Utah System of Higher Education, "Policies," <https://higher.utah.gov/policies/>.
10. Policy Office, "Policy Manual," <https://www.uvu.edu/policies/manual.html>.
11. Student Services, "Graduate and Undergraduate Catalog: General Information," <http://www.uvu.edu/catalog/current/policies-requirements/general-information.html>.

Standard 2.A.28

Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

UVU commits to maintaining a climate encouraging innovation, experimentation, and the free exchange of ideas that strengthen faculty teaching and foster student success by building an academic environment conducive to such dialogue and expression. Faculty and students, regardless of personal, social, or religious backgrounds, are free to engage in thoughtful debate and civil discourse to test all knowledge appropriate to their discipline as judged by the academic/education community. One of the purposes of UVU's recently updated Policy 161¹, *Freedom of Speech*, is "to protect and enhance the free exchange of ideas, the right to free speech, and academic freedom in the University and on the university campus, without prior restraint or censorship, subject to limitations on unlawful/unprotected speech and to clearly stated, reasonable, and nondiscriminatory rules regarding time, place, and manner."

UVU Policy 635², *Faculty Rights and Professional Responsibilities*, includes sections specifically addressing faculty rights and responsibilities related to teaching and to scholarly and creative activities. UVU Policy 541³, *Student Rights and Responsibilities Code*, affirms the rights and responsibilities of students related to pursuit and dissemination of knowledge and scholarly activities.

UVU engages many ideas through annual events and conferences, including but not limited to Ethics Awareness Week⁴, the Executive Lecture Series⁵, and the Conference on Autism⁶.

Representing a variety of topics, students receive institutional funds to participate in the Utah Conference for Undergraduate Research and many receive UVU grants to present at the National Conference for Undergraduate Research. Many faculty and some staff receive funding and other institutional support to pursue scholarly research through Grants for Engaged Learning and School/College Scholarly Activities funds.

1. UVU Policy 161, Freedom of Speech
2. UVU Policy 635, Faculty Rights and Professional Responsibilities (2010)
3. UVU Policy 541, Student Rights and Responsibilities Code
4. Center for the Study of Ethics, "Ethics Awareness Week," 2017 (pdf document).
5. Woodbury School of Business, "Reed and Christine Halladay Executive Lecture Series," Spring 2017 (pdf document).
6. College of Humanities and Social Sciences, College of Science, and School of Education, "Call for Presentation Proposals, 2017 Utah Valley University Conference on Autism," 2016 (pdf document).

Standard 2.A.29

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively, per UVU Policy 635¹, *Faculty Rights and Professional Responsibilities*, Sections 4.1.1, 4.2.2 and 5.2. Sections 4.1.1 and 4.2.2 acknowledge faculty right to academic freedom and discourage teaching controversial topics not relevant to defined course content and objectives. Section 5.2, Teaching, sets forth faculty teaching responsibilities and expectations in curriculum development and review, and in course instruction. UVU Policy 541², *Student Rights and Responsibilities Code*, Section 5.2.1 identifies student rights concerning academic matters and information and ensures that students will have courses with competent and professional instruction.

Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such. UVU Policy 635 addresses this as well in Sections 4.3.2, 4.3.3, and 5.3. These sections identify faculty responsibility to advance competence, maintain academic integrity, and participate in scholarship appropriate for their discipline. Faculty scholarship, regardless of discipline, is expected to go through peer review, an established practice to ensure objectivity in research. The UVU Code of Conduct³ requires that faculty "Ensure originality of work, provide credit for the ideas of others upon which their work is built, and be responsible for the accuracy and fairness of information published."

Protection of others' intellectual property rights in UVU's teaching and research efforts are furthered by UVU Policy 135⁴, *Use of Copyrighted Materials*, which requires all members of the campus community, including those with teaching or research responsibility, to comply with applicable copyright law and establishes a Committee for Use of Copyrighted Materials to ensure compliance. To build a supportive environment for these policies, the Office of Teaching and Learning sponsors

an annual Academic Integrity Week⁵ in the fall. While the focus of this week is on student academic integrity, it also includes events supporting faculty in their research and teaching.

Departments appoint faculty who are hired with backgrounds in courses they are assigned to teach and in research, ensuring that they are up to date and accurate in content. To ensure faculty members present scholarship fairly and objectively in their courses as well as in their disciplines, every year faculty members are evaluated against university policies and their department retention, tenure, and promotion criteria, per UVU Policy 633⁶, *Annual Faculty Reviews*. This policy details the evaluation process that enables faculty to identify areas for improvement, determine goals, and pursue academic and professional advancement.

1. UVU Policy 635, Faculty Rights and Professional Responsibilities (2010)
2. UVU Policy 541, Student Rights and Responsibilities Code
3. Utah Valley University, "Code of Conduct," December 12, 2013 (pdf document).
4. UVU Policy 135, Use of Copyrighted Materials
5. Office of Teaching and Learning, "Academic Integrity Week," 2016 (pdf document).
6. UVU Policy 633, Annual Faculty Reviews

Standard 2.A.30

The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Utah Valley University's oversight and management of financial resources is carried out in compliance with Utah State Code, Utah State Board of Regents policies, and UVU policies. The Utah State Code for Financial Resource Management, Utah State Money Management Act of 1974¹ (Sections 51-7-1), the Rules of the State Money Management Council², and the Uniform Prudent Management of Institutional Funds Act³ (Sections 51-8-101) provide the foundation of financial resource management statewide. 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.

Within the Utah System of Higher Education (USHE), the State Board of Regents establishes policy that covers all state higher education institutions in Utah. The State Board of Regents Policies, Section 5, governs business and financial affairs. The State Board of Regents maintain policies on:

- Regents Policy R501⁴, *Budgeting Definitions and Guidelines*
- Regents Policy R521⁵, *Dedicated Credits*
- Regents Policy R532⁶, *Acceptance and Approval of Contracts and Grants*
- Regents Policy R535⁷, *Reimbursed Overhead*
- Regents Policy R541⁸, *Management and Reporting of Institutional Investments*
- Regents Policy R543⁹, *Commercial Banking Services*
- Regents Policy R548¹⁰, *Institutional Discretionary Funds Administration and Accountability*

- Regents Policy R550¹¹, *Auxiliary Enterprises Operation and Accountability*
- Regents Policy R553¹², *Revenue-generating Activities*
- Regents Policy R561¹³, *Accounting and Financial Controls*
- Regents Policy R562¹⁴, *Non-Lapsing Balances*
- Regents Policy R565¹⁵, *Audit Committees*
- Regents Policy R567¹⁶, *Internal Audit Program*
- Regents Policy R571¹⁷, *Purchasing*
- Regents Policy R587¹⁸, *Contract or Lease-Purchase Financing*
- Regents Policy R588¹⁹, *Delegation of Debt Policy to Board of Trustees*
- Regents Policy R590²⁰, *Issuance of Revenue Bonds for Colleges and Universities*

Each institution then implements its own policies to operate in compliance with Board of Regents policy and state code. UVU policies for oversight and management of financial resources include:

- UVU Policy 201²¹, *General Fiscal Policies and Procedures*: This policy covers authorized signatures on financial documents and details the procedures for expenditure and budget transfers.
- UVU Policy 202²², *Payroll*: This policy establishes pay practices to ensure UVU's compliance with laws and regulations and ensure timely and accurate payment of employees.
- UVU Policy 204²³, *Appropriateness of Expenditures*: This policy lays out the types of purchases and expenses that are appropriate use of university funds.
- UVU Policy 205²⁴, *Investments*: Relating to institution investments, this policy establishes the process for the appointment of the Public Treasurer; creates an Investment Advisory Committee; establishes procedures for cash management pools, endowed and restricted funds, and debt service reserves; and establishes accounting accountability, reporting requirements, and custodial and safekeeping of institutional investments.
- UVU Policy 231²⁵, *Fund-Raising Coordination*: The policy stipulates the official university entities empowered to cultivate, solicit, receive, and process charitable gifts for the institution.
- UVU Policy 233²⁶, *Fund-Raising, Solicitation Clearance and Cultivation*: This policy provides procedures that help UVU employees coordinate fund-raising efforts with prospective donors, protect individuals from excessive contact, and make the institution's work with the community efficient and effective. This policy provides a process for the clearance and cultivation of donors and prospective donors.
- UVU Policy 241²⁷, *University Procurement*: This policy outlines procedures for purchasing authorization, procurement restrictions, and so forth.

All UVU policies are approved by the Board of Trustees. UVU provides annual financial reports²⁸ to the Board of Trustees, Board of Regents, and the State as evidence of UVU's compliance with these acts, rules, and policies.

1. Utah Code 51-7, Utah State Money Management Act
2. Utah State Treasurer, "Rules of the Money Management Council," August 17, 2017 (pdf document).
3. Utah Code 51-8, Uniform Prudent Management of Institutional Funds Act
4. Regents Policy R501, Budgeting Definitions and Guidelines
5. Regents Policy R521, Dedicated Credits
6. Regents Policy R532, Acceptance and Approval of Contracts and Grants

7. Regents Policy R535, Reimbursed Overhead
8. Regents Policy R541, Management and Reporting of Institutional Investments
9. Regents Policy R543, Commercial Banking Services
10. Regents Policy R548, Institutional Discretionary Funds Administration and Accountability
11. Regents Policy R550, Auxiliary Enterprises Operation and Accountability
12. Regents Policy R553, Revenue-generating Activities
13. Regents Policy R561, Accounting and Financial Controls
14. Regents Policy R562, Non-Lapsing Balances
15. Regents Policy R565, Audit Committee
16. Regents Policy R567, Internal Audit Program
17. Regents Policy R571, Delegation of Purchasing Authority
18. Regents Policy R587, Lease-Purchase Financing
19. Regents Policy R588, Delegation of Debt Policy to Board of Trustees
20. Regents policy R590, Issuance of Bonds for Colleges and Universities
21. UVU Policy 201, General Fiscal Policies and Procedures
22. UVU Policy 202, Payroll
23. UVU Policy 204, Appropriateness of Expenditures
24. UVU Policy 205, Investments
25. UVU Policy 231, Fund-Raising Coordination
26. UVU Policy 233, Fund-Raising Solicitation Clearance and Cultivation
27. UVU Policy 241, University Procurement
28. Utah Valley University, “2016 Annual Financial Report,” March 3, 2017 (pdf document).

Standard 2.B: Human Resources

Standard 2.B.1

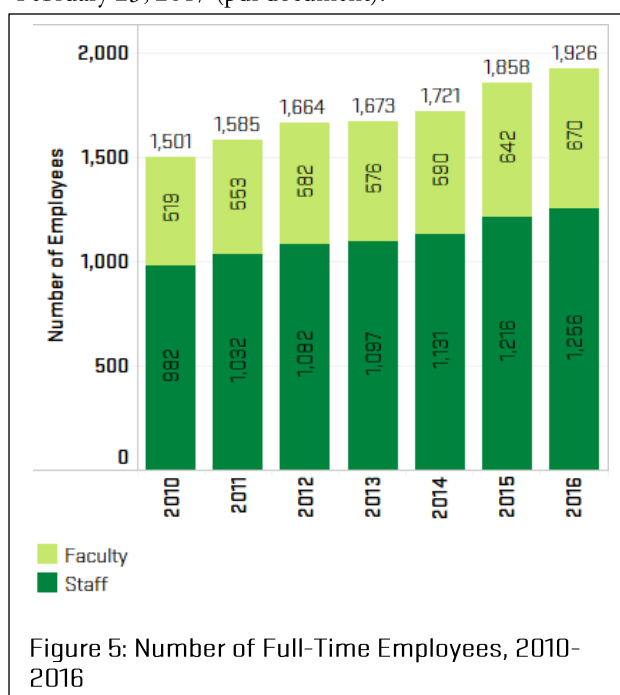
The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

As of Fall 2016, Utah Valley University employs¹ 1,927 full-time faculty, staff, and administrators as well as 3,334 part-time staff, adjunct instructors, students, temporary employees, and other part-time teaching positions. While it is to be expected that many on campus regard staffing as lean, UVU has recently adopted a standard for the funding of new positions from appropriated funds of 1.4 full-time staff per full-time faculty member to ensure that staffing is sufficient to support educational activities without diverting resources from educational to administrative responsibilities unnecessarily. Over the past decade, the number of full-time staff has increased from 759 to 1,223 to meet academic, student, and institutional support needs (see Figure 5).

Ensuring students have access to high-quality academic advising, UVU has increased the number of academic advisors by 21 (41%) over the past six years. Through operations and maintenance funding from the legislature that accompanies each new state-funded facility, UVU ensures adequate staffing to support the care and maintenance of facilities. As the regulatory and compliance environment has intensified, UVU has added an Office of General Counsel and staff to support compliance in information technology security; equal opportunity, affirmative action, and Title IX; and risk management, emergency management, and safety.

Hiring of staff and student employees is governed by UVU Policy 302², *Hiring of Staff and Student Employees*; faculty hiring is governed by UVU Policy 306³, *Faculty Positions: Posting and Waiving of Posting*, and UVU Policy 632⁴, *Assignment and Advancement in Rank*. Position descriptions for all full-time and part-time positions are stored in UVU.jobs⁵, an online application system. These position descriptions include a position summary, duties and responsibilities, authority (such as budget management and supervision), working conditions, qualifications, and criteria for selection. The position description provides the basis for all position announcements or job postings and are managed through an online applicant tracking system. Job descriptions are reviewed any time an employee is hired during the employee performance evaluation⁶ process, in which all staff employees and supervisors are asked if there have been significant changes to the position description. Organizational changes also provide opportunity for review of position descriptions.

1. Human Resources, “Human Resources Report for 2016,” February 23, 2017 (pdf document).
2. UVU Policy 302, Hiring of Staff and Student Employees
3. UVU Policy 306, Faculty Positions: Posting and Waiver of Posting
4. UVU Policy 632, Assignment and Advancement in Academic Rank
5. Human Resources, “UVU Jobs,” <https://www.uvu.jobs/>.
6. UVU Policy 331, Performance Evaluation for Staff Employees



Standard 2.B.2

Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

All administrators and staff are evaluated on an annual basis. Staff are evaluated in accordance with UVU Policy 331¹, *Performance Evaluation for Staff Employees*. Under the policy, all full-time, benefits-eligible staff who have completed their probationary period are evaluated by their supervisors based on employee performance over the previous calendar year. The policy defines the responsibilities of administrators, supervisors, and employees in the process. To ensure fairness, evaluations are reviewed by second-level supervisors before discussion with employees and employees may appeal an evaluation through processes established in the policy. Human Resources provides annual training for employees and supervisors on performance evaluation.

The annual staff evaluation² is based on six core university competencies: job knowledge and technical competence, productive work habits, effective communication, accountability, teamwork/cooperation, and service oriented. It is intended to help employees be successful in their jobs at Utah Valley University and participate in continuous feedback and support. Where areas for

improvement in a staff employee's performance are identified, the supervisor and the staff employee develop a plan for improvement and work together to meet the plan's provisions. The performance evaluation process is managed online through myUVU. Beginning with AY 2016–2017, performance evaluation ratings are tied to annual staff merit pay increases. Ninety-eight percent of staff employees (non-probationary) completed performance evaluations for 2016.

Executives are evaluated annually using the university's established leadership core competencies as the bases for the evaluation³. Executives are evaluated on area accomplishments and seven Leadership Core Competencies: develops others, communication, results-oriented, strategic vision, technical expertise, trust, and organizational agility. Ninety-two percent of executives completed performance evaluations for 2016.

1. UVU Policy 331, Performance Evaluation for Staff Employees
2. Human Resources, "Sample Staff Performance Evaluation," 2016 (pdf document).
3. Human Resources, "Executive Performance Evaluation," AY 2016–2017 (pdf document).

Standard 2.B.3

The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The university offers programs and support for professional development through the Office of Teaching and Learning (OTL) and Human Resources (HR); provides funding for conference travel and professional development, and offers employees (including adjunct faculty and part-time staff) generous tuition waiver benefits.

The Office of Teaching and Learning enables the enhancement of teaching and learning practice through meaningful faculty development¹ opportunities. All faculty are invited to engage in these activities. Additionally, funds for faculty development are provided to schools/colleges and departments to support attendance and presentation at conferences regularly in their discipline. Through the AY 2014–2015 Planning, Budget, and Assessment (PBA) process, Academic Affairs received \$500,000 to provide greater equity in department operating funds with an objective of ensuring appropriate support for faculty professional development. Further, the university hosts many conferences in a variety of disciplines that allow for faculty development. In addition to support for faculty development, new department chairs receive formal training in support of their administrative duties.

Faculty and staff are eligible for travel funding for conferences and professional development opportunities through divisions, schools and colleges, departments, and the Professional Association of Campus Employees (PACE). They are encouraged to integrate their own professional development with engaged learning opportunities for students through the Scholarly and Creative Undergraduate Learning Partnership Team² (SCULPT), which supports faculty in identifying resources combining their development and student success.

Throughout the year, Human Resources offers training and professional development³ for employees on a wide variety of topics both online through its UVU Learn portal and face-to-face trainings. Specific programs include the UVSELF program⁴ that provides an opportunity for staff and faculty to learn from and shadow senior managers, the Summer University⁵ program that provides seminars for faculty and staff on many topics valuable to professional development and growth, and supervisor/manager training series designed to help UVU's current and future supervisory employees be engaged leaders. Over the past year, UVU's staff association, PACE, has begun hosting, in coordination with HR, monthly professional development seminars. Academic, student, and administrative support departments receive funding to support professional development opportunities for staff. These opportunities may include bringing trainers to campus, participating in webinars, or attending conferences.

1. Office of Teaching and Learning, "Faculty Development Program," 2016 (pdf document).
2. SCULPT, "Travel Funding," 2017 (pdf document).
3. Human Resources, "Employee Development," <https://www.uvu.edu/hr/employee-development/>.
4. Office of the President, "UVSELF," 2016 (pdf document).
5. Human Resources, "Summer University," <https://www.uvu.edu/summeruniversity/>.

Standard 2.B.4

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

UVU recruits and hires highly qualified full-time and part-time faculty in each school or college and department¹ in which UVU offers academic work. Faculty must hold terminal degrees for tenure-track hires and rank promotion, except in rare instances when extenuating circumstances dictate otherwise. Terminal degrees are determined according to national standards. Approximately 71% of all full-time faculty members hold a terminal degree² in their disciplines.

UVU employed³ 670 full-time faculty and approximately 790 part-time faculty in Fall 2016 to meet the educational objectives, mission, and goals of the university. Since 2010, UVU has hired 151 new full-time faculty to support new and expanding programs and to reduce reliance on adjunct faculty. In Fall 2016, UVU surpassed its benchmark target of 55% with 55.9% of instruction provided by full-time faculty compared to 49.4% in Fall 2006. UVU's student-to-faculty ratio is 22 to 1. New full-time faculty positions may be requested by departments for prioritization by their deans and the Senior Vice President of Academic Affairs as part of UVU's Planning, Budget, and Assessment (PBA) process.

Full-time faculty are active in the formulation of academic policy through various opportunities: representation or participation on drafting committees for academic policies, representation through or service in the Faculty Senate⁴ and its committees responsible for policy review, and feedback through the policy process⁵. The President of the Faculty Senate serves as a voting member on President's Council, which has a central role in the policy governance of the university.

Full-time faculty are heavily involved in curriculum development and all faculty are required to take part in assessment of courses, as outlined in UVU Policy 635⁶, *Faculty Rights and Professional Responsibilities*. To help achieve educational objectives and assess the integrity and continuity of academic programs, faculty are directly responsible for assessing the university's Essential Learning Outcomes as well as program and course learning outcomes. Full-time faculty members are directing general education course assessment efforts on campus. Institutional units with nontraditional delivery modes provide guidelines on course development and assessment for faculty. The Office of Teaching and Learning is implementing a certificate of completion⁷ for "Teaching across Flexible Modes," as a means of supporting instructors in nontraditional delivery modes.

1. UVU Human Resources, "Academic Affairs Organization Charts," July 1, 2017.
2. Institutional Research, "Common Data Set: Instructional Faculty and Class Size," AY 2015–2016 (pdf document).
3. Institutional Research, "UVU Fact Book," 2016 (pdf document).
4. UVU Policy 103, Faculty Senate Constitution
5. UVU Policy 101, Policy Governing Policies
6. UVU Policy 635, Faculty Rights and Professional Responsibilities
7. Office of Teaching and Learning, "Teaching Certificates," 2017 (pdf document).

Standard 2.B.5

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

UVU maintains policies and practices regarding academic workload that are consistent with its teaching mission, Board of Regents policy, and common educational practice. Faculty workload is governed by UVU Policy 641¹, *Salaried Faculty Workload—Academic Year*, and UVU Policy 642², *Salaried Faculty Overload*. These policies ensure that faculty workload is consistent with Regents Policies R312 and R485. Regents Policy R485³, *Faculty Workload Guidelines*, specifies that the average teaching workload for Utah Metropolitan/Regional universities (including UVU, Dixie State University, Southern Utah University, and Weber State University) shall be "24 credit hours per year, or 12 credits each semester." UVU's role within the USHE system is as a Master's University with a teaching emphasis, as defined in Regents Policy R312⁴, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*.

UVU Policy 641 recognizes that "Teaching is a faculty member's primary responsibility at the University, supported by professional activities, scholarship, public, and community service," and that "Consistent with Regents' policy, the primary workload activity of faculty members is teaching." This policy addresses, in addition to instructional time, academic and governance time. It establishes that the total tracked workload equivalent for all faculty shall be 30 Workload Credit Hour Equivalents, consistent with Board of Regents policy and common practice throughout higher education in the United States.

UVU closely monitors faculty workload⁵ (see "Faculty Teaching Load" tab) and compliance with Board of Regents policy through procedures established in UVU Policy 641 and annual reports to the State Board of Regents prepared by Academic Affairs and Institutional Research. This

information is compiled by the Office of the Commissioner of Higher Education and published in its annual Data Book⁶. For Fall 2016, UVU's full-time faculty taught an average 11.78 Instructional Credit Hour Equivalents. For comparison, full-time faculty at Weber State University averaged 12.83, Southern Utah University averaged 11.84, and Dixie State University averaged 11.77. Schools/colleges and departments with graduate programs and/or specialized accreditations report lower average teaching loads while other programs focus almost exclusively on teaching in order to maintain the university's overall compliance with the Board of Regents policies.

1. UVU Policy 641, Salaried Faculty Workload—Academic Year
2. UVU Policy 642, Salaried Faculty Overload
3. Regents Policy R485, Faculty Workload Guidelines
4. Regents Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
5. Institutional Research, "Academic Program Statistics," <https://www.uvu.edu/iri/academicprograms/statistics.html>.
6. Utah System of Higher Education, "USHE Data Book 2017: Tab J—Staffing," January 3, 2017 (pdf document).

Standard 2.B.6

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All faculty, regardless of tenure status, are reviewed annually. Current system and university policies, including Regents Policy R481¹, *Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review*; UVU Policy 631², *Student Evaluations of Faculty and Courses*; UVU Policy 632³, *Assignment and Advancement in Academic Rank*; UVU Policy 633⁴, *Annual Faculty Reviews*; and UVU Policy 637⁵, *Faculty Tenure*; require faculty members be evaluated using a variety of indices of effectiveness, including student evaluations from all courses taught, annual supervisor reviews, and multiple unique peer reviews during the mid-term and tenure review processes. In cases where an annual review identifies areas in which a faculty member is not meeting departmental or university criteria regarding tenure, the faculty member and his or her chair create clear goals for the upcoming year to remediate areas of concern. Faculty members who do not complete their goals in a timely manner receive recommendations against tenure or promotion.

Annual review procedures have varied by school or college. All schools and colleges maintain annual review forms and templates specific to their discipline group, which include a specific rubric and are maintained by either the department or dean; content and procedure vary. The annual evaluation form⁶ used by the College of Humanities and Social Sciences is typical. In University College, all faculty including tenured faculty have been evaluated by their department chair using a standard form that focuses very specifically on teaching, scholarship, and service. Chairs are evaluated by the dean with the same form. These documents are on file in the dean's office, including this most recent past academic year (AY 2016–2017). In the School of the Arts, the common practice is for

department chairs to evaluate tenured faculty annually. At the end of each academic year, they receive a written evaluation of their performance as it relates to teaching, scholarship and service. The criteria used for the evaluation is based on the Retention, Tenure, and Promotion (RTP) criteria from each department. If there are issues with teaching, scholarship, or service, those are addressed and goals are made for improvement. These examples are typical of processes in other colleges.

Tenure-track faculty members are reviewed for retention in a midterm review after two years and a review for tenure and rank promotion after five full years of service. All departments have tenure and promotion criteria, which are available publically through the Faculty Senate website⁷. Each tenure-track faculty member meets yearly with his or her chair regarding his or her assignments, rights and responsibilities, and criteria for promotion within the department. Some departments assign new full-time faculty a mentor or a group of mentors from the department's RTP committee. The mentors meet informally or formally, depending on the department, with the faculty member to keep him/her apprised of requirements for tenure⁵.

The decentralized and sometimes informal nature of annual reviews by departments and colleges has led to the recent review and revision of policies through the shared governance process to improve consistency, fairness, and reporting across the university. Through the review, several policies have been revised and new policies implemented. UVU Policy 638⁸, *Post-Tenure Review*, requires tenured faculty members to be evaluated on teaching, scholarship/creative works, and service once every five-year period of service after the award of tenure or most recent rank increase. Departments design discipline-specific performance review criteria and Academic Affairs has final approval over departmental criteria. Revisions to the policy through the current review include provisions for creating and implementing improvement plans to address clearly identified areas of concern for faculty members.

UVU Policy 633 now requires departments to create formal annual review criteria with systematic application to ensure that all full-time faculty have regular feedback about their performance and struggling faculty receive resources to assist remediation. This policy will support the post-tenure review policy, as any faculty member who fails to meet the expectations within the annual review criteria of his or her department will undergo a full and comprehensive review of his or her previous five years. UVU Policy 648⁹, *Faculty Personnel Reduction*, allows the university to discipline tenured faculty members up to and including termination for cause, including incompetence, at any time after tenure. However, the focus is on remediation in all but the most egregious cases.

1. Regents Policy R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review
2. UVU Policy 631, Student Evaluations of Faculty and Courses
3. UVU Policy 632, Assignment and Advancement in Academic Rank
4. UVU Policy 633, Annual Faculty Reviews
5. UVU Policy 637, Faculty Tenure
6. College of Humanities and Social Sciences, "Faculty Annual Evaluation Form," September 9, 2013 (pdf document).
7. Faculty Senate, "Department RTP Criteria," <http://www.uvu.edu/facsenate/other/index.html>.
8. UVU Policy 638, Post-Tenure Review
9. UVU Policy 648, Faculty Personnel Reduction (Interim Policy)

Standard 2.C: Education Resources

Standard 2.C.1

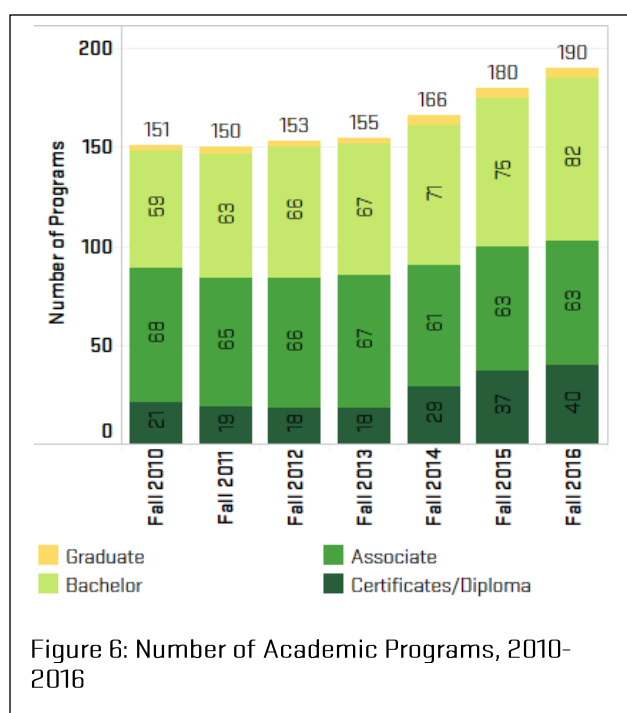
The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

UVU offered 190 degree programs at the certificate, associate's, bachelor's, and master's degree levels as of Fall 2016 (see Figure 6). Regents Policy R312¹, *Configuration of Utah System of Higher Education and Institutional Missions and Roles*, establishes UVU as a Master's College/University. For purposes of USHE, Master's Colleges/Universities award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Institutions in this category offer primarily undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high-demand areas. Policy R312 also indicates that UVU provides a comprehensive community college function. UVU's program offerings align with the expectations of the USHE with courses ranging from remedial through graduate level and programs ranging from career and technical education certificates through master's degrees.

All new programs are developed and approved in accordance with UVU Policy 605², *Curriculum Approval Process*, which requires that all curriculum complies with USHE and NWCCU requirements before approval by the University Curriculum Committee. Regents Policy R401³, *Approval of New Programs,*

Program Changes, Discontinued Programs, and Program Reports, requires approval of the UVU Board of Trustees, external review by other USHE institutions, and review by USHE Commissioner's Office. (Recent changes in this process have streamlined the program approval process by eliminating the requirement for approval of new programs by the State Board of Regents.) Program outcomes are required in the USHE R401 new program approval document⁴ before new programs are reviewed at the system level or approved by the Board of Trustees to ensure that the programs lead to collegiate-level credentials consistent with program content in recognized fields of study.

Academic Quality Assurance (AQA) ensures that all programs have identified program learning outcomes, that program learning outcomes are achieved through the achievement of course learning outcomes across the programs, that program outcomes are linked to university-wide Essential



Learning Outcomes⁵ (ELOs), that all programs are assessing these outcomes on a regular basis, and that program learning outcomes are clearly identified on each program's website and published on the AQA website. The Director of Academic Quality Assurance and members of the Academic Effectiveness Committee continue to train and support department chairs and faculty in ensuring that all programs have clear, measurable program outcomes, assessment methods, and complete assessment plans.

In programs with specialized accreditation⁶, program learning outcomes are defined as required for those accreditation processes. For example, the School of Education teacher preparation programs⁷ are based on the principles and criteria outlined in the revised Interstate Teacher Assessment and Support Consortium's (INTASC) Model Core Teaching Standards⁸. Programs in Computer Engineering, Computer Science, Information Systems, and Information Technology programs are all accredited by the Computing Accreditation Commission of the Accreditation Board of Engineering and Technology⁹ (ABET) and have established program-level student outcomes in accordance with the criteria established by ABET. Procedures for assessment of learning outcomes are discipline-specific and determined by the relevant academic departments.

1. Regents Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
2. UVU Policy 605, Curriculum Approval Process
3. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
4. Utah System of Higher Education, "New Academic Program Proposal," July 2016 (pdf document).
5. Student Services, "Graduate and Undergraduate Catalog: Essential Learning Outcomes," 2017 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, "Specialized and Programmatic Accreditations and Certifications," September 5, 2017 (pdf document).
7. School of Education, "Programs," <https://www.uvu.edu/education/programs/>.
8. Interstate Teacher Assessment and Support Consortium, "InTASC Model Core Teaching Standards," April 2011 (pdf document).
9. ABET Computing Accreditation Commission, "Summary of Accreditation Actions for the AY 2014–2015 Accreditation Cycle," August 19, 2015 (pdf document).

Standard 2.C.2

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

All UVU courses have identified learning outcomes determined by the faculty members in the department responsible for the course. In accordance with UVU Policy 601¹, *Classroom Instruction and Management*, students are supplied with a syllabus for each course that "clearly communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment." Course learning outcomes will be stored in the curriculum management system, Courseleaf, once it is fully implemented in Fall 2017.

In accordance with Regents Policy R401², *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*, all degree and certificate programs have program learning outcomes with associated assessment methods. Program learning outcomes, with linkage to Essential Learning

Outcomes (ELOs), are stored in the university's assessment management system, Insight 2.0. Academic Quality Assurance is in the process of populating Insight with course learning outcomes to assist departments in better tracking and reporting the assessment of program learning outcomes. UVU's Academic Quality Assurance and Institutional Effectiveness, Planning, and Accreditation Support offices ensure that programs publish current program learning outcomes on their program websites³.

UVU's ELOs⁴ are university-wide outcomes adopted in 2012. They are derived from the university's mission, and reflect the ELOs developed by the Association of American Colleges and Universities (AAC&U) as part of the Liberal Education and America's Promise (LEAP) initiative. All general education courses have been mapped to the ELOs. The ELOs are assessed throughout each university program and published in the catalog.

Each college or school takes responsibility for ensuring course and program learning outcomes are identified and made available to students. University College identifies and publishes expected course, program, and degree outcomes in written form to the students enrolled in its four academic programs. The Literacies and Composition Program requires that all course syllabi (including Canvas online outlines) include expected student learning and program outcomes. Additionally, expected learning outcomes are included in the custom reader required by all classes. For courses in which a final portfolio is required, the final portfolio includes an essay in which students address how they have met key learning outcomes. The Department of Student Leadership and Success Studies requires that all syllabi include course expected learning and program outcomes. Many courses currently tie course expected learning outcomes to UVU's ELOs with the expectation that all courses will make the same connections in the next year. The English Language Learning Program includes the program and course outcomes as part of the syllabus for each course, in the newly revised program brochure, and on the program's website⁵. Finally, for Developmental Mathematics, expected student learning and program outcomes are communicated to the students in written form on the department website⁶, through course syllabi, online homework, and the online learning management system (Canvas).

This process is typical of other schools and colleges. In the School of the Arts (SOA), faculty members include course level outcomes in course syllabi. A review of course outcomes is part of annual program review and assessment. The SOA Curriculum Committee reviews course outcomes and their alignment to program outcomes when reviewing new course proposals. Each department publishes program learning outcomes on its website. Expected course outcomes for the College of Science are included with the course syllabus for all courses taught in the college. Syllabi and expected outcomes are distributed or otherwise made available electronically and in hardcopy to students at the beginning of the course. The College of Science publishes learning outcomes in the Degrees and Programs tabs of the department webpages. In the Woodbury School of Business, learning outcomes are identified on each course during the curriculum design process. Business faculty members are required to identify course objectives on the syllabi, which is given to students at the beginning of each semester.

Faculty working with the Office of Teaching and Learning to create courses for nontraditional delivery methods are expected to provide a curriculum map⁷ or articulation of program learning outcomes to course outcomes as part of the design process. Course outcomes for nontraditional delivery methods are the same as those in traditional delivery methods.

1. UVU Policy 601, Classroom Instruction and Management
2. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
3. Academic Affairs, “Departments and Programs,” <https://www.uvu.edu/collegesandschools/depts/>.
4. Student Services, “Graduate and Undergraduate Catalog: General Information,” AY 2017–2018 (pdf document).
5. Department of English Language Learning, “Objectives,” https://www.uvu.edu/ell/outcomes/course_outcomes.html.
6. Department of Developmental Mathematics, “Learning Outcomes,” <https://www.uvu.edu/devmath/outcomes/index.html>.
7. Academic Quality Assurance, “Program Curriculum Map Template,” June 12, 2017 (pdf document).

Standard 2.C.3

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

UVU Policy 522¹, *Undergraduate Credit and Transcripts*; UVU Policy 523², *Grading*; and UVU Policy 524³, *Graduate Program Credit and Graduation Requirements*, guide the award and transcript of credits, assignment of grades, and graduation requirements. Course numbering is guided by Regents Policy R470⁴, *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credit, and Credit by Examination*.

The Registrar’s Office is responsible for maintaining a record of each student’s academic history and performance. The Graduation Office reviews and verifies each graduation application to ensure that the student has met all requirements to receive the requested certificate, diploma, or degree. UVU’s online degree audit system, Wolverine Track, is used to check the student’s academic achievements against the specific program’s graduation requirements. Course substitutions and/or other requirement exceptions are applied to a degree audit only by the graduation office staff after appropriate approval from the program’s department chair or dean. Other rare exceptions (such as posthumous awards) must be authorized by the Senior Vice President of Academic Affairs.

The following examples demonstrate how awarded degrees are based on student achievement in accordance with institutional policies and generally accepted norms within higher education.

Woodbury School of Business. The progress of Woodbury School of Business students in their degree programs is tracked very carefully in the Banner system. Faculty departments and faculty committees regularly review curriculum to make sure it meets norms in higher education. In addition, faculty teaching is regularly reviewed to confirm that these standards are met wherever and however business courses are taught. Peer reviews through AACSB include assessment of curriculum and student learning. The Woodbury School of Business was recently granted continuing accreditation by the Association to Advance Collegiate Schools of Business (AACSB)⁵.

College of Technology and Computing. The curriculum for the degrees offered in the College of Technology and Computing meet university policies, established industry standards, and generally accepted learning outcomes in higher education through the following mechanisms:

- ABET Accreditation: Accreditation Board of Engineering and Technology (ABET) establishes generally accepted learning outcomes for engineering/technology programs in higher education. The programs that are accredited by ABET⁶ meet the rigorous standards set forth by ABET for student achievement.
- UVU Policy 605⁷, *Curriculum Approval Process*, and UVU Policy 603⁸, *Academic Program Review*: Individual courses and graduation requirements for each degree program are periodically reviewed.
- Industrial Advisory Boards: Most of the programs in the College of Technology and Computing have an industrial advisory board that meets regularly to provide feedback on industry trends and share new developments and/or changes in the professional codes. This feedback informs departments on curricular changes needed to meet industry standards and demands.

College of Health and Public Service. Within the College of Health and Public Service (CHPS), award of credit is directly linked to student achievement and documentation of such is often required by specialized accreditation (Pro Board Fire Service Professional Qualifications System⁹ or the Committee on Accreditation of Educational Programs for the EMS Professions¹⁰), state agencies (Peace Officer Standards and Training), and regulatory entities (Federal Aviation Administration¹¹). CHPS has established program advisory committees within each program council to help ensure degrees maintain a link to industry needs and include generally accepted learning outcomes and norms.

Faculty developing courses for nontraditional delivery methods are expected to develop their courses using the learning outcomes in Courseleaf. Students completing coursework in nontraditional delivery methods are expected to meet the same achievement standards as their peers in traditional courses. Comparative data across delivery methods¹² is available through Institutional Research for faculty and department review. Academic departments are responsible for abiding by any restrictions regarding the amount of credits or courses that can be completed through nontraditional methods as directed by national standards or accrediting bodies.

1. UVU Policy 522, Undergraduate Credit and Transcripts
2. UVU Policy 523, Grading
3. UVU Policy 524, Graduate Program Credit and Graduation Requirements
4. Regents Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
5. Association for the Advancement of Collegiate Schools of Business, “Notice of Accreditation,” February 28, 2017 (pdf document).
6. ABET Computing Accreditation Commission, “Summary of Accreditation Actions for the AY 2014–2015 Accreditation Cycle,” August 19, 2015 (pdf document).
7. UVU Policy 605, Curriculum Approval Process
8. UVU Policy 603, Academic Program Review
9. Pro Board Fire Service Professional Qualifications System, “Utah Fire and Rescue Academy,” September 4, 2017 (pdf document).

10. Committee on Accreditation of Education Programs for the EMS Profession, "Acceptance of Final Progress Report," August 7, 2013 (pdf document).
11. Federal Aviation Administration, "Air Agency Certificate," September 16, 2016 (pdf document).
12. Institutional Research, "Grade Distribution Report,"
http://www.uvu.edu/iri/enrollment/grade_distribution_report.html.

Standard 2.C.4

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Degree Programs. UVU degree programs at the undergraduate and graduate level demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. UVU's catalog¹ communicates the requirements for each degree program and provides students with a graduation plan to guide the sequencing of coursework including identification of milestone courses (prerequisites for a course in a subsequent semester). Course level expectations and numbering is guided by Regents Policy R470², *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credit, and Credit by Examination*. Guidelines for course levels have been developed to assist faculty in distinguishing between lower- and upper-division courses and determining appropriate cognitive and behavioral characteristics as well as expected levels of student preparedness for the level.

During regular program reviews, departments review program requirements. Undergraduate and graduate curriculum proposals are reviewed and approved in accordance with UVU Policy 605³, *Curriculum Approval Process*, and must meet standards for feasibility⁴ and comply with the New Program Development Process Guidelines⁵. All new programs are approved in accordance with Regents Policy R401⁶, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*. The processes outlined in this policy require approval of the UVU Board of Trustees, external review by other Utah System of Higher Education institutions, review by USHE Commissioner's Office, and in some cases review by the Utah State Board of Regents. Recent changes in state law and Regents policy have eliminated the requirement for approval of new programs by the State Board of Regents under most circumstances. Programs consider appropriate breadth, depth, and course sequence as curriculum is developed for new programs and throughout the approval process. Key parts of the program proposal process are the creation of program learning outcomes linked to university-wide ELOs⁷, as well as a curriculum plan for the program. Key assessment points are identified and assessment measures, with criteria, are established.

The following examples demonstrate coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning for programs.

Students successfully completing the requirements⁸ of the Bachelor of Science in Elementary Education or a secondary education program receive a Level I Utah Professional Teaching License. Each degree meets the Utah State Office of Education requirement for approved educator

preparation programs. All candidates for undergraduate degrees within the School of Education have three levels of experience: (1) general education and preprogram required courses; (2) professional program coursework and fieldwork, and; (3) clinical experience (student teaching or internship).

The department chairs and the dean's office in the Woodbury School of Business meet throughout the year to discuss degree program improvements with a goal to maintain an already tightly integrated set of business degree programs. The assessment committee, consisting of faculty and staff from the dean's office, reviews and updates the learning objectives and develops suggestions for improving degree programs in light of appropriate breadth, depth, sequencing of courses, and synthesis of learning across multiple classes. Suggestions are reviewed by the dean's Leadership Council for consideration and implementation. The MBA Curriculum Committee performs a similar function for their curriculum. These processes were reviewed and assessed by the Association to Advance Collegiate Schools of Business (AACSB) in October 2016 as part of a regular five-year review of the Woodbury School of Business. AACSB affirmed that these processes meet accepted norms through the granting of continuing accreditation⁹ following the visit.

Courses offered in University College for Literacies and Composition, Developmental Math, College Success Studies, and English Learning Language are prerequisites for higher-level course work. Literacies and Composition courses are carefully sequenced to prepare students for the argument-based and research reading and writing required in ENGL 1010 and 2010 by emphasizing the academic reading and writing tasks of summary, analysis, and synthesis. Developmental Math examines data on pass and success rates and performance on final exams. Exam questions are linked to learning outcomes and curricular adjustments made according to student performance. As the result of Commission on English Language Program Accreditation review¹⁰, the ELL Program is reviewing and revising the advanced level course curriculum. They are also considering an additional level of instruction to better prepare students for advanced ELL courses and ENGL 1010.

Admission and Graduation Requirements. Utah Valley University maintains an open admissions practice at the undergraduate level, admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered. UVU Policy 501¹¹, *Undergraduate Admissions and Enrollment*, establishes the requirements and procedures for admission and enrollment in UVU's undergraduate programs. This policy is available in UVU's online policy manual¹² and is widely communicated through the UVU catalog admissions section¹³, the website for prospective students¹⁴, and student recruitment materials. Admission at the undergraduate level does not constitute admission into an individual major or program of study. Some programs of study may require an additional program admission process or matriculation after completing certain prerequisites that are communicated through the UVU catalog (programs such as Nursing¹⁵ and Dental Hygiene)¹⁶ and/or program websites (such as Dance¹⁷).

UVU uses a selective admissions process for admitting students to graduate programs. UVU Policy 510¹⁸, *Graduate Admissions and Continuation*, establishes the requirements and procedures for graduate admissions. Graduate program directors publish all graduate program admission requirements in the UVU catalog admissions section (cited above), on the program's website¹⁹, and

in student recruitment materials. Graduation requirements are clearly defined and widely published, specifically in the UVU catalog²⁰ which is available online with a printed copy available for purchase. Students may track their progress in completing graduation requirements using UVU's online degree audit system, Wolverine Track.

1. Student Services, "Graduate and Undergraduate Catalog: Degrees and Programs," <http://www.uvu.edu/catalog/current/departments/degrees-programs.html>.
2. Regents Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
3. UVU Policy 605, Curriculum Approval Process
4. Academic Quality Assurance, "Feasibility Template for Proposed New Programs," April 2017 (pdf document).
5. Academic Quality Assurance, "New Program Development Process—Guidelines," November 22, 2016 (pdf document).
6. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
7. Student Services, "Graduate and Undergraduate Catalog: Essential Learning Outcomes," 2017 (pdf document).
8. Student Services, "Graduate and Undergraduate Catalog: Elementary Education, B.S.," AY 2017–2018 (pdf document).
9. Association for the Advancement of Collegiate Schools of Business, "Notice of Accreditation," February 28, 2017 (pdf document).
10. Commission on English Language Program Accreditation, "Notification of Reaccreditation," April 19, 2017 (pdf document).
11. UVU Policy 501, Undergraduate Admissions and Enrollment
12. Policy Office, "Policy Manual," <https://www.uvu.edu/policies/manual.html>.
13. Student Services, "Graduate and Undergraduate Catalog: Admissions," AY 2017–2018 (pdf document).
14. Admissions, "Future Students," <http://www.uvu.edu/futurestudents/>.
15. Student Services, "Graduate and Undergraduate Catalog: Nursing," AY 2017–2018 (pdf document).
16. Student Services, "Graduate and Undergraduate Catalog: Dental Hygiene," AY 2017–2018 (pdf document).
17. Department of Dance, "Matriculation," 2017 (pdf document).
18. UVU Policy 510, Graduate Admissions and Continuation
19. Graduate Studies, "Graduate Studies Homepage," <https://www.uvu.edu/graduatestudies/>.
20. Student Services, "Graduate and Undergraduate Catalog: Graduation," AY 2017–2018 (pdf document).

Standard 2.C.5

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Faculty Role in Curriculum Design, Approval, Implementation, and Revision. UVU Policy 605¹, *Curriculum Approval Process*, defines the roles and responsibilities for curriculum including the primary authority and responsibility of faculty in the design, approval, implementation, and revision of curriculum. The University Curriculum Committee² is a standing committee of the Faculty Senate and approves changes, deletions, and additions to the curriculum. Curriculum proposals for new, significantly revised, or deletion of degree programs are developed and revised by academic departments as part of the program approval process required by Regents Policy R401³, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*. All new programs are approved in accordance with Policy R401. The processes outlined in this Board of Regents policy

require approval of the UVU Board of Trustees, external review by other USHE institutions, review by USHE Commissioner's Office, and approval by the Utah State Board of Regents. Recently enacted legislation⁴ restructured the responsibilities of the State Board of Regents and the Boards of Trustees with regard to approval of degree programs. At the July 2017 Board of Regents' meeting, Policy R401 was revised to reflect these statutory changes and Boards of Trustees received training on the new policy and process. With this new policy in place, UVU will make appropriate process adjustments to ensure compliance by September 1, 2017, as well as review UVU Policy 605 to identify necessary changes. The required changes should not impact the existing faculty role and responsibilities for curriculum.

The internal curriculum process includes five levels of approval—department chair, college/school curriculum committee, college/school dean, University Curriculum Committee, and Senior Vice President of Academic Affairs. Only tenure track/tenured faculty members may be voting members of college/school curriculum committees. The University Curriculum Committee is chaired by a faculty senator and includes voting faculty members from each college/school.

Faculty are primarily responsible for curriculum development within this framework. In the Woodbury School of Business, for example, selected finance faculty members proposed a Personal Finance Program Bachelor of Science Degree in 2009 to fellow finance faculty and the relevant department chair. With a proposal in hand, the department met and discussed the benefit of adding a new program as well as the resource implications. Given a positive vote from the faculty, the proposed program was processed through the required business school procedures. When the department chair was prepared to submit the new degree, he completed a two-page document provided by the Academic Scheduling and Curriculum Department and the proposal was presented to the Woodbury Leadership Council for discussion and vote. The proposal was received with a positive recommendation, the department chair completed a New Program Feasibility Template⁵ which was taken to the university level through the curriculum process. Faculty participation initiated the only personal finance bachelor's degree program offered in the state, which has shown a significant increase since 2010 with over 400 majors.

Faculty in the College of Health and Public Services (CHPS) are involved in the design and development of curriculum at every step of the process. Faculty propose new programs which are then reviewed by the college, university, and state. Faculty also propose new or revised curriculum, and they are in charge of all department, college, and university curriculum committees and processes. Faculty also design courses and may seek help from the Office of Teaching and Learning. Therefore, faculty are involved in and control every stage of the design and development of curriculum. Forensic Science has recently proposed changes in their degree (reflecting specializations or tracks in forensic science and forensic investigations). This is being worked through the university system currently.

In the School of the Arts, curriculum comes from the bottom up: faculty initiate changes in curriculum and the development of new degrees. The departments in the School of the Arts consider curriculum at the department level, where it is shepherded by a faculty member who chairs

curriculum in the department and who sits as a voting member of the School of the Arts Curriculum Committee. For instance, recently in both Theatre and Art and Design, new four-year degrees have been proposed and approved. These both started with feasibility studies written by faculty and department chairs, then R401 New Program Proposal forms⁶ authored by faculty and department chairs.

Each department in the College of Science has a curriculum committee that regularly reviews existing courses and proposals for new courses. In some cases, particularly for large courses, there is a separate committee and even a faculty coordinator for the course. This is true for high-enrollment courses, such as MATH 1050 and BIOL 1010. Some courses have common course numbering with USHE, and coordination of course content with other USHE institutions takes place through majors meetings and ongoing discussions. The College of Science has a large general education offering, and all general education courses are subject to review and certification by the General Education Committee. An example of a course with all these aspects is MATH 1050: College Algebra, which has a faculty course coordinator, strict oversight by committee, common set of learning outcomes and topics covered, and regular review by USHE for comparison among institutions for consistent course content.

Faculty Role in New Faculty Selection. Faculty members have an active role in the recruitment, selection, and assignment of rank at initial appointment of new faculty. UVU Policy 306⁷, *Faculty Positions: Posting and Waiving of Posting*, and Policy 632⁸, *Assignment and Advancement in Academic Rank*, inform these processes. The Office of the Associate Vice President for Academic Administration oversees the faculty hiring process in conjunction with Human Resources. Faculty compose the search committees for new faculty members in each department, and play an integral role in new faculty selection. In the School of the Arts, search committees are created by the department chair and consist of faculty within the department. This committee provides a recommendation which is then evaluated at the chair and dean level before a hire is made. Specifically, faculty are responsible to review applications, score candidates, decide who to bring to campus, and then interview the candidates. CHPS uses a similar process. Faculty are able to work with the chair to propose additional lines for funding from the university. If awarded (or if a faculty position is open), faculty develop the job announcement and lead the search. They interview candidates, deliberate strengths and weaknesses, and make a formal recommendation to the dean and the Senior Vice President of Academic Affairs. Faculty are then responsible for mentoring new faculty members. In addition, faculty run the rank/promotion/tenure committees. These examples are typical of the process throughout the university.

Faculty Role in Development and Assessment of Learning Outcomes. Through the integrated assessment approach at UVU, faculty play a key role in the development and assessment of student achievement of learning outcomes. Faculty are responsible for establishing student learning outcomes (SLOs) for their programs. Departments are actively involved in identifying and measuring their program learning outcomes. In addition, academic programs routinely evaluate their programs through a formal and recently redesigned program review process in which faculty also have a primary role.

In the School of the Arts, faculty in most programs assess outcomes annually, although there are a few programs that choose to assess only selected outcomes each year and leave others for subsequent years. Assessments consist of using rubrics to evaluate student learning via portfolios, juries, recitals or capstone performances, all of which are evaluated by faculty members. Faculty teaching within a program then gather to review the data, draw conclusions, and determine how to improve student learning. The evaluation and goals are written and action steps are defined. Programs then review data again the next year to evaluate progress and to close the loop.

Faculty in University College have responsibility for assessing student learning for each section as they follow the approved curriculum that has been designed by the designated faculty. They must submit the measures of assessment for each course to the faculty member who is coordinating assessment and then participate in the evaluation of the data to suggest changes and improvements.

The Woodbury School of Business has been especially effective in using faculty involvement to drive improvement. Data assessment through the collection process has indicated students' oral communication skills need improvement. Faculty teaching Effective Communication, a mandatory business matriculation course, require students to video all presentations on their cell phone for critique and assessment. Videos can be reviewed by students at any time. The assessment process included creation of common rubric, which is used by all departments in the school. Students are evaluated on their oral presentations using the rubric and given feedback by their professors.

Faculty have a strong role in the evaluation of general education programs. Student achievement in general education is oriented toward the ELOs⁹. Achievement of the ELOs begins in general education and introductory level courses and continues into major courses. Programs link their program learning outcomes to the ELOs and identify appropriate measurements. In this way, all departments and faculty are responsible for facilitating student achievement of these outcomes.

Each core and distribution general education course is reviewed regularly by the General Education Committee to ensure that the courses have identifiable and assessable learning outcomes appropriate to a general education course and its designated general education category. This committee is comprised of faculty representing each college/school. This course review process is a triangulated approach based on an information form completed by the department chair or lead instructor, collection of course syllabi across sections, and student surveys.

1. UVU Policy 605, Curriculum Approval Process
2. Academic Scheduling and Curriculum, "University Curriculum Committee," <https://www.uvu.edu/asc/ccc.html>.
3. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
4. Office of the Commissioner of Higher Education, "Summary of Changes to SB 238 S1: Higher Education Governance Revisions," March 9, 2017 (pdf document).
5. Academic Quality Assurance, "Feasibility Template for Proposed New Programs," April 2017 (pdf document).
6. Utah System of Higher Education, "New Academic Program Proposal," July 2016 (pdf document).
7. UVU Policy 306, Faculty Positions: Posting and Waiver of Posting
8. UVU Policy 632, Assignment and Advancement in Academic Rank
9. Student Services, "Graduate and Undergraduate Catalog: Essential Learning Outcomes," 2017 (pdf document).

Standard 2.C.6

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The Fulton Library's instruction program¹ continues to grow, with information literacy workshops taught in collaboration with university faculty in the Writing Program and other areas across the curriculum. The instruction program is a key part of the Library Strategic Plan², supporting its objective to create and strengthen avenues to support faculty and student research and teaching.

Instruction sessions have increased 86% since 2007, with 520 workshops taught during the 2015–2016 academic year. Of those workshops, librarians taught 101 sessions for upper-division classes. Faculty request these upper-division instruction sessions to address research assignments. These workshops tend to be more specialized than the sessions offered in the general education composition courses, with the inclusion of more discipline-specific databases and evaluation skills. All three master's programs requested library instruction in the 2015–2016 academic year.

Over the past two years, librarians have collaborated with nursing and business faculty to create customized tutorials³ for students enrolled in NURS 4540 and MKTG 2200. The library's Basic Research Tutorial was updated in 2016 to reflect the library's newly redesigned website, and a Canvas module was created for use by online classes. Any student or discipline can use the Basic Research Tutorial. Tutorials deliver information literacy instruction to students attending both face-to-face and distance education courses.

Another important indicator of library use by students and faculty comes from the library's reserves service. The Fulton Library circulates multiple reserve collections for students and faculty to use including reference material, textbooks, and equipment. In 2015, 64,595 print reserve checkouts⁴ complemented 1,128 documents placed on electronic reserve by faculty, 33,396 hits on course pages, and 119,664 hits on documents in integrating the library's resources into the learning process.

1. Fulton Library, "Instruction Program," <http://www.uvu.edu/library/faculty/instructor-program.html>.

2. Fulton Library, "Strategic Plan 2016–2019," March 14, 2016 (pdf document).

3. Fulton Library, "Library Tutorials," <https://www.uvu.edu/library/tutorials/>.

4. Fulton Library, "2016 Circulation Summary," June 6, 2017 (pdf document).

Standard 2.C.7

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes

no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Credit for prior experiential learning is guided by UVU Policy 522¹, *Undergraduate Credit and Transcripts*, and UVU Policy 524², *Graduate Program Credit and Graduation Requirements*.

For undergraduate programs, no more than 25% of the minimum credits toward a bachelor's degree, an associate degree, diploma, or certificate of completion may be awarded through experiential and/or challenge credit. Experiential/challenge credit³ may not be awarded to fulfill requirements for a certificate of proficiency. Credit for courses that appear 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 the specific course.

Graduate credit for prior experiential learning may not be granted. However, graduate credit may be granted for internships, field experiences, and clinical practices that are integral to a graduate program provided such learning is obtained while the student is enrolled in a graduate program. Such learning experiences are structured, monitored, and assessed by the graduate program's faculty. Internship credit may not be granted for experiential learning that occurred prior to the student's matriculation into a graduate program.

Records of students' achievements are documented and maintained in the campus imaging system. An enrolled student's formal request for experiential/challenge credit is made to the appropriate academic department. For challenge credit, the student must complete a comprehensive examination with a grade of C- or higher. For experiential credit, the student must provide documentation of practical experience to the satisfaction of the department chairperson and dean demonstrating that course learning objectives have been met; or, with prior departmental approval, the student may complete an advanced course with a grade of C- or higher. Once the academic department approves the student's proficiency in a course, the academic department submits the recommendation to the Transfer Credit office. The Transfer Credit office staff then validates the request against the student records to make sure the student has not already received credit for the course being requested. This documentation is then scanned into the student's cumulative file. All experiential credit is awarded only for current courses being taught at the university. The course credit, when approved, is posted in a similar manner as transfer credit, so that it can appear on the official transcript and be applied in the student's degree audit.

1. UVU Policy 522, *Undergraduate Credit and Transcripts*
2. UVU Policy 524, *Graduate Program Credit and Graduation Requirements*
3. Student Services, "Graduate and Undergraduate Catalog: Academic Policies and Standards," AY 2017–2018 (pdf document).

Standard 2.C.8

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to

the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Acceptance of undergraduate transfer credit is governed by UVU Policy 522¹, *Undergraduate Credit and Degrees*, and made available to students through the UVU catalog². Policy 522 requires that UVU accept transfer credit only from other institutions where it is comparable in nature, content, academic quality, and level to credit offered at UVU. UVU generally accepts credit from other regionally accredited institutions. Individual academic departments may award credit from institutions that are not regionally accredited (such as the Utah System of Technical Colleges) after a thorough review of the course, instructors, and teaching methods. Transfer credit from unaccredited institutions is considered comparable only where it is supported by a recognized and credible third-party certification of learning, such as a government-issued license. The certification must be directly related to the content of the credit sought and in common use to verify knowledge, skills, and abilities outside of educational settings. Where certification requires completion of a standard curriculum, UVU departments may recommend an articulation policy awarding credit based on that curriculum regardless of the institution at which the instruction was completed. Learning that takes place in a formal classroom or laboratory instructional environment is considered transfer credit and not experiential learning.

All transcripts from students transferring from other institutions of higher education are received by the Transfer Credit office. All courses are evaluated as to content and rigor by academic faculty. Transfer courses are either equated to a course by the Transfer Credit staff, if previously evaluated and there have been no changes, or they are sent to the proper academic department for an evaluation. Student's records reflect any transfer credit awarded shortly after new evaluations are returned to the Transfer Credit office. UVU grants credit from any regionally accredited institution provided the course has received a minimum C- grade.

Students may view their transfer credit through the myUVU portal. They may also view their accepted work by meeting with their advisor or the Transfer Credit office. Prospective students and the public have access to the Articulation Database link located on the Transfer Credit website³. The university uses a degree audit system, Wolverine Track, and special programming is maintained so that the applicability of transfer credit is displayed for all programs so students can be aware of how their specific program of study requirements are being met.

When articulations are made between a UVU academic department and another institution's program, such as Salt Lake Community College and our Geomatics program, those credit approvals are maintained in the transfer tables in the student information system, thereby guaranteeing a smooth and direct transfer for each student entering the university with those preapproved credits.

UVU is a member of the Interstate Passport Network⁴, which provides a framework for block transfer of lower-division general education based on learning outcomes in nine areas. Students who

complete UVU's Passport Block with a minimum grade of C or its equivalent in each course or learning experience will be awarded the Passport by UVU.

Students who attended a college or university outside of the U.S. who wish to receive credit at UVU must have their foreign transcripts evaluated by an authorized foreign transcript evaluation service.

Graduate transfer credit is governed by UVU Policy 524⁵, *Graduate Program Credit and Graduation Requirements*, which allows the award of graduate transfer credit only for courses taken within four years of the graduate student's matriculation into the graduate program and cannot be older than six years at the time of graduation with a master's degree or graduate certificate from UVU. Graduate transfer credit is limited to a maximum of one-third of the required graduate program credit hours.

1. UVU Policy 522, Undergraduate Credit and Transcripts
2. Student Services, "Graduate and Undergraduate Catalog: Academic Policies and Standards," AY 2017–2018 (pdf document).
3. Transfer Credit, "Transfer Credit Homepage," <http://www.uvu.edu/transfer/>.
4. Western Interstate Commission for Higher Education, "Interstate Passport," <http://www.wiche.edu/passport/home>.
5. UVU Policy 524, Graduate Program Credit and Graduation Requirements

Standard 2.C.9

The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

UVU's general education provides students with the opportunity to explore new subjects, intellectual traditions, and perspectives; expands their awareness of the wider world; and prepares them with foundational knowledge, skills, and abilities that are expanded on in their disciplines of study in order to be successful learners and professionals positioned to contribute to their broader communities. UVU requires all of its undergraduate degree programs to contain a component of general education.

Regents Policy R470¹, *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*, mandates the minimum general education requirements that an institution within the Utah System of Higher Education must offer. UVU's general education program is focused on providing students the opportunity to acquire intellectual and practical skills, gain knowledge of human cultures and the physical and natural worlds, develop personal and social responsibility, and demonstrate integrative learning.

The general education (GE) requirement² is published in UVU's catalog and integrated into each undergraduate degree program requirements listed in the catalog. Students must complete a set of core courses designed to provide them with basic skills in logic, math, written and oral communications, and health/fitness as well as an understanding of American institutions and ethics and values. In addition, distribution requirements include courses in the fine arts, humanities, social/behavioral science, and biology/physical sciences. The total core and distribution requirements is 35 credit hours. These general education requirements must be completed for the Associate in Arts and the Associate in Science degrees as well as baccalaureate degrees. General education courses are periodically reviewed³ by the General Education Committee to ensure that they are consistent with general education purposes and recommend course improvements.

For an Associate in Applied Science degree, 16 credits of general education are required through courses in English (communication), math (computation), humanities/fine arts/foreign language, social/behavioral science (human relations), biology/physical science, and physical education/health/safety/ environment.

In addition to the requirements of Board of Regents policies, UVU's general education requirements include a global/intercultural graduation requirement at the baccalaureate level. These requirements reflect UVU's mission of "preparing professionally competent people of integrity who . . . serve as stewards of a globally interdependent community" and Inclusive Objective 2, "UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society." UVU's Ethics and Values general education requirement⁴ reflects UVU's mission of "preparing professionally competent people of integrity" and Student Success Objective 3, "UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits, including serving as leaders, people of integrity, and stewards of their communities." The Ethics and Values course is offered through the Department of Philosophy and Humanities. Through this course, students are expected to obtain ethical literacy. The course contains a strong interdisciplinary and a strong writing component, encourages collaborative learning, and challenges students' critical thinking skills in analysis and rationally defending ethical arguments.

The Global/Intercultural (G/I)⁵ Committee comprised of faculty and academic/student affairs leaders is responsible for the oversight of the G/I requirement. The purpose of this requirement is to assist students in becoming better prepared to understand and participate in the global and cultural interdependencies that characterize our world. Students can select from a variety of designated liberal education and major specific courses that meet the learning objectives of providing students opportunity to 1) analyze and evaluate global or intercultural issues, 2) discuss stereotypical cultural conceptions and recognize the complexity and variety of different cultural groups, and 3) evaluate how one's own cultural rules and biases compare and contrast with those from different cultures. The committee periodically reviews all courses meeting this requirement to ensure they comply with the curricular standards, and has removed some courses from G/I offerings where they were no longer suited to the requirement.

1. Regents Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
2. Student Services, “Graduate and Undergraduate Catalog: General Education,” AY 2017–2018 (pdf document).
3. Academic Programs, “General Education Course Review Procedures,” October 5, 2016 (pdf document).
4. Department of Philosophy, “Ethics and Values Course,” 2017 (pdf document).
5. General Education, “Global Intercultural Requirement,” 2017 (pdf document).

Standard 2.C.10

The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.

Student achievement in general education (GE) is oriented toward the university’s Essential Learning Outcomes¹ (ELOs). UVU’s Essential Learning Outcomes are university-wide outcomes adopted in 2012. They are derived from the university’s mission, and reflect the ELOs developed by the Association of American Colleges and Universities (AAC&U) as part of the Liberal Education and America’s Promise² (LEAP) initiative. All general education courses have been mapped to the ELOs. The ELOs are assessed throughout each university program.

The ELOs are a comprehensive set of aspirational learning goals that are fostered and developed across a student’s entire educational experience. They reflect the knowledge, skills, and competencies needed to meet the challenges of an ever-changing and complex world. The ELOs prepare students for future employment, life, and citizenship. With the achievement of these outcomes, UVU graduates will possess breadth and depth of knowledge, highly developed intellectual and practical skills, commitment to personal and social responsibility, awareness of the interdependence of communities, and the ability to synthesize and apply their learning to solve complex real-world problems.

The six ELOs adopted in 2012 are:

- Integrative and Applied Learning: A student will engage in discipline-appropriate experiences with the academic and broader community through integrated and applied learning.
- Intellectual and Practical Skills Foundation: A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning, and technical and information literacies.
- People of Integrity: A student will become personally and socially responsible by acquiring, developing, and demonstrating skills in ethical reasoning and understanding.
- Professional Competency: A student will demonstrate professional competence by meeting the established standards of the discipline, working as a valued member of a team, effectively formulating and solving problems, and actively seeking and honing lifelong learning skills.
- Stewards of Place: A student will demonstrate stewardship of local, national and global communities by cultivating awareness of: interdependence among those communities; issues within those communities; and organizations and skills that address such issues.
- Knowledge Foundation: A student will demonstrate knowledge of human cultures and the physical and natural world in the following areas of essential study: arts, history, humanities, languages,

science and mathematics, and social sciences. Knowledge Foundation refers to GE Distribution courses and other courses and experiences within the major.

In mid-2016, the Academic Effectiveness Committee (AEC) determined that greater specificity of ELOs was needed in order to more effectively measure student achievement of ELOs. An operational framework was adopted which identifies the ELO elements deemed most important for student mastery and referred to in some form across several ELO categories. The operational framework below shows the dominant ELO category for each selected ELO:

- Critical and Creative Thinking (Intellectual and Practical Skills) and Ethical Reasoning (People of Integrity)
- Teamwork and Collaboration (Professional Competency)
- Oral and Written Communication (Intellectual and Practical Skills)
- Civic Engagement and Global Competencies (Stewards of Place)

This framework includes all ELOs except Knowledge Foundation, which was determined to relate primarily to courses in the major rather than to general education.

Assessment of the ELOs begins in general education and introductory level courses and continues into major courses. Programs link their program learning outcomes to the ELOs and identify appropriate measurements. In this way, all departments and faculty are responsible for facilitating student achievement of these outcomes. The institution measures these outcomes as the result of the student's entire experience at UVU. Programs have created curriculum maps in the university's assessment management system, Insight 2.0, which include general education requirements as well as program learning outcomes. The maps indicate where the ELOs are introduced, reinforced, and assessed, beginning in general education courses and continuing into the major. These maps are being revised to reflect the operationalized ELOs referred to above.

Each core and distribution general education course is reviewed³ regularly by the General Education Committee to sure that the courses have identifiable and assessable learning outcomes appropriate to general education courses and its designated general education category. This committee is comprised of faculty representing each college/school. This course review process is a triangulated approach based on an information form completed by the department chair or lead instructor, collection of course syllabi across sections, and student surveys. The information form requests information about how the course meets the mission of general education and the specific criteria for the general education area, addresses the ELOs, how consistency is maintained across sections, and evidence for how faculty use engaging pedagogical practices. Course syllabi across sections are collected to substantiate this information. The student perspective is obtained through a survey in which students indicate to what degree they feel a course addressed the general education mission, criteria, and the ELOs. These three sources of information provide a robust examination of general education course quality. Several courses have been placed on probation and have been given a chance to either meet the criteria by a certain date or lose their general education designation.

Departments that wish to add courses to the general education system must have those classes reviewed and approved by the General Education Committee.

1. Student Services, “Graduate and Undergraduate Catalog: Essential Learning Outcomes,” 2017 (pdf document).
2. Association of American Colleges and Universities, “Essential Learning Outcomes,” 2017 (pdf document).
3. Academic Programs, “General Education Course Review Procedures,” October 5, 2016 (pdf document).

Standard 2.C.11

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Regents Policy R401¹, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*, specifies that certificate programs over 30 credit hours and applied associates degree programs must consist of “nine general education hours in Composition, Computation, and Human Relations.” UVU’s certificate programs of over 30 hours and Associate in Applied Science degree programs include at least the nine general education hours in Composition, Computation, and Human Relations as required. For an Associate in Applied Science degree, 16 credits of general education are required through courses in English (communication), math (computation), humanities/fine arts/foreign language, social/behavioral science (human relations), biology/physical science, and physical education/health/safety/ environment.

Related instruction components embedded within program curricula occurs only in certificate programs of fewer than 30 credit hours. These programs have course learning outcomes linked to program learning outcomes, which are then linked to UVU’s Essential Learning Outcomes (ELOs²). Faculty teaching these related instruction components have appropriate qualifications to teach these courses.

1. Regents Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*
2. Student Services, “Graduate and Undergraduate Catalog: Essential Learning Outcomes,” 2017 (pdf document).

Standard 2.C.12

Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Regents Policy R312¹, *Configuration of Utah System of Higher Education and Institutional Missions and Roles*, establishes UVU as a Master’s College/University. For purposes of USHE, Master’s Colleges/Universities award at least 50 master’s degrees and fewer than 20 doctoral degrees per year.

Institutions in this category offer primarily undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high-demand areas. All new graduate programs are approved in accordance with Regents Policy R401², *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*. The processes outlined in this Regents policy require external review by other USHE institutions, review by USHE Commissioner's Office, approval by the UVU Board of Trustees, and notification to the Utah State Board of Regents. Recent changes in state law and Regents policy have eliminated the requirement for approval of new programs by the State Board of Regents under most circumstances.

Graduate Council. In order to ensure that graduate programs are consistent with UVU's mission and are in keeping with the expectations of their respective disciplines and professions, a graduate council to oversee the development of new graduate programs was established in accordance with UVU Policy 655³, *Graduate Faculty*. New program development process guidelines⁴ explain the documentation required and approval process for proposed graduate programs, as well as the graduate council's role in the approval process.

The graduate council ensures that new graduate programs and courses are designed to be taught at the graduate level which differs from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice. The following paragraphs describe how this is done.

During the new program development process, each proposed graduate program develops a New Program Proposal using the R401 form⁵ required by the State Board of Regents. The R401 form requires departments proposing programs to explain how the program is consistent with the institution's mission statement and provide a program description, purpose of the degree, a description of external review and accreditation, program assessment, and expected standards of performance for students. The graduate council reviews the R401 to assess program consistency with UVU's mission, expectations of the respective disciplines and professions, and appropriateness of the graduate degree description.

In addition to reviewing the R401, the graduate council reviews the graduate program learning outcomes⁶, as well as the graduate program's curriculum map which links program learning outcomes to required courses. (Curriculum maps are maintained in the university's assessment management system, Insight 2.0.) The graduate council reviews graduate course descriptions, course learning outcomes, and key course learning assessments. The graduate council uses Bloom's Taxonomy categories to evaluate program and course learning outcomes with the expectation that graduate learning outcomes should focus on developing higher level thinking skills and/or advanced lower level thinking skills required of professionals or researchers.

In addition to evaluating program and course outcomes, the graduate council assesses the adequacy and course coverage of graduate faculty for the program to ensure that the program has qualified

graduate faculty to deliver high quality graduate courses. The graduate council evaluates the quantity and quality of graduate faculty before recommending approval of the proposed program.

Graduate Programs. NWCCU approved five new master’s degree programs⁷ in 2016 to be offered beginning Fall 2017: Master of Accountancy⁸, Master of Computer Science⁹, Master of Public Service¹⁰, Master of Science in Cybersecurity¹¹, and Master of Social Work¹². The three master’s degree programs beginning operations prior to fall semester 2017 are Master of Business Administration, Master of Education, and Master of Science in Nursing.

Several graduate programs have received specialized accreditation assuring the programs satisfy discipline or profession specific expectations.

- Master of Business Administration: Association to Advance Collegiate Schools of Business (AACSB), 2017¹³
- Master of Education: Council for the Accreditation of Educator Preparation (CAEP), 2013¹⁴
- Master of Science in Nursing: Accreditation Commission for Education in Nursing (ACEN), 2017¹⁵

1. Regents Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles
2. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
3. UVU Policy 655, Graduate Faculty
4. Academic Quality Assurance, “New Program Development Process–Guidelines,” November 22, 2016 (pdf document).
5. Utah System of Higher Education, “New Academic Program Proposal,” July 2016 (pdf document).
6. Graduate Council, “Key Assignments and Learning Outcomes for Graduate Courses,” October 28, 2016 (pdf document).
7. Graduate Studies, “Graduate Studies Homepage,” <https://www.uvu.edu/graduatestudies/>.
8. Woodbury School of Business, “R401 New Program Proposal Form: Master of Accountancy,” June 14, 2017 (pdf document).
9. College of Technology and Computing, “R401 New Program Proposal Form: Master of Computer Science,” June 14, 2017 (pdf document).
10. College of Health and Public Service, “R401 New Program Proposal Form: Master of Public Service,” June 14, 2017 (pdf document).
11. College of Technology and Computing, “R401 New Program Proposal Form: Master of Cybersecurity,” June 14, 2017 (pdf document).
12. College of Humanities and Social Sciences, “R401 New Program Proposal Form: Master of Social Work,” June 14, 2017 (pdf document).
13. Association for the Advancement of Collegiate Schools of Business, “Notice of Accreditation,” February 28, 2017 (pdf document).
14. Council for the Accreditation of Educator Preparation, “Confirmation of Accreditation Letter,” May 24, 2013 (pdf document).
15. Accrediting Commission for Education in Nursing, “Notification of Continuing Accreditation,” April 7, 2017 (pdf document).

Standard 2.C.13

Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution’s mission and the program’s requirements. Transfer of credit is evaluated according to clearly defined

policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

UVU uses a selective admissions process for admitting students to graduate programs¹. UVU Policy 510², *Graduate Admissions and Continuation*, establishes the requirements and procedures for graduate admissions and continuation. UVU Policy 510 establishes the following minimum graduate admissions qualifications for the university:

- A bachelor's degree from a regionally accredited college/university, a nationally accredited program, or an international college or university recognized by a Ministry of Education.
- A 3.0 cumulative undergraduate GPA or a 3.0 GPA calculated on the last 60 semester hours (90 quarter hours) of undergraduate work.

International students³ have additional requirements related to English-language proficiency and U.S. government requirements.

Policy 510 provides opportunity for individual programs to establish reasonable and appropriate admissions criteria beyond the university minimum qualifications. Individual graduate programs may only admit students who meet the minimum university graduate admissions requirements into their graduate programs unless an exception is approved by the Graduate Council Appeals Committee.

Policy 510 requires graduate students to maintain a minimum cumulative 3.0 GPA to be retained in their graduate programs. Graduate students whose cumulative GPA falls below 3.0 shall be placed on academic probation for the following semester. Students whose GPA remains below 3.0 after the probation semester shall be suspended from their graduate program and shall not be permitted to register or attend graduate courses. Graduate students who are suspended from a graduate program for failing to maintain a cumulative 3.0 GPA may appeal in writing to the director of the graduate program within 30 days of the suspension. The graduate program director presents the written appeal to the program graduate faculty for consideration. The decision of the program graduate faculty shall be final.

UVU Policy 524⁴, *Graduate Program Credit and Graduation Requirements*, establishes standards for consideration and application of transfer graduate credit and clearly defines faculty-led processes for transfer of graduate credit. According to the policy, each school/college with a master's degree or graduate certificate program has faculty responsible for evaluating graduate transfer credit and determining whether these credits are appropriate to the master's degree or graduate certificate. The graduate program director for each program designates graduate faculty to evaluate the transfer credits. This information is provided to students through the Graduate Transfer Credit website⁵.

1. Graduate Studies, "Graduate Studies Homepage," <https://www.uvu.edu/graduatestudies/>.
2. UVU Policy 510, Graduate Admissions and Continuation
3. Graduate Studies, "International Student Admissions," 2017 (pdf document).
4. UVU Policy 524, Graduate Program Credit and Graduation Requirements

5. Graduate Studies, “Graduate Transfer Credit,” <http://www.uvu.edu/graduatestudies/studentguide/graduate-transfer-credit.html>.

Standard 2.C.14

Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students’ formal graduate programs.

UVU Policy 524¹, *Graduate Program Credit and Graduation Requirement*, states that graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the master’s degree or graduate certificate program. Internship credit may be granted for experiential learning a student obtains while enrolled in a master’s degree or graduate certificate program provided such learning experiences are structured, monitored, and assessed by the program’s faculty. Internship credit is not granted for experiential learning that occurred prior to the student’s matriculation into a master’s degree or graduate certificate program. Other than internship credit, work experience does not replace required graduate coursework.

1. UVU Policy 524, Graduate Program Credit and Graduation Requirements

Standard 2.C.15

Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

UVU’s graduate faculty are held to a high level of expertise, originality, and critical analysis so they can instill these same qualities in graduate students. Only approved graduate faculty can teach graduate courses. The department chairs, deans, and the university Graduate Council review graduate faculty applications based on university and college/school approved Eligibility Requirements. UVU Policy 655¹, *Graduate Faculty*, states minimum criteria for graduate faculty in the areas of earned degrees, continuing scholarship, effective teaching, and service. In addition to the university requirements, the graduate faculty in each college/school review and approve graduate faculty Eligibility Requirements for their college/school, which are reviewed and approved by the Director of Graduate Studies and the Graduate Council.

Seven of UVU’s eight master’s degree programs² prepare students for professional practice. These include Master of Accountancy, Master of Business Administration, Master of Computer Science, Master of Education, Master of Public Service, Master of Science in Cybersecurity, and Master of Social Work. These programs focus on developing high levels of knowledge and performance skills

directly related to the effective practice within the profession. The Master of Science in Nursing prepares students for research or scholarship and focuses on helping students create or apply knowledge.

The eight master's degree programs require students to perform at a high level of expertise, originality, and critical analysis. Faculty designed high level performance into the curriculum, which is demonstrated in the catalog's program and course descriptions³ (see Graduate tab); the curriculum maps' learning outcomes maintained in the university's assessment management system, Insight 2.0; and the graduate courses' learning outcomes⁴ and key assignments. For example, the Master of Cybersecurity program develops skills directly related to effective practice through its cybersecurity risk analysis assignment⁵. This assignment uses a small business case study to evaluate information resources, vulnerabilities, and threats to business operations and make recommendations for addressing them. It is evaluated based on a rubric emphasizing both real-world practice and effective communication. The Master of Social Work involves an integrative seminar field practicum every semester.

Theses and capstone projects are required of many UVU graduate programs. The Master of Business Administration requires an MBA consulting project in the final semester that utilizes community consulting to focus on business development through identifying, evaluating, and executing business opportunities within new and existing businesses. The project implements consulting processes and strategies and allows students to practice tools and techniques for developing business models. The Master of Computer Science requires a two-semester graduate project that may be oriented toward either research or practice. The Master of Education requires completion of a master's project⁶ consisting of a scholarly piece of work in which the student is expected to show a command of the relevant scholarship related to effective practice within the teaching profession. The project explores or expands the scholarship or shows evidence of application of scholarship to a creative project related to an area of emphasis in the program. The Master of Science in Nursing requires a thesis or project that may be completed over several semesters. The Master of Public Service requires a final semester project that synthesizes public service and emergency services coursework and primary and secondary research in order to formulate a public policy or empirical work relating to public services administration.

1. UVU Policy 655, Graduate Faculty
2. Graduate Studies, "Degree Programs," 2017 (pdf document).
3. Student Services, "Graduate and Undergraduate Catalog: Degrees and Programs," <http://www.uvu.edu/catalog/current/departments/degrees-programs.html>.
4. Graduate Council, "Key Assignments and Learning Outcomes for Graduate Courses," October 28, 2016 (pdf document).
5. Department of Information Systems and Technology, "IT 6770 Cybersecurity Risk Assessment Assignment," Summer 2017 (pdf document).
6. School of Education, "Guidelines for Master of Education Projects," August 3, 2017 (pdf document).

Standard 2.C.16

Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

The Center for Professional and Continuing Education (C-PCE), part of Academic Outreach and Economic Development, delivers most non-credit programs¹ at UVU. All non-credit programs are compatible with UVU's mission and core themes. The Center for Professional and Continuing Education is a community outreach department which develops partnerships in collaboration with industry, businesses, government, and non-profits. These partnerships include providing programming to school districts, contract training for a specific business, partnering on a grant with a local government agency, and building a program that trains employees and the public to meet the needs of several local businesses. C-PCE works closely with UVU's Business Resource Development Center to provide regional economic business development.

C-PCE supports students in achieving their professional and personal goals by providing non-credit programs that support lifelong learning. These programs include professional education, customized contract training, online programs, community education in personal and career development, and conferences and workshops. These non-credit programs also help UVU provide a well-rounded university experience for the local community, businesses, and industries. Participants in C-PCE programs include children, youth, young adults, adults, and senior citizens. Courses are offered at a variety of locations including the UVU campus, Wasatch campus, local public schools, and charter schools as well as civic and business establishments. Classes are offered at peak times requested by the community, including evening classes after 5:00 p.m. and weekends. Market research information, focus groups, and surveys are used to determine the types of classes, location, and day/time. Community education offers personal and enrichment classes focused on cooking, preparedness, personal and family growth, business and finance, computers, arts and crafts, dance, language, music, photography, health and wellness, sports, hobbies, and special interests. A robust offering of youth-oriented courses rounds out the offering. C-PCE creates high quality programs and has been identified as a LERN (Learning Resource Network) member.

Non-credit offerings by C-PCE are complemented by courses offered or facilitated by the UVU Business Resource Center (BRC), also part of Academic Outreach and Economic Development. The BRC is a one-stop shop for connecting businesses to support and training needs in the community. It connects business and entrepreneurs to training opportunities through the Utah Small Business Development Center and other regional organizations and manages several programs supporting UVU's Engaged Objective 3. These include business incubators and accelerator programs as well as short-term training.

The Utah Fire and Rescue Academy (UFRA)² in the College of Health and Public Service offers non-credit initial and continuing training for first responders. UFRA contributes to the safety and security of Utah residents by training fire service emergency responders, creating and maintaining programs and courses related to fire service emergency response, assisting in the development of

current and future fire department leaders, and maintaining a certification program that ensures a high degree of professionalism in all disciplines of the fire service. UFRA provides testing, certification, and training for fire service professions. Direct delivery courses may be offered for credit. Each year UFRA conducts the Winter Fire School in St. George, Utah, one of the largest of its type in the nation, and UFRA has been especially active in supporting mental fitness and suicide prevention training for first responders. This program supports Engaged Objectives 1 and 3 by providing students with opportunities for interactive learning while meeting the region's educational needs.

1. Professional and Continuing Education, "Course Schedule by Program," <https://aceweb.uvu.edu/ShowGroups.awp>.
2. Utah Fire and Academy, "Department Homepage," <https://www.uvu.edu/ufra/>.

Standard 2.C.17

The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

The Center for Professional and Continuing Education (C-PCE) has established processes and procedures ensuring the quality of C-PCE programs, learning activities, and courses. All courses are evaluated using the non-credit course proposal form¹, which addresses the educational content, course objectives, instructional materials utilized, and course evaluation methods. Courses are evaluated on a regular basis and address students' satisfaction with instruction and achievement of course objectives. Evaluations are submitted through Qualtrics or collected in person the last night of class if a more robust gathering of information is needed. Community Education instructors are recruited through experts in the field, UVU faculty or other UVU departments, local businesses or business owners, local high school teachers, and leaders in the community. Community Education instructors are vetted² through an application and interview process and an evaluation of their teaching if available. Partnerships³ with academic departments are approved by the department chair, C-PCE senior director, and dean of the college or school. Faculty are used as subject matter experts if curriculum is needed for a non-credit certification or program. Faculty may develop the curriculum as well as review other curriculum.

The Center for Professional and Continuing Education does not offer any for-credit courses, programs, or activities.

1. Center for Professional and Continuing Education, "Non-credit Course Proposal Form," December 9, 2016 (pdf document).
2. Center for Professional and Continuing Education, "Process Checklist for Vetting an Instructor," December 9, 2016 (pdf document).
3. Center for Professional and Continuing Education, "Third Party Education Vendor Application," November 20, 2013 (pdf document).

Standard 2.C.18

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Utah Valley University's Center for Professional and Continuing Education (C-PCE) department subscribes to the criteria and guidelines for awarding a continuing education unit¹ (CEU) as developed by the International Association for Continuing Education and Training (IACET). IACET is the internationally recognized organization for standards and certification for continuing education and training. In essence, "one (1) Continuing Education Unit (CEU) equals ten (10) contact hours of learner interaction with the content of the learning activity, which includes classroom, self-paced instruction, pre/post assignments, and/or homework in support of a learning outcome." Organizations or faculty determine the learning outcomes for each CEU event/course. The number of contact hours of instruction and appropriate CEU to be awarded are determined prior to conducting a learning experience and only after the purpose and intended learning outcomes, requirements for satisfactory completion, content and content level, format, instructional methodology, instructional staff, and time schedule have been established. A decision to award a CEU is not made after the program or activity has been offered.

The CEU concept provides individuals with recognition for their efforts to update or broaden their knowledge, skills, or attitudes. Records of CEUs awarded provide a framework within which individuals can develop and achieve long-range educational goals through a variety of available options. C-PCE administers the awarding and recording of a CEU at Utah Valley University per UVU Policy 523², *Grading*.

Individuals who have participated in a C-PCE approved CEU course must complete and submit the CEU Student Application Form³. Individuals must also pay a \$25 processing fee.

1. International Association for Continuing Education and Training, "The Continuing Education Unit—How to Calculate CEUs," February 28, 2013 (pdf document).
2. UVU Policy 523, Grading
3. Center for Professional and Continuing Education, "Continuing Education Units Application Form," May 03, 2017 (pdf document).

Standard 2.C.19

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The Center for Professional and Continuing Education (C-PCE) collects data on all non-credit courses and events. All records are maintained for seven years through C-PCE. Reports¹ contain headcount, number of programs offered in each department, and seat hours. Additionally, course categories are provided. Student records and course information requiring CEUs is maintained

through Banner, the university-wide management system. Non-credit transcripts are requested and processed through OneStop or myUVU. Community education courses are processed through ACEware, the C-PCE internal registration system.

Training offered by and certifications awarded through the Utah Fire and Rescue Academy (UFRA) is maintained in the Utah Fire and Rescue Academy Certification and Training Lookup System². The UFRA Lookup System helps chiefs, administrators, and firefighters view certification levels and training courses by individual and department. The Lookup System will print an unofficial certification or training certificate that has been issued to a candidate.

1. Center for Professional and Continuing Education, “Multi-Year Indicator Report,” June 12, 2017 (pdf document).
2. Utah Fire and Rescue Academy, “Training and Lookup System,” <https://www.uvu.edu/ufra/lookup/index.php/search>.

Standard 2.D: Student Support Resources

Standard 2.D.1

Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Effective Learning Environments. Utah Valley University continues to examine and improve the environment in which students study and learn. The Fulton Library provides lab spaces, group study rooms, and individual study desks for students and faculty. Hours of library operation were recently expanded to include Sundays. Library staff work closely with faculty to ensure appropriate access to books, journals, online resources, and other educational materials.

The completion of the Science Building and an extensive remodel of the Pope Science Building have increased the number and quality of classrooms and labs available to faculty and students in the sciences. With more labs now available, the number of students per labs has decreased, giving students more opportunity to use the equipment individually and to work on course projects. The Science Building was designed to provide more open space, more individual study space, and more dedicated areas for special projects such as a greenhouse and Geographic Information Science (GIS) laboratory. The Science Building provides a state-of-the-art learning environment for all students taking science courses or majoring in science disciplines.

In Spring 2017, UVU opened the Melisa Nellesen Center for Autism¹ which includes laboratory classrooms for pre-kindergarten through third grade to provide training and practicum opportunities for Autism Studies and Special Education students. Further, the School of Education will use two demonstration classrooms in the Center to model effective instructional and support strategies for school professionals and UVU’s education majors. This building and center are in direct response to the urgent need in our community for increased autism resources and care.

Students enrolled in career/technical education fields have access to educational facilities and equipment that promote engaged learning. UVU’s Aviation Sciences program provides instruction on flight simulators and operates a fleet of 23 aircraft. Recruit Candidate Academy in the Emergency

Services Administration department provides students with a paramilitary firefighter academy with both classroom and “fireground” training. Culinary Arts students operate Canyon Park Café and Restaurant Forte as well as provide catering for UVU’s finest events. The Department of Dental Hygiene offers a Dental Hygiene Clinic where students, under the direction of supervising dentists, provide care to clinic patients.

Students continue to request more flexible delivery methods and schedules. To address these needs, considerable work has been done to expand the number of courses offered via the internet. Online courses have been developed to support a variety of disciplines across the university, particularly general education and high-demand, bottleneck courses. Many faculty are restructuring their courses so that half the course is taught in the classroom and the other half is online (hybrid course). UVU offers a robust set of evening courses, some weekend courses, and courses at satellite locations including Thanksgiving Point (Lehi), Wasatch Campus (Heber City), and Advanced Learning Center (Springville). As a significant portion of our students work, more flexible delivery methods and schedules have made it possible for students to fit their academic schedules with their work schedules.

Programs and Services. University College offers numerous student support services² to enhance learning including academic tutoring, peer mentoring, math lab, writing center, math week, success workshops, structured learning assistance, and supplemental instruction. As an open admission institution, UVU provides developmental courses in English Language Learning, Literacies and Composition, and Developmental Math. The Student Leadership and Success Studies department offers courses³ to help students succeed and excel in their college studies.

Highly motivated students are attracted to UVU’s Honors Program⁴, which offers a powerful first-year experience, sustained peer-group interactions, and small courses with outstanding faculty employing innovative classroom approaches. The Honors Program admits 150-200 students annually based on published requirements. The Center for the Advancement of Leadership (CAL) attracts students who are seeking to expand their leadership knowledge and skills to be competitive in the world market and to make significant contributions to society. Through its L.E.A.D. Program⁵, students focus on four key areas of personal development—Learn, Engage, Acquire, and Discover.

As a community engaged university, UVU makes concerted efforts to provide a wide variety of opportunities for students to apply the knowledge they acquire in the classroom. There is an extensive internship program⁶ in which students work for public and private organizations and acquire on-the-job skills and training. Many faculty have developed partnerships with local businesses and community partners for students to work on specific projects such as web design, marketing research, computer programming, and business plans. The College of Science has an aggressive program of student/faculty undergraduate research which provides the type of learning environment that assists students with their current programs of study and prepares them for employment and/or graduate school.

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 to support student needs. Each partner complex shares in the support of at least two Residential Engaged Learning Coordinators⁷ (RECs). These student coordinators are recruited and trained by the university to support student learning and development needs and create student-centered activities. The Honors Program and the Center for the Advancement of Leadership provide housing scholarships⁸ and have developed learning/living communities.

1. Sustainability, “What UVU is Doing: Melisa Nellesen Center for Autism,” 2017 (pdf document).
2. University College, “Student Support Services,” 2017 (pdf document).
3. Student Leadership and Success Studies, “Student Leadership and Success Studies Courses,” <https://www.uvu.edu/slss/courses/index.html>.
4. Honors Program, “Welcome to the Honors Program at Utah Valley University,” <https://www.uvu.edu/honors/>.
5. Center for the Advancement of Leadership, “LEAD Program,” 2017 (pdf document).
6. Internship Services, “Internship Services Homepage,” <http://www.uvu.edu/internships/>.
7. Housing and Residence Life, “Residential Engagement Coordinator Program,” 2017 (pdf document).
8. Center for the Advancement of Leadership, “LEAD Scholarships,” 2017 (pdf document).

Standard 2.D.2

The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations

The safety and security of the student body at UVU is shepherded by several departments and divisions of the university. The university Police Department (UVUPD), which is fully accredited by the State of Utah, is specifically charged with protecting lives and property on campus. UVU Police officers have the same police powers and responsibilities as officers in other Utah law enforcement agencies. Other UVU departments such as Custodial Services, Grounds, Facilities Planning, Parking, and Fleet Services all contribute to providing a safe environment for our students. The university encourages all members of the university community who become aware of criminal actions or other emergencies or suspicious criminal activity to report such actions or activity to the UVU Police as quickly as possible.

The UVU Police Department provides 24-hour-a-day patrol and protection of campus. An easy to remember phone extension, 5555, connects on-campus callers to the Police dispatcher. Emergency calls to 911 are routed to either the Orem police dispatcher or the UVUPD Dispatcher depending on the source of the call—cell phone or on-campus phone system. The UVUPD has an excellent working relationship with the Orem City Police Department, the Provo Police Department, and the Utah County Sheriff. Joint training between these departments ensures the safety and security of the student body. Satellite campuses in Orem, Vineyard, and Provo are patrolled by UVUPD officers. The Wasatch Campus in Heber City, Utah, is patrolled through an agreement with the Wasatch County Sheriff. UVU has an extensive CCTV system that monitors campus. The CCTV system is regularly added to and upgraded. This tool helps the UVUPD to keep the students safe.

UVU Policy 407¹, *Clery Act Compliance*, guides UVU's compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998 (the "Clery Act"). Incidents reported to UVU Police are included in the statistical report contained in the Annual Security Report² (ASR). The full text of the ASR can be found on the UVUPD website or paper copies of the report may be obtained from UVUPD. Other crime statistics and disclosures required under federal and state regulations are available through links on the UVUPD website³. Reports made to Campus Security Authorities (CSAs) that are not also made to UVU Police are included in the statistical report in the ASR. UVU submits crime statistics for Clery Act crimes by type, location, and year to the U.S. Department of Education. UVUPD's daily crime log of reported alleged criminal incidents is open to public inspection.

UVU issues timely warnings, campus alerts, and emergency notifications to the university when there is information that a Clery Act crime has occurred that represents a serious or ongoing threat to campus safety and/or upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees on campus. The methods for distributing timely warning are tested during regular emergency management drills. Over the past several years, UVU has conducted several types of emergency management tabletop and simulation exercises, including active shooter, chemical spill, and bomb threat. These regular exercises provide opportunity for testing, assessing, and improving emergency processes, procedures, and communications.

Security of people and property is furthered by processes administered by Safety and Emergency Management and by Facilities. Safety and Emergency Management maintains emergency plans⁴ to prevent and respond to a wide range of emergency, occupational safety and health, environmental health, and public health concerns including management of emergency communications. Facilities maintains responsibility for physical security of grounds, including administration of UVU Policy 402⁵, *Keys and Proximity Cards*, to secure access to facilities and restrict access to authorized users.

1. UVU Policy 407, Clery Act Compliance
2. Police Department, "Annual Security Report 2016," October 11, 2016 (pdf document).
3. Police Department, "Welcome," <http://www.uvu.edu/police/>.
4. Emergency Management, "Emergency Plans," http://www.uvu.edu/safety/emergency_management_section/index.html.
5. UVU Policy 402, Keys and Proximity Cards

Standard 2.D.3

Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Consistent with UVU's core themes of Student Success, Serious, Engaged, and Inclusive, UVU recruits a wide range of students with a diverse set of knowledge, skills, and abilities from the state of Utah, across the United States, and internationally. In addition to the state-wide High School Tour

each fall, admissions counselors make classroom presentations to underrepresented student populations and leadership classes in the high schools. Admissions counselors work with all transfer students, visiting two-year colleges on a regular basis.

Recruiting and admissions information is made available to students on the Future Students website¹. At the undergraduate level, UVU maintains an open admissions policy (UVU Policy 501², *Undergraduate Admissions and Enrollment*) 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 all applicants to submit: English ACT, SAT, or Accuplacer scores; a high school transcript; and all previous college/university transcripts.

UVU strongly encourages ACT or SAT scores at point of admission. Students who have not taken the ACT or SAT will be guided toward an ALEKS math program for math skills evaluation and placement prior to or during their first semester.

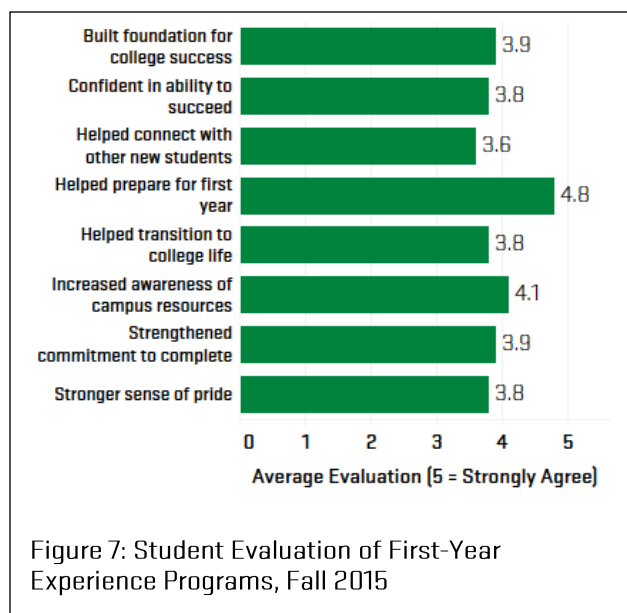
Beginning Fall 2012, the Structured Enrollment Policy³ was instituted for all new students. New students who do not have an ACT composite score of 19 or higher (or equivalent SAT, Accuplacer, or ALEKS score) and a high school GPA of 2.5 or higher on a 4.0 scale are guided through a series of steps designed to help them achieve success at UVU. These students are required to meet with an assigned academic advisor prior to registration and each semester thereafter until they have completed the following requirements and before being allowed to register for upper-division coursework:

- Participate in new student orientation.
- Enroll in, and not withdraw from, each of their required remedial or developmental courses in the first semester of attendance (assuming course availability).
- Enroll in subsequent remedial or developmental courses and make satisfactory progress through each successive semester of attendance until Quantitative Literacy and English 2010 and 2020 are completed. With the approval of the assigned advisor, students being guided through this process are allowed to enroll in nondevelopmental courses (including CTE courses) for which they meet the prerequisites. Certain CTE programs do not specifically require Math 1010 or English 1010; therefore students in these programs will have completed the required steps for university enrollment success when all remedial courses are completed.
- Complete at least 15 credits of non-remedial courses that include the equivalent of Math 1010 and English 1010 with a GPA of 2.0 or higher.

In its admission policy and procedures⁴, UVU adheres to its commitment to equal opportunity without regard to race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, genetic information, or other bases protected by applicable federal, state, or local law.

UVU's Jumpstart Orientation is required for all new students and consists of an online orientation and a half-day, on-campus experience. All students attending the half-day on-campus orientation event discover a variety of student services and programs that will enhance their college experience. New students who attend on-campus orientation are mentored by fellow student orientation leaders who provide valuable insight and strategies to promote academic success. One of the most important aspects of Jumpstart Orientation is a campus tour conducted by the orientation leaders. Parents are welcome to attend orientation with their students and a specific portion of the orientation is designed just for them. UVU orientation continues to be a proven tool for student success. In a 2015 survey of returning first-year students⁵, a large majority of returning students agreed that UVU orientation was helpful in supporting a successful experience at UVU (see Figure 7).

UVU's First Year Experience (FYE) program is designed to provide new students at any level of college preparedness with the resources and programs necessary to build a foundation for success. FYE begins with UVU orientation and includes Freshman Convocation⁶, the Freshman Reading Program⁷, an assigned Freshman Advocate, a University Student Success class⁸, personalized advisement, UVCommit (a program designed to encourage students to complete their educational goals), StartSmart⁹ emails (designed to ensure students receive timely, useful, and accurate information about relevant academic requirements, deadlines, and resources), and a Freshman Year-End Celebration¹⁰. Each new student is required to meet with their academic advisor before registering for classes. During this appointment, students receive personalized information on services, programs, and graduation and transfer policies.



1. Admissions, "Future Students," <http://www.uvu.edu/futurestudents/>.
2. UVU Policy 501, Undergraduate Admissions and Enrollment
3. Utah Valley University, "Our Unique Educational Mission," August 2011 (pdf document).
4. Student Services, "Graduate and Undergraduate Catalog: Admissions," AY 2017–2018 (pdf document).
5. Institutional Research, "One-Year Student Survey—Fall 2015," 2016 (pdf document).
6. First-Year Experience and Student Retention, "Freshman Convocation," 2016 (pdf document).
7. Student Success and Retention, "Freshman Reading Program," 2016 (pdf document).
8. Student Leadership and Success Students, "SLSS 1000: University Student Success," 2017 (pdf document).
9. First-Year Experience and Student Retention, "Start Smart Emails," 2017 (pdf document).
10. First-Year Experience and Student Retention, "Freshman Year-End Celebration," 2017 (pdf document).

Standard 2.D.4

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Elimination of programs is governed by Utah Regents Policy R401-5.3.2¹: *Discontinuing or Suspending Programs; Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*. Under the policy, students in discontinued or suspended programs must be provided a path to complete the program in a reasonable period of time compatible with accreditation standards, which may include enrolling students at other institutions or continuing to offer courses until no students are eligible to complete the program. Institutions are encouraged to identify opportunities for establishing the program at another USHE institution.

One result of academic program review is identification of several programs for elimination. Over the past seven years, ten emphases, six AAS programs, and three CTE diploma/certificate programs were deleted. Many of these program deletions occurred simultaneously with introduction of new, closely related programs. In these cases, majors in the deleted programs are provided opportunity to complete their program of study or change majors into the new program of study. In the unusual case of a program deletion involving deletion of courses, the department informs current and former students of the decision and provides them with an appropriate amount of time to complete any remaining program coursework. This time limit is established based on the number of outstanding students, interest in program completion, and the remaining course requirement needs. Appropriate course substitutions may be made if courses fulfilling past program requirements are no longer offered so that students may complete the program.

Candidates for graduation are held to the requirements of the catalog under which they were admitted. Students have a maximum of seven years to complete bachelor degrees and five years to complete associate degrees; six years are allowed for master degrees. In the case of bachelor degree programs, the seven-year limit begins when a student is formally matriculated into the program. Programs that are no longer being offered may not be pursued by students who were not admitted nor formally matriculated in that program. Students may not combine portions of different catalogs to fulfill graduation requirements. Once a catalog is selected, students must abide by all the graduation requirements specified within that catalog. If the requirements for a degree change, students have the option of choosing the new requirements, or remaining with the requirements for the program at initial enrollment.

1. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

Standard 2.D.5

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

- a) *Institutional mission and core themes;*
- b) *Entrance requirements and procedures;*
- c) *Grading policy;*
- d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- f) *Rules, regulations for conduct, rights, and responsibilities;*
- g) *Tuition, fees, and other program costs;*
- h) *Refund policies and procedures for students who withdraw from enrollment;*
- i) *Opportunities and requirements for financial aid; and*
- j) *Academic calendar.*

UVU's Graduate and Undergraduate Catalog contains current and accurate information relative to its institutional mission and core themes as well as academic program and course requirements, policies and practices governing students' academic status and progression, and opportunities and requirements for financial aid. The annually produced catalog is available online¹ and in print². (Catalog sections shown below are from printable versions embedded in each section of the online catalog or, for large sections, link to the online catalog; content is substantively identical across the live online, printable online, and the print catalog.) UVU's website is another primary source for this information with literature from departments, email announcements, digital signage, and printed documents also used to communicate with prospective students, students, and other stakeholders.

The publication of current and accurate information is described below.

- a. *Institutional mission and core themes.* UVU publishes its institutional mission and core themes³ in the General Information section of its catalog and on a number of the university's webpages including the Office of the President⁴. The mission statement is prominently displayed at the main entrance of the Orem campus and in many offices throughout the campus.
- b. *Entrance requirements and procedures.* UVU publishes its admissions requirements through UVU's catalog⁵, Future Students⁶ and Admissions⁷ websites, and student recruitment materials. UVU's Policy 501⁸, *Undergraduate Admissions and Enrollment*, and UVU Policy 510⁹, *Graduate Admissions and Continuation*, are publically available in UVU's online policy manual¹⁰. UVU maintains an open admissions practice at the undergraduate level, admitting all applicants whose qualifications indicate they may benefit from the instructional programs offered. Admission at the undergraduate level does not constitute admission into an individual major or program of study. Some programs of study may require an additional program admission process or matriculation after completing certain prerequisites which are described in the catalog (such as Nursing¹¹ and Dental Hygiene¹²) or the program website (such as Dance¹³). UVU uses a selective admissions process for admitting students to graduate programs. Graduate

program directors publish graduate program admission requirements in UVU's catalog, on the graduate program's website¹⁴, and in student recruitment materials.

- c. *Grading policy.* The grading policy (UVU Policy 523¹⁵, *Grading*) is publically available in UVU's online policy manual and is summarized in the catalog¹⁶. The grading policy is communicated to deans, department chairs, and faculty through the policy manual, informational meetings, department trainings, etc.
- d. *Information on academic programs and courses, including degree and program completion requirements, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings make up the majority of the catalog listings.* Academic program¹⁷ and course¹⁸ information comprise the majority of UVU's Graduate and Undergraduate Catalog, which is available online or in print. Degree and program completion requirements and required course sequences are available in the catalog and are available to students through Wolverine Track, a online degree audit system. Wolverine Track provides a clear and convenient method for UVU students, faculty, and staff to track degree progress, prepare for registration, and plan for graduation. It is designed to aid and facilitate academic advising, but does not replace face-to-face advising sessions. All students have a personalized Wolverine Track to assist and guide them toward graduation.
- e. *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty are published in the catalog.* UVU's Graduate and Undergraduate Catalog includes a listing of the names, titles, degrees held, and conferring institutions for all full-time faculty¹⁹ and administrators²⁰.
- f. *Rules, regulations for conduct, rights, and responsibilities.* UVU's Student Rights and Responsibilities Code is published in UVU's Graduate and Undergraduate Catalog²¹, in UVU's online policy manual (UVU Policy 541²², *Student Rights and Responsibilities Code*), in printed brochure form, and on the Student Conduct and Conflict Resolution Office website²³. The code is referenced in the new student welcome packet and the link to the full code is provided.
- g. *Tuition, fees, and other program costs.* Tuition and general student fee tables for undergraduate and graduate students are published in the annual catalog²⁴ and on UVU's website²⁵. Each semester's published course schedule clearly lists course and lab fees for each applicable section. Course schedules are accessible on the web, through UVU's registration system, and in printed form for purchase through UVU's Copy Center.
- h. *Refund policies and procedures for students who withdraw from enrollment.* Student refund policies and processes are detailed in the UVU's Graduate and Undergraduate Catalog tuition and fees section and on the Bursar's website²⁶. UVU Policy 505²⁷, *Tuition Payments and Refunds*, is available in UVU's online policy manual. Specific dates for each semester are published in Student Timetables available on the course schedule website²⁸ and in myUVU. Students are referred to the Student Timetables as they receive tuition payment information from the Bursar's Office.
- i. *Opportunities and requirements for financial aid.* Information regarding financial aid and scholarships is published in UVU's Graduate and Undergraduate Catalog²⁹ and provided to students and prospective students online and in printed materials. The Financial Aid and Scholarships website³⁰, provides detail on the various types of aid available to students at UVU, including aid programs, deadlines, application procedures, policies, requirements, cost of attendance, and consumer information.
- j. *Academic calendar.* UVU's academic calendar is published in UVU's Graduate and Undergraduate Catalog³¹ and is available on the Academic Scheduling and Curriculum website³². UVU Policy 111³³, *Academic Calendar*, is available through the policy manual.

1. Student Services, “Graduate and Undergraduate Catalog,” <http://www.uvu.edu/catalog/current/>.
2. Student Services, “Graduate and Undergraduate Catalog,” AY 2017–2018 (pdf document).
3. Student Services, “Graduate and Undergraduate Catalog: General Information,” AY 2017–2018 (pdf document).
4. Office of the President, “Mission and Initiatives,” <https://www.uvu.edu/president/mission/index.html>.
5. Student Services, “Graduate and Undergraduate Catalog: Admissions,” AY 2017–2018 (pdf document).
6. Admissions, “Future Students,” <http://www.uvu.edu/futurestudents/>.
7. Admissions, “Admissions Home Page,” <http://www.uvu.edu/admissions/>.
8. UVU Policy 501, Undergraduate Admissions and Enrollment
9. UVU Policy 510, Graduate Admissions and Continuation
10. Policy Office, “Policy Manual,” <https://www.uvu.edu/policies/manual.html>.
11. Student Services, “Graduate and Undergraduate Catalog: Nursing,” AY 2017–2018 (pdf document).
12. Student Services, “Graduate and Undergraduate Catalog: Dental Hygiene,” AY 2017–2018 (pdf document).
13. Department of Dance, “Matriculation,” 2017 (pdf document).
14. Graduate Studies, “Graduate Admissions,” <https://www.uvu.edu/graduatestudies/studentguide/graduate-admissions.html>.
15. UVU Policy 523, Grading
16. Student Services, “Graduate and Undergraduate Catalog: Academic Policies and Standards,” AY 2017–2018 (pdf document).
17. Student Services, “Graduate and Undergraduate Catalog: Degrees and Programs,” <http://www.uvu.edu/catalog/current/departments/degrees-programs.html>.
18. Student Services, “Graduate and Undergraduate Catalog: Courses,” <http://www.uvu.edu/catalog/current/courses/>.
19. Student Services, “Graduate and Undergraduate Catalog: Faculty,” <http://www.uvu.edu/catalog/current/faculty/>.
20. Student Services, “Graduate and Undergraduate Catalog: Administration,” AY 2017–2018 (pdf document).
21. Student Services, “Graduate and Undergraduate Catalog: Student Rights and Responsibilities,” AY 2017–2018 (pdf document).
22. UVU Policy 541, Student Rights and Responsibilities Code
23. Student Conduct and Conflict Resolution, “What We Do,” <https://www.uvu.edu/studentconduct/>.
24. Student Services, “Graduate and Undergraduate Catalog: Tuition and Fees,” AY 2017–2018 (pdf document).
25. Tuition, “Tuition Homepage,” <https://www.uvu.edu/tuition/>.
26. Bursar’s Office, “Refunds and Remainder Checks,” <https://www.uvu.edu/cashier/refunds/index.html>.
27. UVU Policy 505, Tuition Payments and Refunds
28. Academic Scheduling and Curriculum, “Schedule,” <https://www.uvu.edu/schedule/>.
29. Student Services, “Graduate and Undergraduate Catalog: Financial Aid and Scholarships,” AY 2017–2018 (pdf document).
30. Financial Aid and Scholarships, “Financial Aid and Scholarships Home Page,” <http://www.uvu.edu/financialaid/>.
31. Student Services, “Graduate and Undergraduate Catalog: Academic Calendar,” AY 2017–2018 (pdf document).
32. Academic Scheduling, “Calendars,” <https://www.uvu.edu/asc/calendars.html>.
33. UVU Policy 111, Academic Calendar

Standard 2.D.6

Publications describing educational programs include accurate information on national and/or state legal Eligibility Requirements for licensure or entry into an occupation or profession for which education and training are offered, and descriptions of unique requirements for employment and advancement in the occupation or profession.

Individual academic departments¹ with programs that lead to professional licensure provide students with Eligibility Requirements through website links on their program pages. Examples include Elementary Education², Secondary Education³ programs, Building Inspector⁴ (non-credit), Firefighter Recruit Candidate⁵, and Dental Hygiene⁶. Unique requirements for employment and

advancement are noted in UVU's catalog⁷ on program description pages and on academic department websites. Examples include the Master of Education⁸ degree, all programs in Emergency Services Administration⁹, and Aviation Science programs¹⁰.

1. Academic Affairs, "Academic Departments and Programs," <https://www.uvu.edu/collegesandschools/depts/>.
2. Elementary Education, "Current Students," http://www.uvu.edu/education/elementary/students/current_students.html.
3. Secondary Education, "Current Student Information," <http://www.uvu.edu/education/secondary/students/current.html>.
4. Building Inspection Technology, "Degrees and Courses," <http://www.uvu.edu/bit/pages/program/degrees.html>.
5. Emergency Services Administration, "Recruit Candidate Academy," <http://www.uvu.edu/esa/rca/>.
6. Dental Hygiene, "Degrees and Programs," <https://www.uvu.edu/dental/degreesandprograms.html>.
7. Student Services, "Graduate and Undergraduate Catalog," AY 2017–2018 (pdf document).
8. School of Education, "Master of Education: Program Emphases," <http://www.uvu.edu/med/>.
9. Department of Emergency Services Administration, "Department Homepage," <https://www.uvu.edu/esa/>.
10. Student Services, "Graduate and Undergraduate Catalog: Aviation Science," AY 2017–2018 (pdf document).

Standard 2.D.7

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies related to confidentiality and release of student records. See UVU Policy 542¹, *Student Records Access (Student Privacy/FERPA)*; UVU Policy 445², *Institutional Data Management and Access*; and UVU Policy 449³, *Private Sensitive Information*.

UVU's Registration/Records office provides for the security of student records (including transcripts). Records prior to 1994 are housed in a locked vault accessible only to authorized personnel. Since 1994, documents (i.e., admission applications, acceptance letters, enrollment verifications, audit requests 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. Backups are maintained on-site, off-site in the Richfield Data Center, and on tape in the granite vaults through Perpetual Storage.

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. Access to Banner is limited to authorized university users whose roles specifically require access to the system; such users have access only to information

appropriate to their roles. Such users formally acknowledge their understanding of the level of access provided and their responsibility to maintain the confidentiality of data they access, receive training, and are held accountable for any misuse.

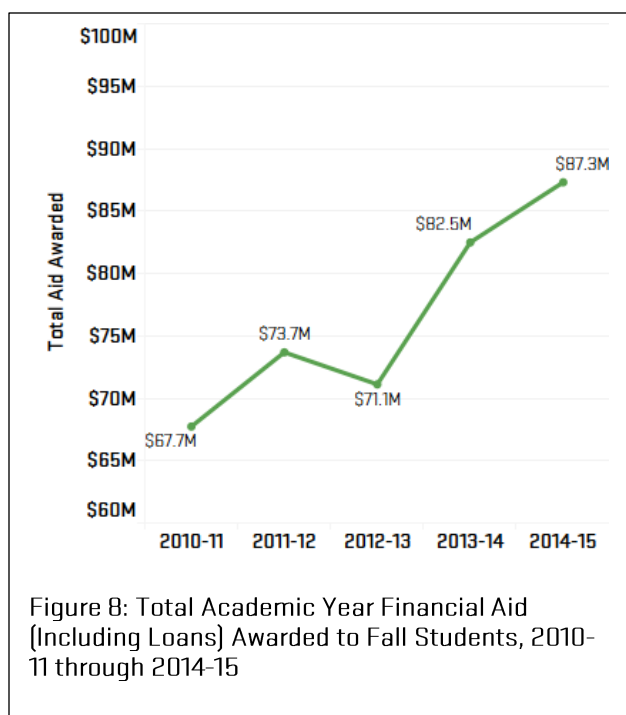
In addition to the UVU policies identified above, the Registration/Records office complies with the Federal Education Rights and Privacy Act by releasing directory information only, thus ensuring the confidentiality of records and files and protecting a student’s right to privacy.

1. UVU Policy 542 Student Records Access (Student Privacy FERPA)
2. UVU Policy 445, Institutional Data Management and Access
3. UVU Policy 449, Private Sensitive Information

Standard 2.D.8

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The Financial Aid and Scholarships office supports the university’s mission to promote student opportunity and success by administering federal, state, and institutional financial aid and scholarship programs to eligible students. The Financial Aid and Scholarships office offers campus and community outreach sessions, which provide guidance and feedback to students and their families regarding available federal, state, and institutional financial aid resources. The Utah System of Higher Education has a low tuition/low state aid model. Students at UVU primarily access federal financial aid (PELL, work study, student loans) and institutional tuition waivers (scholarships) in accordance with state statutes. In FY 2016, UVU awarded students just under \$47 million in federal and state matching financial aid and \$20.4 million in institutional tuition waivers. As reported to IPEDS, for AY 2014–2015, 50% of all undergraduates were awarded grant aid (including federal, state, and institutional grants/scholarships) with 36% receiving PELL grants; 29% accessed federal loans. The average amount awarded was \$6,112 (see Figure 8).



In October 2012, the Church of Jesus Christ of Latter-day Saints announced a change in age requirement for missionary service. This change resulted in enrollment decline at UVU and several other USHE institutions. To stabilize enrollments and tuition revenue, the legislature authorized

expanded opportunity for institutions to award non-resident scholarships¹. Under direction of President's Council, UVU expanded opportunities for non-resident scholarships beginning with Fall 2013 and assesses the outcomes of these changes.

The Financial Aid and Scholarships office continually strives to implement new automation and processes to help students effectively and efficiently apply for financial aid and to better streamline the financial aid process. The Satisfactory Academic Progress² counseling has been automated as has the loan cleanup and aid year cleanup processes. A new upload feature, which allows students to upload their required financial aid documents, was added in 2014. These changes in automation have reduced student traffic and wait time while increasing efficiency and accuracy.

UVU is currently in process of implementing CampusLogic. This service will help students through the financial aid process at UVU. As students are selected for verification, this software provides for the student and parent to submit most of the information through web forms, sign electronically, and upload other supporting documents through UVU's website or mobile applications. This product will also be used to help students submit appeal forms and documentation of extenuating circumstances. Students will be sent updates throughout the entire process. When the student submits the information, it will enter a workflow process for financial aid staff to utilize when reviewing the student's file. These processes will help Financial Aid and Scholarships to better communicate and update student files.

UVU is audited on a regular basis to ensure the Financial Aid and Scholarships office is adhering to all policies and procedures. Early in 2016, UVU participated in a routine Expedited Program Review³ from the US Department of Education to determine if UVU was administering Title IV programs according to the Higher Education Act of 1965, as amended. The Expedited Program Review Determination found only one technical concern related to the names of bank accounts in which federal funds are deposited. UVU remedied this finding and came into full compliance with this requirement before the final letter was received.

Information regarding financial aid opportunities, including eligibility and deadlines, is included in UVU's catalog⁴ and on UVU's financial aid website⁵. This website provides forms, award types, deadlines, and all other student consumer information as required by law. Prospective student brochures and websites include information about UVU's academic merit scholarship grid. Each year, the Scholarship Executive Committee reviews the actual awards against planned awards and recommends adjustments to the grid to President's Council.

Over the past few years, UVU has worked to simplify the communication of criteria for scholarship awards. Brochures⁶ detailing qualifications and procedures for merit awards for resident freshman students are provided to students at outreach events and when visiting with students in person. Many awards are offered from an easy-to-read grid that determines eligibility based on GPA and SAT or ACT scores, which is included in the financial aid award guide.

1. Financial Aid and Scholarships, "Freshman Non-Resident Waiver Scholarships," 2017 (pdf document).

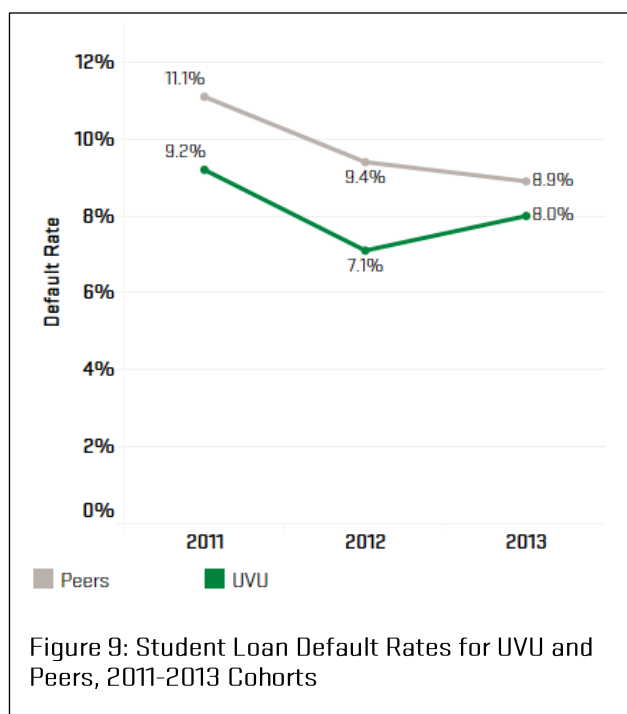
2. Financial Aid and Scholarships, "Satisfactory Academic Progress," 2017 (pdf document).

3. U.S. Department of Education, “2016 Financial Aid Expedited Program Review Determination,” March 8, 2016 (pdf document).
4. Student Services, “Graduate and Undergraduate Catalog: Financial Aid and Scholarships,” AY 2017–2018 (pdf document).
5. Financial Aid and Scholarships, “Financial Aid and Scholarships Home Page,” <http://www.uvu.edu/financialaid/>.
6. Financial Aid and Scholarships, “Utah Resident Freshman Student Scholarship Guide,” AY 2017–2018 (pdf document).

Standard 2.D.9

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution’s loan default rate.

Students are first informed of possible repayment obligations in the initial student loan application process and then again at the time such repayment obligations occur. Students are informed of repayment options that may occur due to adding, dropping, or withdrawing from classes in the online financial aid data available through myUVU and the Leave of Absence¹ website. The Financial Aid website contains loan repayment² information as well as information regarding repayment obligations due to withdrawing³. If the student owes a repayment due to adding, dropping, or withdrawing, he or she is notified of their need for this repayment by e-mail and/or certified mail dependent upon their individual situation. Students are informed of repayment options for their Federal Direct loans through the online Entrance and Exit Loan Counseling⁴. Through this online form the federal government informs the student of their loan repayment obligations.



To better ensure student awareness of loan indebtedness and repayment obligations, all students are required to accept their initial base award. Students are not automatically awarded an additional unsubsidized loan, but must request one through an online or paper application, which briefly explains the attributes of an unsubsidized loan. (These attributes are explained in detail through Entrance Loan Counseling.)

UVU’s Financial Aid and Scholarships office regularly monitors the student loan programs and default rate in order to maintain accurate student awards and low default rates. Utah Valley University has a Default Prevention Manager position. Through a series of reports, the Default Manager is able to analyze data to identify errors and students contributing to the school’s draft cohort default rate. Working with the student and their loan guarantor, this individual attempts to

resolve any issues, ultimately removing the student from the final cohort default rate. The cohort default rate, including comparison data for various peer groups, is monitored through a dashboard maintained by Institutional Research.

Financial Aid and Scholarships has partnered for the past several years with RepayCentsibly, which is a delinquency management and default prevention program established by Utah Higher Education Assistance Authority (UHEAA). Working with reports UVU sends to UHEAA, UHEAA communicates with delinquent borrowers to help them avoid default.

Institutional Research maintains an institutional default rate dashboard⁵ to support monitoring of default rates. The university's default rate averaged 8.1% for the 2011 through 2013 cohorts, the most recent available (see Figure 9). UVU is consistently below the average of its peer institutions, all Utah institutions, other Utah System of Higher Education institutions, and Western Athletic Conference institutions.

1. Registration, "Leave of Absence," <http://www.uvu.edu/admissions/returning/loa/>.
2. Financial Aid and Scholarships, "Loan Repayment," <https://www.uvu.edu/financialaid/info/repayment.html>.
3. Financial Aid and Scholarships, "Dropping or Withdrawing While Receiving Financial Aid," October 28, 2015 (pdf document).
4. Collections Office, "Exit Loan Counseling," 2017 (pdf document).
5. Institutional Research, "Student Loan Default Rates," <http://www.uvu.edu/iri/additionalresources/studentloan.html>.

Standard 2.D.10

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

The university has adopted a Personalized, Seamless, and Intentional (PSI) advisement philosophy. The Office of University Advising works with the Advisement Council made up of college/school advising managers and other key administrators to monitor, assess, and coordinate the advising program. All students are required to meet with an academic advisor prior to registering for their first semester. Many departments provide students with an advisement syllabus¹ and all students are shown how to develop their course plan and degree audit capability using Wolverine Track.

Mandatory advisement is required each semester for students who entered the university without having met enrollment standards and who have not completed all of the required courses as part of the Structured Enrollment Policy² for the university. Students with undeclared majors meet with an advisor in the University College Academic Counseling Center.

A tracking system collects data regarding student advising behavior, such as reason, length, and frequency of visit and allows for correlations to be made with important demographic and academic information about students in relation to their utilization of advising services.

The Advisement Assessment Task Force, under the direction of the Advisement Council, has developed a comprehensive assessment plan³ based on the recommended National Academic Advisement Association (NACADA) model.

Academic advisement training includes a mandatory certification program⁴ for academic advisors. The Advisor Certification program is built upon a comprehensive competency model, and training blueprint (companion documents). It is designed to support the success of students as they interact with advisors who are professionally trained and engaged in continuous professional improvement. The program provides thorough training and evidence of basic academic advising competence. This is done by providing thorough training opportunities for advisors, and measuring competence through assessments that certify an individual's knowledge of academic advisement concepts and advisement practices at UVU.

Those seeking certification are required to demonstrate an understanding of technical competency (including features and functions of available tools used in Academic Advisement functions performed within the university (e.g., Banner, Wolverine Track, etc.), academic advising best practices (including resources, theory, PSI philosophy, etc.), and effective student interaction (ability to interact with, serve and meet student needs). Advisors have the opportunity to participate in training and development designed to enhance their professional skills and broaden their discipline specific understanding and knowledge.

The advising responsibilities and requirements are defined, published, and made available to students through a variety of online and printed materials including the advisement website⁵, academic school/college websites (accessible through the UVU catalog directory of colleges, schools, and departments⁶), catalog entries⁷, new student orientation, and advising syllabi.

1. Academic Counseling Center, "Sample Academic Advising Syllabus," April 3, 2017 (pdf document).
2. Utah Valley University, "Our Unique Educational Mission," August 2011 (pdf document).
3. Advisement Assessment Task Force, "Advising Assessment Plan," 2017 (pdf document).
4. Advisement Council, "Academic Advisor Training and Certification Program," 2010 (pdf document).
5. University Advising, "Advising," <https://www.uvu.edu/advising/>.
6. Student Services, "Graduate and Undergraduate Catalog: Colleges and Schools," <http://www.uvu.edu/catalog/current/colleges-schools/>.
7. Student Service, "Graduate and Undergraduate Catalog: Student Services," 2017–2018 (pdf document).

Standard 2.D.11

Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Consistent with UVU's core themes¹ of Serious, Engaged, Inclusive and Student Success, UVU provides a wide range of cocurricular activities in support of the mission of the university. These programs include: student government², student senate, student activities, student Service Council³, Residential Engagement Coordinators⁴, action learning zone⁵, wellness education programs⁶, intramurals⁷, Outdoor Adventure Center⁸, Center for the Advancement of Leadership LEAD

program⁹, clubs, nontraditional student events, and service activities. These events and activities are evaluated annually to ensure they are meeting the objectives and goals of the university.

UVU Student Life partners with Academic Affairs in producing and promoting extra-curricular activities that are of interest to students and enhance the classroom experience. The strongest partnership with Academic Affairs is through Volunteer and Service Learning. This center coordinates the Service Scholar Program, Student Service Council, and Academic Service-Learning. It also provides support for faculty¹⁰ who offer courses with service learning components.

UVU Clubs has an important role in fulfilling the mission of the university in providing serious, engaged, and inclusive opportunities that lead to student success. Clubs at UVU are governed by UVU Policy 532¹¹, *Associated Student Organization and Club Membership*. Clubs are administered according to UVUSA policies described in the Clubs Handbook¹². During the 2016–2017 academic year there were 160 registered clubs and organizations that provided opportunities for students to become involved in outside the classroom and partner with faculty advisors on nearly 1,781 different events. Clubs and organizations are divided into ten categories: Academic and Political, Athletic and Recreational, Ethnic and Cultural, Performing Arts and Media, Pre-Professional, Religious, Service, Social, Social Awareness and Sport Clubs. The process for chartering a new club is quick, seamless, online, and requires only six students to register. This process allows students to easily form a club or organization and invite students with like interests.

UVU Student Life, which encompasses the areas described above, is governed by institutional policy in regards to budgets, purchasing, use of campus facilities, and travel. Student Life also adheres to general campus policies. In most instances each department in Student Life also has set up specific guidelines for operation of their program in a handbook or guidebook. UVU Student Life uses the software OrgSync to evaluate each program and event sponsored by its departments. Assessment of goals and objectives are included in reports that are compiled each semester and then used to create an annual report¹³. Clubs and organizations are encouraged to keep records and evaluations of their specific accomplishments and events for continual improvement.

The Utah Valley University Students Association (UVUSA) is the center of connecting students to the campus and addressing students' social needs whether it be through planning dances and date nights, organizing student forums, inviting someone to join a club, or facilitating a conversation about inclusivity. Students participate as a Student Council member, department representative, student activities committee member, or get involved with clubs. Student Council members participate in various campus committees representing the student voice. Student Council coordinates student initiatives, participates in student processes, and facilitates student fee hearings. The UVUSA program provides experiences that emphasize the UVU Student Leadership Core Competencies: developing self and others, communication, results-oriented, strategic vision, professional and technical expertise, ethical behavior and trust, and organizational agility. Governance of UVUSA is controlled by UVU Policy 532 and the UVUSA Handbook¹⁴.

1. Student Services, "Graduate and Undergraduate Catalog: General Information," AY 2017–2018 (pdf document).

2. Utah Valley University Student Association, “An Introduction to UVUSA,” <http://www.uvu.edu/uvusa/>.
3. Volunteer and Service Learning, “Service Council,” <https://www.uvu.edu/volunteer/servicelearning/servicecouncil.html>.
4. Housing and Residence Life, “Residential Engagement Coordinator Program,” 2017 (pdf document).
5. Student Involvement, “The Zone,” 2017 (pdf document).
6. Wellness Programs, “Wellness Programs Homepage,” <http://www.uvu.edu/wellness/>.
7. Student Life, “Intramurals,” <http://www.uvu.edu/intramurals/>.
8. Outdoor Adventure Center, “Outdoor Adventure Center Home Page,” <https://www.uvu.edu/oac/>.
9. Center for the Advancement of Leadership, “LEAD Program,” 2017 (pdf document).
10. Volunteer and Service Learning, “Service Learning Guide For Faculty,” August 13, 2009 (pdf document).
11. UVU Policy 532, Associated Student Organization and Club Membership
12. Clubs, “Handbook of Procedures and Guidelines,” AY 2017–2018 (pdf document).
13. Student Life, “Student Life Annual Report AY 2015–2016,” February 13, 2017 (pdf document).
14. Utah Valley University Student Association, “UVUSA Handbook,” AY 2016–2017 (pdf document).

Standard 2.D.12

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution’s mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

As authorized by Regents Policy R550¹, *Auxiliary Enterprises Operation and Accountability*, UVU operates four auxiliary enterprises: Dining Services, UVU Bookstore, Student Center, and Student Life and Wellness Center. The primary purpose of these auxiliaries is to provide specific services to students, faculty, staff, or guests of the institution. Dining Services operations are governed by UVU Policy 221², *Dining Services*.

Dining Services. Dining Services’ mission is to provide all UVU patrons with nourishment, convenience, and satisfaction. Dining Services operates/offers 16 facilities located throughout the main campus. Having a variety of food options available to students enhances their learning experience and helps keep them on campus where they are more likely to be engaged in learning and cocurricular activities.

Surveys of all catering customers are conducted on a regular basis to obtain feedback to improve services. Surveys of other food venues are conducted a couple of times each year to determine customer satisfaction with selection, price, and quality of food and service. Surveys are conducted by Dining Services employees and also by Institutional Research department. The results of these surveys assist Dining Services with adjustments to menus, prices, and service to help ensure we are meeting customers’ expectations.

UVU Bookstore. UVU Bookstore supports the educational programs and contributes to the intellectual climate of the UVU community. The bookstore’s mission statement is “We, the Utah Valley University bookstore, are our students’ best partner in education through courteous and efficient service.” The bookstore is operated by the university, not outsourced. The bookstore provides all required and recommended textbooks and required instructional supplies (e.g. drafting

kits, art kits) requested by the faculty. The bookstore is an official Apple computer supplier and carries a comprehensive collection of trade and reference publications. The Bookstore operates two convenience stores that provide ice cream, snacks, and personal items. Operations of the UVU Bookstore are governed by UVU Policy 222³, *Bookstore*.

The bookstore is a sponsor for Summer University, UVU's faculty and staff professional development program. The bookstore donates student textbook scholarships to incoming freshman at the Jumpstart Orientations held each summer. In addition to textbooks, the bookstore has UVU clothing, gifts, greeting cards, student supplies, backpacks, snacks, and other material for students.

An advisory board with representation from students, faculty, staff, and alumni participate in the development and monitoring of bookstore policies and procedures. The bookstore supports the intellectual climate of the university by providing instructional materials that complement UVU's various academic programs. The bookstore also maintains a suggestion box, conducts surveys⁴ through the Utah Valley University Student Association and University Marketing, and solicits feedback through the UVU Bookstore Facebook⁵ page. All suggestions and feedback are considered in determining product and service offerings.

Sorensen Student Center. The Sorensen Student Center (SSC) and Student Life and Wellness Center (SLWC) are managed by SSC/SLWC Operations. The organization strives to provide clean, safe, and well maintained facilities with comprehensive services and amenities while serving students and the greater campus community through collaboration and event support. The SSC provides physical space for many dining services locations and the bookstore, as well as several other shopping locations. The facility is home to the Ragan Theater, Copy Center, Utah Community Credit Union, Computer Loft, Campus Connection, and Post Office and provides facilities for campus events and study. The SSC collects student, faculty, and staff user input mainly through email and face-to-face interaction. Students and campus departments who schedule their events in the SSC are able to email the office with any type of feedback or suggestions.

Student Life and Wellness Center. The Student Life and Wellness Center provides a broad range of recreation, wellness, and student engagement opportunities that complement the academic experience and actively promote the pursuit of a balanced, healthy lifestyle to our diverse university community. The SLWC houses a wide range of recreation and wellness facilities and programs, including UVU's Outdoor Adventure Center, a bowling alley, intramural sports and personal fitness programs, and UVU's interfaith Reflection Center. The SLWC currently collects input via email from students, faculty, and staff through a dedicated email. It also receives feedback from students through staff and supervisors, who monitor and staff service desks and in turn forward any feedback or suggestions to the director or assistant director via email. The center has developed an employee engagement survey to gather more user and employee input, includes a student usage question on the Student Omnibus Survey⁶ administered by Institutional Research each semester, and included an in-depth survey block in the Fall 2014 Student Omnibus Survey⁷ soon after the center opened.

1. Regents Policy R550, Auxiliary Enterprises Operation and Accountability

2. UVU Policy 221, Dining Services
3. UVU Policy 222, Bookstore
4. Institutional Research, “UVU Bookstore—Spring 2011 Omnibus Frequency Distributions,” 2011 (pdf document).
5. Bookstore, “UVU Bookstore Facebook Page,” <https://www.facebook.com/UVUBookstore/>.
6. Institutional Research, “Student Omnibus Survey Fall 2016 Results,” January 19, 2017 (pdf document).
7. Institutional Research, “Student Omnibus Survey Fall 2014 Results,” April 24, 2015 (pdf document).

Standard 2.D.13

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution’s mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Athletics supports UVU’s institutional mission and 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, time and stress management, and interpersonal relations. UVU’s student-athletes’ personal growth supports the Student Success core theme. UVU Athletics further supports the UVU mission by preparing leaders and lifelong learners who are people of integrity and professionally competent. Through their participation in NCAA DI Athletics, UVU student-athletes help UVU provide a meaningful and well-rounded university experience. Ensuring student athlete success is a key objective of the Intercollegiate Athletics Strategic Plan¹.

UVU has been an NCAA Division I member since 2009 and is held accountable under the NCAA Certification Program. 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 NCAA certification is currently in transition from a 10-year cycle to annual reports, but generally covers governance and commitment to rule compliance, academic integrity, fiscal integrity, equity, welfare, and sportsmanship. In addition to NCAA certification, UVU submits an annual report on finances to the Office of the Commissioner of Higher Education and the UVU Department of Athletics provides an annual report to the Board of Trustees. The Vice President for Finance and Administration and the athletic director make regular presentations to the university president detailing achievements, progress, and future goals.

The Department of Athletics adheres to UVU’s financial policies and standard operating procedures. 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. All incoming funds are deposited into and all expenditures made through designated UVU accounts. Athletics department personnel are routinely trained on purchasing and expenditure guidelines. This training occurs during orientations, staff and head coaches meetings, and individual budget discussions.

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. The student-athlete admission process does not differ from the general student admission process. Acceptance and resident status are determined by the Admissions Office. NCAA Division I student-athletes are held to a higher academic standard both for initial and continuing eligibility² than UVU standards, taking 15 credits each semester and maintaining significant progress toward bachelor's degree completion. UVU athletes go above and beyond this requirement and portray academic excellence that exceeds the minimum requirements for university attendance. The UVU Department of Athletics average GPA exceeds the UVU minimum requirement of 2.0 by consistently remaining at or above a 3.0. Student-athletes are closely tracked regarding degree progress and graduation. Graduation reports are monitored yearly.

1. Intercollegiate Athletics, "Four Year Strategic Plan," 2014 (pdf document).
2. National Collegiate Athletics Association, "Division I Academic Eligibility," <http://www.ncaa.org/about/division-i-academic-eligibility>.

Standard 2.D.14

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Students who are enrolled in online course sections access course materials through Canvas, UVU's Learning Management System (LMS). Access to the LMS can be achieved only if the student provides official UVU credentials (username/password). Additionally, students who contact the Office of Teaching and Learning (OTL) for technical or logistical support may be asked to provide their UV ID. For course sections that include proctored examinations, OTL procedures require that the proctoring agent verify student identity with photo identification. Proctor policies and procedures¹ are available to students prior to enrollment on the OTL website. Proctoring policy is also available within online courses. UVU is continually evaluating third-party proctoring solutions for their fit and applicability to the institution.

Student privacy for online courses supported by OTL is outlined in UVU Policy 541², *Student Rights and Responsibilities Code*. UVU Policy 541-5.1.1(2), *General Rights*, states the student has the right to "protection against the university's improper disclosure of a student's records, work, views, beliefs, and political association." UVU Policy 541 is referenced within online courses. In circumstances in which students are using mandatory third-party instructional materials within a course they are notified by the terms of service of that third-party vendor. Services which allow for automatic enrollment in third-party service are required to sign an agreement with the institution consistent with FERPA³, UVU Policy 541, and local law. Oversight for the agreement is under the Office of Academic Information Technology.

1. Office of Teaching and Learning, "Exam Proctoring," 2017 (pdf document).

2. UVU Policy 541, Student Rights and Responsibilities Code
3. Registration, “Confidentiality of Records and Family Educational Rights and Privacy Act of 1974 Notice To Students,” August 2008 (pdf document).

Standard 2.E: Library and Information Resources

Standard 2.E.1

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

UVU’s library collection is oriented toward the needs of a serious and inclusive teaching institution with students at multiple sites receiving instruction through multiple delivery methods. The total library collection¹ of 430,000 volumes includes 19,000 videos, 19,000 streaming videos, 5,600 CDs, 8,000 reference books, 193,000 monographs, 4,700 music scores, and 180,000 e-books. Eighty percent of the collection was added in the last 20 years. For example, in AY 2015–2016 the Fulton Library added 650 music scores to support the music department’s specialized accreditation². Future growth will focus on niche areas that need enhancement, such as geology journals. Additions to the collection are made in accordance with the UVU Library Collection Development Protocol³. Academic book review sources (e.g., CHOICE and university press catalogs) assist in collection development decisions.

More than 145 databases⁴ are currently available to all UVU students, faculty, and staff; all are available online from anywhere in the world via a proxy server. In 2012, the library purchased and launched EBSCO Discovery Service. This aggregated database allows students, faculty, and staff to search across the library’s databases and physical collections through one interface. Films on Demand offers access to more than 15,000 documentaries and films in a wide range of subjects. These films are available to students, faculty, and staff remotely as well.

Students have full-text access to approximately 120,000 journals, with indexing and abstracting access to nearly 680,000 journals. A secure proxy server provides off-campus access to all online materials, ensuring access for students at any location using any delivery method. Documents and videos are available online, with password protection, through the library’s electronic reserve system. An online interlibrary loan service makes it possible for UVU students, faculty, and staff to quickly request and receive articles, books, and other materials not owned by the library. Materials are delivered via email within an average of two working days or by mail in an average of seven to ten days. Distance education students may use the interlibrary loan service to request physical materials in the library, giving them the same level of access as on-campus students. The intercampus mail system supports delivery of materials to students at satellite campuses. UVU identification cards are accepted at all higher education libraries in Utah through the Utah Academic Library Consortium (UALC), expanding the collections available for check out to UVU students, faculty, and staff. Faculty requests, UVU programs and courses, and specialized accreditations drive collection development.

In partnership with Student Computing, the library has added approximately 60 computers in the last two years to the Information Commons and provides computer software to help support UVU's vibrant and thriving courses in digital media, music, social work, computer animation and modeling, and GIS. Adobe Cloud, SPSS, ArcGIS, Avid Media Composer, Practica Musica, Maya, and standard Microsoft Office Suite programs are available on computers in the library's Information Commons.

The George Sutherland Archives⁵ currently has about 900 linear feet of processed and unprocessed physical items, including many collections that support faculty areas of research or that deal with the history of UVU and the surrounding area. Several of the collections of UVU historical materials were used heavily to support research and activities surrounding the 75th anniversary of the university. The Sutherland Archives hosts and maintains 53 digital collections online, amounting to almost 76,000 digital items including the institutional repository for undergraduate and graduate student theses and faculty scholarly work. The collections include several online oral history collections that support UVU faculty and staff projects, such as Utah veteran oral histories, Utah women oral histories, UVU history, and more.

Brochures are distributed at new faculty orientation, faculty convocation, adjunct faculty convocation, and every new student orientation. Each librarian communicates regularly with assigned department liaisons and attends department meetings throughout the year. Social media efforts have expanded communication to students. Currently, the library has more than 3,200 Facebook⁶ likes and nearly 1,000 Twitter⁷ followers. These social networks are the primary means for communicating changes to library hours and services and advertising newly available resources. These marketing efforts serve to educate the university community about new collections and materials in the library.

Faculty teaching courses in nontraditional delivery methods have the option of linking to a library resources⁸ page which includes content specifically designed to assist students in those types of courses. Many of the library's resources, such as the Films on Demand streaming video library, are available to students off campus through proxy access.

1. Fulton Library, "About the Ira A. and Mary Lou Fulton Library," <https://www.uvu.edu/library/about/index.html>.
2. National Association of Schools of Music, "Confirmation of Accreditation," July 8, 2014 (pdf document).
3. Fulton Library, "Protocols," <https://www.uvu.edu/library/about/protocols.html>.
4. Fulton Library, "Databases," <https://www.uvu.edu/library/find/articles.html>.
5. Fulton Library, "George Sutherland Archives," <https://www.uvu.edu/library/archives/>.
6. Fulton Library, "Fulton Library at UVU Facebook Page," <https://www.facebook.com/uvulib>.
7. Fulton Library, "Fulton Library Twitter Page," <https://twitter.com/uvulib>.
8. Fulton Library, "Find Library Resources," <https://www.uvu.edu/library/find/>.

Standard 2.E.2

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Budgets for collections, operations, and personnel are planned through the university's Planning, Budget, and Assessment (PBA) process. Major collection growth is primarily through consultation with faculty in accordance with the Collection Development Protocol¹. Each department has an assigned liaison librarian, with a liaison team assigned for each college. These assigned liaison librarians regularly attend faculty meetings to facilitate communication. The library reports to the Associate Vice President for Academic Administration within Academic Affairs.

Librarians meet regularly each week and are directly involved in the decision-making process for the library. A new strategic plan² was created in Spring 2016 that identifies library goals and objectives. The strategic plan was developed by gathering input from library staff and by seeking input from faculty and university administrators. This plan aligns budgeting with library priorities and supports the university's core themes.

The library has access to private donations through the UVU Foundation with a current balance of \$79,000. In 2016, a library endowment³ was established through a gift from Ira A. Fulton, in whose honor the library is now named, to provide operational and programmatic support.

The library has added the following major databases since 2010 based on faculty requests:

- American Antiquarian Society (AAS) Historical Periodicals Collection: Series 1 (1691-1820)
- American Antiquarian Society (AAS) Historical Periodicals Collection: Series 2 (1821-1837)
- American Antiquarian Society (AAS) Historical Periodicals Collection: Series 3 (1838-1852)
- American Antiquarian Society (AAS) Historical Periodicals Collection: Series 4 (1853-1865)
- American Antiquarian Society (AAS) Historical Periodicals Collection: Series 5 (1866-1877)
- Birds of North America
- Chronicle of Higher Education
- Chicago Manual of Style
- Civil War Primary Source Documents
- Cochrane Collection
- Docuseek2
- Drama Online
- European Views of the Americas: 1493-1750
- Gateway to North America: People, Places, and Organizations of 19th-Century New York
- GeoPhysical Union Journal titles
- GeoScience World
- Guide to Literary Theory and Criticism
- HaPI (Health and Psychosocial Instruments)
- Historical Statistics
- IBIS World

- Kanopy
- Mental Measurements Yearbook
- Music and Performing Arts Collection
- nature.com Complete
- Philpapers.org
- PrivCo
- Revolutionary War Era Orderly Books from the New-York Historical Society
- Science
- Science Direct Physical Sciences and Engineering
- Statistical Abstracts of the United States
- Value Line
- and Web of Science Core Collection.

All database purchases are based on faculty requests with usage counts carefully monitored.

As departments add new degrees, the library is consulted during the curriculum development process. Information about the library's ability to support the program must be included in each request.

In May 2016, the Assistive Technology Lab conducted an accessibility assessment⁴ at the request of the library by sending several of their student employees with various disabilities throughout the library to ascertain levels of accessibility. Overall they found the library to be one of the more accessible facilities on campus. However, the following opportunities for improvement were identified:

- Wheelchair access to rooms and space in the library by adding door openers and space around furniture in select study rooms, computer carrels, and meeting rooms.
- Braille signage.
- Close captioning on media items.

1. Fulton Library, "Protocols," <https://www.uvu.edu/library/about/protocols.html>.

2. Fulton Library, "Strategic Plan 2016–2019," March 14, 2016 (pdf document).

3. University Marketing and Communications, "Utah Valley University Names Library after Philanthropist Ira Fulton," November 18, 2016 (pdf document).

4. Assistive Technology Lab, "2016 ADA Library Assessment," May 2016 (pdf document).

Standard 2.E.3

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The Fulton Library offers an extensive, award-winning program of instruction and support for students, faculty, staff, and administrators. Early in their academic career UVU students receive

library instruction¹ in the Basic Composition 1000, English 1010, and English 2010/2020 writing courses. In AY 2015–2016, librarians taught for 25, 161, and 133 sections of these writing courses, respectively. Librarians have actively targeted upper-division research classes to teach students the unique databases and research tools of their individual disciplines. Librarians taught 101 of these specialized upper-division courses during the AY 2015–2016 academic year.

Tutorials² are available from the library homepage and throughout the website for point-of-need instruction. Text-based tutorials teach basic research skills and advanced skills for biology, marketing, nursing, nutrition, and psychology classes. A Canvas module was created in 2016 for the Basic Research Tutorial, and instructors can plug the module into their already existing Canvas courses to incorporate library instruction into their classes.

Librarians travel to satellite campuses to teach information literacy workshops for distance students. Distance education students may receive information literacy instruction via the online text-based and video tutorials. Library resources can be easily linked through UVU's course management software, Canvas. These students receive information about new services, collections, and events via social media. The library has an outreach librarian tasked as a resource for instructors teaching through nontraditional delivery methods.

In Fall 2016 the library conducted a faculty survey³ concerning library instruction in the basic writing classes (Basic Composition 1000, English 1010, and English 2010/2020). The library received 52 responses from faculty, which provided constructive feedback on the effectiveness of library instruction and suggestions for improvement in future semesters. Overall, surveyed faculty were extremely satisfied with the content and the presentation of the library instruction. Most common suggestions included ways to be more visually clear in the presentations and more direct when demonstrating live searches. Instructors that did not schedule with the library provided feedback on why they did not, and what they would like to have taught in the sessions in the future to improve learning.

The library offers a one-credit-hour elective course in library research, SLSS 1050. In the AY 2015–2016 academic year, 180 students completed this class. Students in all majors as well as all distance education students may enroll in this course for in-depth information literacy training.

Traditional instruction is only part of the library's efforts to educate UVU students, faculty, and staff about the wide variety of materials and services available to them. Marketing initiatives, directed by an in-house committee, perform an important role by reaching out to potential library users who do not attend on-campus research workshops. Librarians attend every new student orientation to market library services and collections.

In 2012, the Fulton Library was one of eight, and the only academic library, to win the American Library Association's prestigious John Cotton Dana Award⁴ for Public Relations for using games to orient students to the library. Beginning in the 2009-10 academic year, the library began offering two games that orient students to the library building and the library's website. Get a Clue⁵, which

runs during the first three weeks of each fall and spring semesters, introduces students to the Fulton Library by having them follow clues placed at key locations. Students playing the game receive a game piece with descriptions of library services and library contact information. LibraryCraft⁶, based on games such as World of Warcraft, is available online all year. This game introduces students to the library's online services, including article databases, the library catalog, ebooks, and electronic reserve, by having them locate resources needed to slay a dragon. Faculty in the English and Student Leadership and Success Studies departments encourage students to participate in the games by offering extra credit or assignment credit.

The George Sutherland Archives⁷ offer unique opportunities for student scholarship by regularly accepting interns from the history department and teaching them about document preservation and archival research.

Librarians present for faculty and staff at UVU's annual Summer University⁸ faculty and staff professional development program on topics such as new collections in the George Sutherland archives, new databases, information literacy instruction, and recommended personal reading. They visit new faculty orientations and department meetings to introduce faculty to the many resources available to them at the library. They also look for opportunities to present at faculty events. For example, librarians have taught sessions on copyright and information management for UVU's Office of Teaching and Learning. Brochures and maps are provided at new faculty orientation, faculty convocation, and new student orientations. Each librarian communicates regularly with assigned department liaisons and attends department meetings throughout the year.

Reference services, available in person and online, continue to be an important means of instruction for students, faculty, and staff in using the library's increasing variety of resources. Anyone can ask a librarian⁹ about research or library services at the reference desk or contact a librarian by phone, email, chat, or text. Since 2010, librarians answered an average of 10,000 questions each year. Between August and November 2016, librarians answered more than 1,000 questions¹⁰ per month.

1. Fulton Library, "Instruction Program," <http://www.uvu.edu/library/faculty/instructor-program.html>.

2. Fulton Library, "Library Tutorials," <http://www.uvu.edu/library/tutorials/index.html>.

3. Fulton Library, "Fall 2016 Instruction Survey Report," June 5, 2017 (pdf document).

4. American Library Association, "Winners of the 2012 John Cotton Dana Library Public Relations Award," April 24, 2012 (pdf document).

5. Fulton Library, "Instruction Program," <http://www.uvu.edu/library/faculty/instructor-program.html>.

6. Fulton Library, "LibraryCraft," <https://www.uvu.edu/library/librarycraft/>.

7. Fulton Library, "George Sutherland Archives," <https://www.uvu.edu/library/archives/>.

8. Human Resources, "Summer University Archive," <https://www.uvu.edu/summeruniversity/archive/index.html>.

9. Fulton Library, "Get Help," <http://www.uvu.edu/library/help/index.html>.

10. Fulton Library, "Fall 2016 Reference Statistics," April 3, 2017 (pdf document).

Standard 2.E.4

The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Assessment of library services is a central element of the library strategic plan¹. The library regularly conducts large surveys and numerous assessment projects to determine the effectiveness of library marketing, instruction, user experience, and workflow efficiency. LibQual was conducted in 2005, 2010², and 2015³ and will continue to be repeated in five-year cycles. The population from which the LibQual survey sample is drawn includes all UVU students regardless of which locations they attend or whether they take their courses through face-to-face or distance delivery methods.

In 2016, librarians assessed reference and instruction services. Feedback⁴ from students was gathered about reference to help the librarians improve their level of instruction at the reference desk and gauge their approachability. The librarians had opportunities to express how they felt each interaction went. The assessment⁵ carried forward into a monthly training series as part of the librarians' weekly meeting. An instruction program assessment⁶ gathered feedback from faculty who elected to attend and who did not attend the library's information literacy instruction sessions. Instructors were asked about the content, presentation, and marketing efforts of the program and given opportunities to comment on what improvements they would like to see. The instruction librarians will use the feedback to better market the sessions and improve the content of the presentations.

Faculty are regularly asked to assess the quality of instruction sessions. Library staff collect usage statistics from databases⁷, interlibrary loan⁸, and circulation⁹ to learn how UVU students, faculty, and staff are using library collections. These statistics are reported to the Association of College and Research Libraries (ACRL) every year for inclusion in national reports on library use.

The library also conducted a survey of UVU students through the campus-wide Student Omnibus Survey¹⁰ in Spring 2014. This survey included students regardless of location and delivery method.

Library staff frequently track and analyze database⁷ and collection⁹ usage statistics. When combined with regular collection inventories, library staff can monitor patterns of usage; replace and update damaged, lost, or obsolete items; identify subscription products that are no longer being used; and gain other important information needed to ensure the quality and adequacy of the library's varied collections.

In an effort to improve accessibility to online services, the library conducted accessibility testing¹¹ in 2015 before the launch of the newly redesigned library website. A similar test is planned for testing specific library content.

Security of library materials is evaluated on an as-needed basis. Most items in the library have an RFID tag to enable quick inventories of collections, which allow staff to identify security issues.

Security cameras are placed throughout the library building. Library staff regularly test restricted access doors (secured via proxy card access) to ensure they are working properly. The security of digital items is ensured through authentication when students are accessing materials off-site. Restrictions regarding copying and digital use of resources is abided by as outlined by the applicable agreements or cooperative arrangements.

The library director sits on the Utah Academic Library Consortium (UALC), which meets quarterly to discuss cooperative agreements and activities within the state. The consortium purchases databases jointly with funds held in the Utah State Board of Regents office. In addition, all UALC students have access to all higher education libraries in the state, including two private universities (Brigham Young University and Westminster College). This access ensures adequate support for all students regardless of their location or the delivery methods by which they take classes.

Librarians participate on several campus committees including Curriculum, Student Success and Retention, Copyright, the Forum on Engaged Reading, Academic Technology Steering, Nontraditional Student Committee, Merit Pay Committee, Scholarly and Creative Activities, and Faculty Senate. This committee work enables librarians to stay abreast of campus developments and respond quickly to university initiatives.

1. Fulton Library, “Strategic Plan 2016–2019,” March 14, 2016 (pdf document).
2. Fulton Library, “LibQual Comments,” <https://www.uvu.edu/library/about/libqual-comments.html>.
3. Fulton Library, “Annual Report, AY 2015–2016,” September 12, 2016 (pdf document).
4. Fulton Library, “Student Satisfaction Survey,” June 5, 2017 (pdf document).
5. Fulton Library, “Librarian Reference Assessment,” June 5, 2017 (pdf document).
6. Fulton Library, “Fall 2016 Instruction Survey Report,” June 5, 2017 (pdf document).
7. Fulton Library, “Database Statistics, 2016,” January 17, 2017 (pdf document).
8. Fulton Library, “Inter-Library Loan Tracking,” June 6, 2017 (Excel document).
9. Fulton Library, “2016 Circulation Summary,” June 6, 2017 (pdf document).
10. Institutional Research, “Omnibus Student Survey Spring 2014 Library Results,” May 27, 2014 (pdf document).
11. Assistive Technology Lab, “2016 ADA Library Assessment,” May 2016 (pdf document).

Standard 2.F: Financial Resources

Standard 2.F.1

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Financial stability. UVU’s financial position continues to be strong and stable¹. Even during the most recent recession with accompanying state tax fund reductions, net assets have increased. No accumulated deficit exists or has existed in the past 10 years. UVU maintains sufficient cash flows and reserves to support its programs and services. Cash flow, along with all other bank activity, is monitored daily to ensure 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 monitored daily to maximize return in accordance with policy and state statute. The Office of the Commissioner of Higher Education publishes a Fiscal Health Dashboard² which provides key metrics on UVU's financial performance.

Reserves are invested in accordance with the Utah State Money Management Act of 1974³, the Rules of the State Money Management Council⁴, the Uniform Management of Institutional Funds Act⁵, and Utah State Board of Regents policy. UVU Policy 205⁶, *Investments*, establishes policy and procedures that require compliance with the above acts, rules, and Board of Regents policy, including Board of Trustees appointment of a university treasurer and approval of the investment of institutional funds. The Board of Trustees reviews and approves monthly reports⁷ on investment activities. The Board of Trustees Audit Committee receives an annual investment report⁸ 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 R541⁹, *Management and Reporting of Institutional Investments*, defines the types of securities for the endowment funds and the conditions of those investment transactions.

Financial planning. As a state institution, the appropriated operating budget¹⁰ (primary budget) of the university is comprised of state tax funds and student tuition revenue. The State of Utah is constitutionally required to maintain a balanced budget. Planning for state tax funds is dependent on the state's economic forecast and demographic projections. Both the Legislative Fiscal Analyst's office and the Governor's Office of Management and Budget provide short- and long-range forecasts for state revenue which are regularly reviewed by UVU's Budget Office. The State Board of Regents annually submit a budget request to the governor and legislature; the legislature annually appropriates tax fund revenue to UVU. The legislature may also make mid-year budget revisions.

Tuition revenue is impacted by the number of enrolled students, tuition rates, and tuition discounting. Though tuition is included as an appropriation each year, universities may submit tuition revenue revisions through the State Board of Regents to the State Division of Finance for revenue beyond initial budget. UVU's Institutional Research and Institutional Effectiveness, Planning, and Accreditation Support offices provide long-range enrollment forecasts¹¹ and monitor actual enrollments¹². UVU's Strategic Plan for Growth¹³ indicates enrollment growth over the next ten years which informs UVU's revenue and expenditure planning. Long-range enrollment forecasts are reviewed annually by the Office of the Commissioner of Higher Education and approved by the State Board of Regents. Tuition rates and discounting are established in accordance with Regents Policy R510¹⁴, *Tuition and Fees*.

As the appropriated operating budget is subject to the volatility of state tax fund revenues and student enrollments, the university's budget includes annual contingency budgets; and, in accordance with Regents Policy R562¹⁵, *Non-Lapsing Funds*, UVU maintains a carryover balance of not less than four percent. Additional budgetary practices (including central benefits pool and central sweeping of vacancy savings) have allowed UVU to adapt to negative, short-term revenue changes with limited impact on programs/services during a budget year. Longer-term revenue

changes are addressed annually through the budgeting process to avoid any structural budget deficit and ensure that new year expenditure budgets reflect anticipated actual revenues. Base budget reductions for the 2009-10¹⁶, 2011–2012¹⁷, and 2013–2014¹⁸ fiscal years are evidence of this response to both base tax fund reductions and enrollment changes.

In addition to the appropriated operating budget, UVU plans and budgets auxiliary¹⁹ services, student programs, financial aid, grants and contracts, institutional investment income, service enterprises, and other self-supporting activities. These budgets are developed and monitored through collaboration with Finance and Business Services, the Budget Office, and the leaders of the various units. A number of these budgets are reviewed and/or approved by the Board of Trustees and/or Board of Regents in accordance with statute, Board of Regents policy, and Board of Trustees practice.

Major capital and facilities projects are planned and processed through the Board of Trustees, Board of 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 project requests. The State Board of Regents prioritize facility requests across the system and submit a prioritized list to the State Building Board. The Building Board weighs the requests of all state agencies (including higher education) and adopts a priority list²⁰ for legislative consideration. UVU may also present requests for non-state-funded facilities (typically student fee or donor funded) through a similar process to receive Board of Regents and legislative authorization. DFCM is responsible for project management, including financial responsibility, and all project funds flow through DFCM. Thus, the university's financial statements and plans do not include the direct revenues and expenditures for major capital and facilities projects. All facilities (once completed) are included as capital assets in the university's financial statements.

Obligations and Liabilities. Utah statute and Board of Regents policies govern capital debt for USHE institutions (Utah Code 53B-21²¹, *Revenue Bonds*; Utah Code 11-17²², *Utah Industrial Facilities and Development Act*; and Regents Policy R590²³, *Issuance of Revenue Bonds for Colleges and Universities*). 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 Board of Trustees, Board of Regents, and the legislature.

Annually, the Commissioner's office prepares a report¹ for the State Board of Regents on the university's financial strength and a summary of institutional indebtedness. Further, the Securities and Exchange Commission (SEC) requires continuing disclosures on all active bond; these disclosures are reported each January for the preceding fiscal year.

UVU has a very low debt ratio of 0.121:1 as of June 30, 2016. All of the bonded indebtedness is for capital facilities. The university maintains a debt service schedule for each bond and does not rely on operating funds to service bond debt.

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 \$453,420 for the year ended June 30, 2016, and the present value of net minimum lease payments under capital leases totaled \$4,395,194. The university maintains individual payment schedules for each capital and significant operating lease obligation.

Together, Finance and Business Services and the Budget Office monitor both short-term and long-term debt service requirements to ensure adequate resources.

1. Utah Valley University, “2016 Annual Financial Report,” March 3, 2017 (pdf document).
2. Utah System of Higher Education, “Fiscal Health Dashboard,” <http://fiscalhealth.higheredutah.org/uvu>.
3. Utah Code 51-7, Utah State Money Management Act
4. Utah State Treasurer, “Rules of the Money Management Council,” August 17, 2017 (pdf document).
5. Utah Code 51-8, Uniform Prudent Management of Institutional Funds Act
6. UVU Policy 205, Investments
7. UVU Foundation, “Cash and Investment Report,” December 2016 (pdf document).
8. Internal Audit, “Fiscal Year 2016 Report of Cash, Cash Equivalents, and Investments,” January 27, 2017.
9. Regents Policy R541, Management and Reporting of Institutional Investments
10. Budget Office, “AY 2016–2017 Operating Budget,” June 16, 2016 (pdf document).
11. Institutional Effectiveness, Planning, and Accreditation Support, “Population Enrollment and Resource Projections,” April 4, 2016 (pdf document)
12. Institutional Research, “Enrollment Reports,” <https://www.uvu.edu/iri/enrollment/student.html>
13. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
14. Regents Policy R510, Tuition and Fees
15. Regents Policy R562, Non-Lapsing Balances
16. Budget Office, “2009-10 Operating Budget,” June 11, 2009 (pdf document).
17. Budget Office, “AY 2011–2012 Operating Budget,” June 16, 2011 (pdf document).
18. Budget Office, “AY 2013–2014 Operating Budget,” June 20, 2013 (pdf document).
19. Finance, “Auxiliary Enterprises Income Statements FY12-FY16,” March 9, 2017 (pdf document).
20. Utah State Building Board, “Fiscal Year 2018 Building Board Capital Development Final Ranking,” October 11, 2016 (pdf document).
21. Utah Code 53B-21 Revenue Bonds
22. Utah Code 11-17, Utah Industrial Facilities and Development Act
23. Regents policy R590, Issuance of Bonds for Colleges and Universities

Standard 2.F.2

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Planning, Budget, and Assessment (PBA) is the campus-wide process¹ to address regular financial resource management. Effective planning and assessment leads to budget allocation decisions which

advance the university’s mission. Divisions and departments are encouraged to develop plans, implement initiatives, conduct assessment, and implement improvements that align with university plans. The foundation for planning at UVU is the mission statement supported by the core themes, administrative imperatives, and objectives. Each fall, divisions report to the campus community regarding their respective assessment as well as present high priority funding requests based on their annually updated, four-year divisional strategic plans. One-time and urgent base requests may be funded immediately. Base requests are generally funded after the legislature has met and tuition rates have been established for the following year (April).

UVU’s appropriated budget is comprised of state tax fund revenue appropriated by the legislature and tuition revenue. Tuition revenue projections are based primarily on actual enrollment/revenue for the current year combined with tuition rate projections for the following year. As a growing institution, tuition revenue from enrollment growth is a significant source of new revenue. This revenue provides additional one-time funds during the year in which the growth occurs as well as on-going funds for future years. In 2016, UVU updated its Strategic Plan for Managing Growth² which includes various measures used to guide the annually updated 10-year enrollment projections (see Figure 10) and informs enrollment and resource planning.

Tuition rates are established annually with review and approval of the Board of Trustees and Utah State Board of Regents. Each June, the Board of Trustees approves UVU’s appropriated, auxiliary, discretionary, and other key budgets. Budgeted revenue to actual revenue is reviewed monthly by the Budget Office who provides regular updates to the president and his Cabinet.

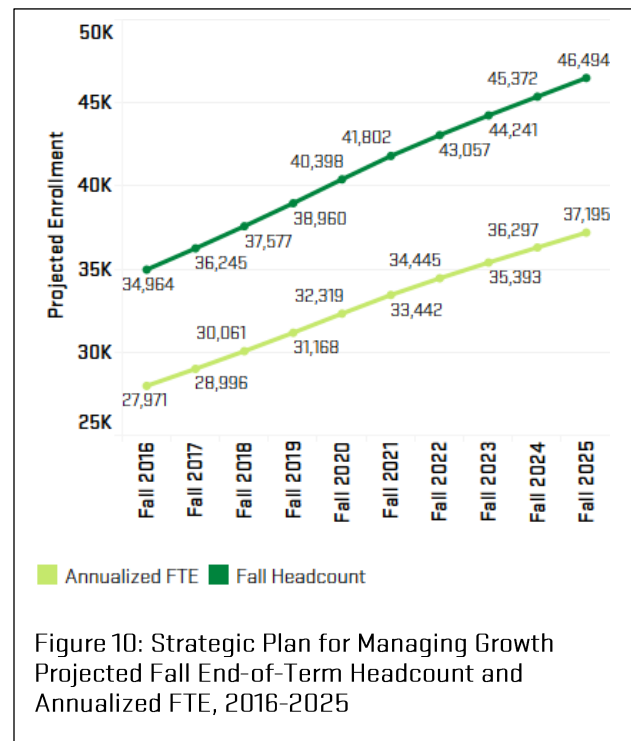


Figure 10: Strategic Plan for Managing Growth Projected Fall End-of-Term Headcount and Annualized FTE, 2016-2025

Annual budget³ and actual expenditure reports⁴ for auxiliary and service enterprises are prepared and presented to the Board of Trustees and Board of Regents. Auxiliary enterprises build budgets based on past performance and future projections. Budgets are compared with actual performance monthly and annually. Monthly profit and loss reports are prepared and reviewed by all managers, directors, and the Associate VP for Finance. Profits from auxiliary enterprises are transferred to an Unexpended Plant Fund annually and are available to use in debt service, physical facilities expansion, maintenance, and equipment repairs and replacement. Debt service for outstanding bonds is budgeted for and continuously monitored to ensure a minimum revenue of 110% of the bond payment (as required by bond covenant) is available to retire debt.

All grants and contracts are budgeted in accordance with award notifications. Budget revisions are made with approval of the granting entity.

UVU's centrally managed development program seeks and secures private funding for identified institutional priorities by identifying, cultivating, soliciting, and stewarding donors and prospects in a manner consistent with Council for the Advancement and Support of Education (CASE) Principles of Practice⁵, the Association of Fundraising Professionals' (AFP) Donor Bill of Rights⁶, and other industry best practices. Goals and performance metrics are assigned to individual staff, and roll up through departments to the Division of Development and Alumni Relations.

The university has recently completed several fundraising initiatives—securing \$15 million in scholarships, raising \$11 million for autism and an autism facility, over \$20 million for a performing arts facility, \$5 million for a major historic art project, \$3 million for the university's first-ever endowed chair, and several million more for various academic needs and initiatives. Each fundraising project had defined dollar goals and timelines. The Division tracks monthly progress to completion for each initiative as well as overall performance.

In 2016, the structure of the university development office was strategically enhanced with additional staff and resources and policy and procedure revisions designed to increase effectiveness and efficiency. The relationship with the UVU Foundation was strengthened, new foundation bylaws⁷ were adopted, and a new MOU with the university is being drafted with planned completion in 2017. A stronger and more well-defined interdependent relationship between the foundation and the university will result.

Additionally, the foundation's investment committee has realized significant success in maximizing returns on endowment investments, with results tracking higher than the national average for institutions of higher education.

The above efforts and results enable university administration to accurately and confidently plan and budget these non-tuition revenue sources.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, "Strategic Plan for Managing Growth 2016–2025 Update," December 1, 2016 (pdf document).
3. Budget Office, "AY 2016–2017 Operating Budget," June 16, 2016 (pdf document).
4. Finance, "Auxiliary Enterprises Income Statements FY12-FY16," March 9, 2017 (pdf document).
5. Council for Advancement and Support of Education, "Principles of Practice," http://www.case.org/Samples_Research_and_Tools/Principles_of_Practice.html.
6. Association of Fundraising Professionals, "Donor Bill of Rights," 2015 (pdf document).
7. UVU Foundation, "Bylaws of Utah Valley University Foundation, Inc.," August 26, 2016 (pdf document).

Standard 2.F.3

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Regents Policy R220¹, *Delegation of Responsibilities to the President and Board of Trustees*, acting in accordance with Utah Code 53B-1², *Governance, Powers, Rights, and Responsibilities*, 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 Utah State Board of Regents retains responsibility for the approval and submission of consolidated institutional and system budget proposals, including tuition and general student fees. Within this framework, the State Board of Regents and Board of 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, reduction of existing budgets, and reallocation of existing resources.

Regents Policies R501³, *Budgeting Definitions and Guidelines*; R510⁴, *Tuition and Fees*; R521⁵, *Dedicated Credits*; R535⁶, *Reimbursed Overhead*; R548⁷, *Institutional Discretionary Funds Administration and Accountability*; and R550⁸, *Auxiliary Enterprises Operation and Accountability*, outline procedures, processes and oversight for financial planning, budget development, and reporting for various areas of the university’s financial resources.

During the Utah System of Higher Education (USHE) budget request process, new funding initiatives are developed at both the institutional and system level. As initiatives are funded, UVU allocates new resources in accordance with legislative intent and institutional commitment. USHE and the Legislative Fiscal Analyst’s Office requires UVU submit a number of implementation reports including allocations of new tuition revenues, compensation funding, funded initiatives, special projects, etc.

Internally, 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, new initiatives, etc.). In 2003, the university developed and began utilizing a Planning, Budget, and Assessment (PBA) process to facilitate transparency and involvement in budgetary planning and prioritization.

Budget Development Participation. Throughout the PBA cycle, the President’s Executive Leadership Council is provided updates on the legislative budget request process and progress, revenue projections, possible new revenues and/or pending budget reductions, and timeline for decisions. In February/March of each year, the president convenes an All Leadership Meeting⁹ involving leaders from vice presidents to department chairs to identify key areas of focus during annual planning, budgeting, and assessment efforts. Budget request guidelines¹⁰ are published annually and posted to the Planning and PBA websites. Individual faculty/staff, department chairs,

directors, and leaders have opportunity to participate in the process. Participation may include developing initiatives and plans at the unit level, assisting deans and other leaders in establishing priorities, and attending and participating in PBA Conversations. The president, in consultation with President's Cabinet, determines allocations; President's Cabinet members are provided opportunity to review allocation decisions with their divisional leaders for revision, clarification, etc., prior to allocations being finalized. Faculty Senate and PACE are provided opportunity for review and input into compensation (salary and benefits) allocations. UVUSA develops student fee¹¹ proposals for consideration by President's Council, Board of Trustees, and Board of Regents. In accordance with statute, UVU holds a Truth-in-Tuition hearing each February/March to receive input on proposed tuition increases.

During the April "Hoagies with Holland" general university meeting, the president presents a summary of revenues and allocations to the university community. This information, including all budget allocations, is posted to the PBA website¹².

In compliance with Policy R220, the annual appropriated operating, institutional investment income, service enterprise, and auxiliary budgets¹³ are approved by the Board of Trustees and reported to the Board of Regents. These budgets are available on the Budget Office website¹⁴. As needed, budget revisions due to revenue or allocation changes are reviewed and approved by the Board of Trustees and Board of Regents. Auditors annually review the university's revenue and expenditures budget approval process to ensure compliance with statutes and policies.

1. Regents Policy R220, Delegation of Responsibilities to the President and Board of Trustees
2. Utah Code 53B-1, Governance, Powers, Rights, and Responsibilities
3. Regents Policy R501, Budgeting Definitions and Guidelines
4. Regents Policy R510, Tuition and Fees
5. Regents Policy R521, Dedicated Credits
6. Regents Policy R535, Reimbursed Overhead
7. Regents Policy R548, Institutional Discretionary Funds Administration and Accountability
8. Regents Policy R550, Auxiliary Enterprises Operation and Accountability
9. President Matthew S. Holland, "All Leadership Meeting," February 28, 2017 (pdf document).
10. Budget Office, "PBA Guidelines AY 2017–2018," August 3, 2017 (pdf document).
11. Student Council, "Student Fee Information," October 25, 2017 (pdf document).
12. Budget Office, "Current PBA Cycle," <https://www.uvu.edu/pba/current.html>.
13. Budget Office, "AY 2016–2017 Operating Budget," June 16, 2016 (pdf document).
14. Budget Office, "Budget Office Reports," https://www.uvu.edu/budget/budget_reports.html.

Standard 2.F.4

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

Utah Valley University maintains a centralized financial administration¹ under the Vice President of Finance and Administration for transaction processing, such as, procurement, payables, receipts, and payroll. Transactions are processed through the university's business information systems. All

financial activity is recorded in the financial system and is available to campus departments through weekly emails and financial system views. Revenues and expenditures² are reported in both summary and detail reports. The university's financial system follows Generally Accepted Accounting Principles (GAAP).

UVU utilizes Banner Finance by Ellucian for all accounting transactions and budgetary control. The financial system data is posted to a peripheral trial balance system to facilitate annual financial statements³ prepared in conformity with accounting principles generally accepted in the United States. In addition to the financial system, separate Banner applications process human resource/payroll and student activity information and feed the financial system with summary accounting information. The Banner Student and Banner Financial Aid systems maintain student accounting and financial aid records and also process cash receipts for departments and students, and feed summary transaction data to the financial system. The Banner Human Resources system provides position control and payroll accounting, also passing summary transaction data to the financial system.

Sufficient and effective internal controls are in place and internal controls are reviewed and evaluated on a consistent basis. The Controller's Office considers the effectiveness and efficiency of internal control processes as part of its routine planning. Ongoing training⁴ is provided to all staff and access to the accounting system is approved and monitored on an ongoing basis. UVU Policy 207⁵, *Internal Audit Department*, establishes policies, procedures, objectives, and authority for effective internal auditing and oversees a comprehensive program of reviews and audits under the direction of the university president and within the policies established by the State Board of Regents. Results and plans of the internal audit function are reported and approved by a sub-committee of the Board of Trustees.

1. Finance and Administration, "Organization Chart," March 31, 2017 (pdf document).
2. Utah Valley University, "2016 Annual Financial Report," March 3, 2017 (pdf document).
3. Finance and Business Services, "Annual Financial Reports, 2002-2016,"
<https://www.uvu.edu/finance/reports/index.html>.
4. Internal Audit, "Information and Training," https://www.uvu.edu/audit/information_and_training/index.html.
5. UVU Policy 207, Internal Audit Department

Standard 2.F.5

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Major capital and facilities projects are planned and processed through the Board of Trustees, Utah State Board of 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.

UVU's capital planning is based on the university's mission, core themes, and objectives. The university administration annually reviews facility needs for the university and adopts a prioritized list¹ of state-funded building projects consistent with UVU's mission and core themes. University facilities planning is guided by the UVU Facilities Master Plan², which was extensively updated in November 2016 guided by UVU's mission and core themes with input from faculty, staff, administrators, students, and the community. This Master Plan provides a long-range vision for the existing Orem Campus and the planned Vineyard Campus. Small facilities projects are funded through the annual Planning, Budget, and Assessment (PBA) process, which requires all budget requests to demonstrate that they support one or more of UVU's core themes or administrative imperatives.

In accordance with Regents Policy R741³, *Capital Development Prioritization–CDP*, the State Board of Regents utilizes an annual capital development project evaluation cycle for analysis and prioritization of 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, and other factors to develop a prioritized list of state-funded building needs. The State Board of Regents reviews the outcome of the process and adopts a final prioritized list⁴ of building needs for the USHE. This list is presented to the State Building Board⁵. The Building Board also has a formula it uses to prioritize all building requests within the state. The Building Board's list⁶ 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 or donor funded) through a similar process to receive Board of 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 State Board of 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.

Utah statute and Board of Regents policies govern capital debt for the USHE institutions (Utah Code 53B-21⁷, *Revenue Bonds*; Utah Code 11-17⁸, *Utah Industrial Facilities and Development Act*; and Regents Policy R590⁹, *Issuance of Revenue Bonds for Colleges and Universities*). 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 Board of Trustees, Board of Regents, and the legislature.

Additionally, the Office of the Commissioner of Higher Education (OCHE) is charged with preparing and submitting an annual report¹⁰ to the State Board of Regents on each USHE

institution's 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.

Debt Oversight. UVU has a very low debt ratio of 0.121:1 as of June 30, 2016. All of the bonded indebtedness is for capital facilities. The university maintains a debt service schedule for each bond and does not rely on operating funds to service bond debt. Revenue bonds were issued by the State Board of 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 profits¹¹ from the bookstore, dining services, the student center, and the fees from the parking structure. The series of bonds have a coverage requirement of 110%. Historically, the revenue coverage required by the bonds has been exceeded since issuance.

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 \$453,420 for the year ended June 30, 2016, and the present value of net minimum lease payments under capital leases totaled \$4,395,194. 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.

1. Facilities, "2016 PBA Discussion," November 8, 2016 (pdf document).
2. Utah Valley University, "Campus Master Plan," November 18, 2016 (pdf document).
3. Regents Policy R741, Capital Development Prioritization–CDP
4. Utah System of Higher Education, "Capital Development Prioritization Process 2017 General Session," September 15, 2016 (pdf document).
5. Utah State Building Board, "Five Year Building Program: 2017 General Session," February 10, 2017 (pdf document).
6. Utah State Building Board, "Fiscal Year 2018 Building Board Capital Development Final Ranking," October 11, 2016 (pdf document).
7. Utah Code 53B-21 Revenue Bonds
8. Utah Code 11-17, Utah Industrial Facilities and Development Act
9. Regents policy R590, Issuance of Bonds for Colleges and Universities
10. Utah Valley University, "2016 Annual Financial Report," March 3, 2017 (pdf document).
11. Finance, "Auxiliary Enterprises Income Statements FY12-FY16," March 9, 2017 (pdf document).

Standard 2.F.6

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations

Utah Code 63J-1¹, *Budgetary Procedures Act*, 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 audit² ensure compliance of transfers among funds and interfund borrowing.

UVU does not depend on auxiliary enterprises or service enterprises to support the general operations of the institution. As shown in the summary financial statement ³for auxiliaries, the Bookstore, Dining Services, Student Life and Wellness Center, and Sorensen 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. The Bookstore and Dining Services are funded primarily by sales of goods; the Sorensen Student Center and Student Life and Wellness Center are funded mainly by student fees. During the past five years, auxiliary annual net income has ranged from \$38,438 to \$258,618, with a five-year average of \$113,414. 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.

1. Utah Code 63J-1, Budgetary Procedures Act
2. Utah Valley University, “2016 Annual Financial Report,” March 3, 2017 (pdf document).
3. Finance, “Auxiliary Enterprises Income Statements FY12-FY16,” March 9, 2017 (pdf document).

Standard 2.F.7

For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

In compliance with the Utah Constitution and Utah Code 67-3¹, *Auditor*, UVU is audited annually by the Utah State Auditor’s office. These annual audits 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. An audit, in accordance with OMB Circular A-133, is also conducted by the Utah State Auditor’s office of the university’s federally funded programs including financial aid. At the conclusion of the audit², an auditor’s report and management letter³ are provided to the university. Findings and recommendations are reviewed and implemented as appropriate by administration. The results of the audit are presented to the Board of Trustee Audit Committee by the Utah State Auditor’s office. Audited financial statements are provided to the State Board of Regents and UVU Board of Trustees, and are made available to the public⁴.

1. Utah Code 67-3, Auditor
2. Utah Valley University, “2016 Annual Financial Report,” March 3, 2017 (pdf document).
3. Utah State Auditor, “2016 Audit of Utah Valley University,” January 17, 2017 (pdf document).
4. Finance and Business Services, “Annual Financial Reports, 2002-2016,” <https://www.uvu.edu/finance/reports/index.html>.

Standard 2.F.8

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

All university fundraising activities are governed by and in compliance with Board of Trustees policies and are overseen by the Vice President for Development and Alumni Relations who reports to the president of the university. All activities are conducted in a professional and ethical manner consistent with guidelines adopted by the Council for Advancement and Support of Education¹ (CASE), the National Association of Charitable Gift Planners (CGP)², the Association of Fundraising Professionals (AFP), and other professional organizations serving the development community. Practices followed include CASE Reporting Standards and Management Guidelines³, AFP Code of Ethical Standards⁴, AFP Donor Bill of Rights⁵, and others. In July 2017, Development and Alumni received the prestigious CASE Educational Fundraising Award⁶, an honor given to superior fundraising programs at educational institutions across the country.

The university maintains a relationship with the Utah Valley University Foundation. The foundation's Articles of Incorporation⁷ and Bylaws⁸ and UVU Policy 231⁹, *Fund-Raising Coordination*, define the university's agreement with the foundation. The foundation is incorporated under the laws of the State of Utah and acts and operates exclusively for the university's benefit. The foundation has no employees and operates within the university's Division of Development and Alumni Relations with the Vice President for Development and Alumni Relations serving as CEO, with full board voting rights, by right of his or her position with the university. The university president also serves on the board and has full voting rights. All activities of the foundation are monitored within the formal university administrative structure. The university has a clearly defined relationship with the foundation.

1. Council for the Advancement and Support of Education, "Principles of Practice for Fundraising Professionals at Educational Institutions," July 2014 (pdf document).
2. National Association of Charitable Gift Planners, "Planned Giving Standards," <https://charitablegiftplanners.org/standards>.
3. Council for the Advancement and Support of Education, "Introduction to the CASE Reporting Standards & Management Guidelines, 4th edition," March 21, 2017 (pdf document).
4. Association of Fundraising Professionals, "Code of Ethical Standards," October 2014 (pdf document).
5. Association of Fundraising Professionals, "Donor Bill of Rights," 2015 (pdf document).
6. Council for Advancement and Support of Education, "CASE Fundraising Award Notification," July 24, 2017 (pdf document).
7. UVU Foundation, "Articles of Incorporation," October 15, 2008 (pdf document).
8. UVU Foundation, "Bylaws of Utah Valley University Foundation, Inc.," August 26, 2016 (pdf document).
9. UVU Policy 231, Fund-Raising Coordination

Standard 2.G: Physical and Technological Infrastructure

Standard 2.G.1

Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

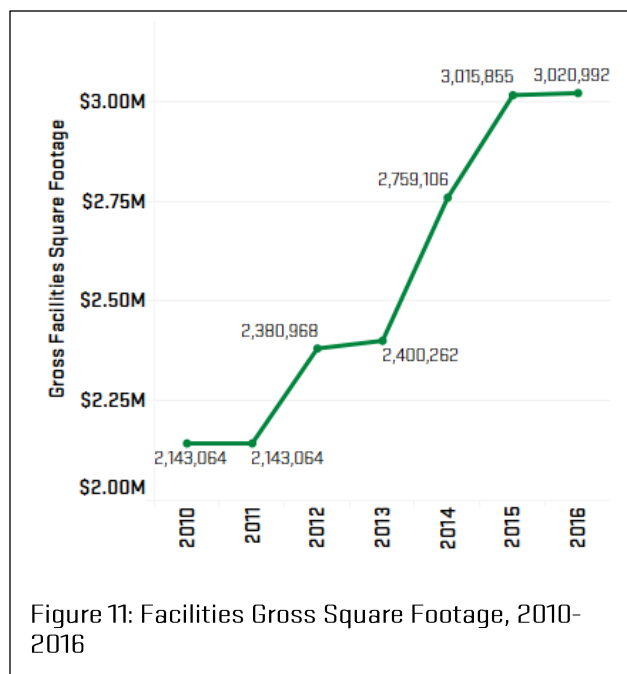
The facilities and maintenance departments at Utah Valley University take pride in the function and appearance of the buildings. The primary purposes of UVU's facilities are to support academic programs and provide an enriching learning environment. From Fall 2010 to Fall 2017, UVU added approximately one million square feet of building space and purchased 225 acres of property for a future campus (see Figure 11). Its facilities construction projects are prioritized through the Utah State Building Board's Five-Year Building Program¹.

In Fall 2016, UVU broke ground on a 130,000 square foot, Noorda Center for the Performing Arts² funded with private donations totaling \$22 million combined with a state appropriation of \$32 million. In Spring 2017, UVU completed construction on the Cole Nellesen Building which houses the Melisa Nellesen Center for Autism³, entirely funded by private donations. In Summer 2017, construction was completed on the NUVI Basketball Center⁴, a privately funded practice facility for athletics. UVU is actively engaged in a fundraising campaign and in the new facility request process with the State for a new business building. Other new buildings since 2010 include Business Resource Center, Classroom Building, Science Building, and Student Life & Wellness Center.

The addition of the Student Life and Wellness Center⁵ (2014) has added several programs that contribute to healthy living and working. Massage, cooking demonstrations, various exercise classes, and recreation programs are available in the building. The center is available to all students at no additional cost; alumni, faculty, and staff have access for a small fee. The Center was awarded LEED Silver certification⁶.

UVU is actively planning for growth of its facilities. UVU's initial and 2016–2025 update of the Strategic Plan for Managing Growth⁷ identify needs for additional facilities combined with improved scheduling efficiency and expansion of online and hybrid course and program offerings. In November 2016, the State Board of Regents approved UVU's Facilities Master Plan⁸ which outlines the future of UVU's main Orem campus and the development of the 225 acres in Vineyard.

All of the buildings are accessible, safe, and secure. Door access is controlled by both key and electronic means. Keys and proximity cards are given to individuals as authorized in accordance with UVU Policy 402⁹, *Keys and Proximity Cards*. Custodial personnel lock the campus each evening and the Police Department unlocks the campus each morning. Accessibility is governed by UVU Policy 152¹⁰, *Accommodations for Individuals with Disabilities*, and assessed regularly by the State of Utah; any deficiencies noted are corrected or added to the capital improvement process for correction. All buildings have push-button door openers, elevators, and ramps as required by the Americans with Disabilities Act and building codes.



Indoor air quality and daylighting are important to the planners at UVU. The two newest instructional buildings constructed at UVU have been awarded LEED Silver or Gold¹¹ status. Older building HVAC systems have been upgraded to provide better comfort to building occupants. Campus buildings are attractive and functional. They are designed and built with a planned 50-year life cycle; longer durations are anticipated due to the routine maintenance given to the major systems.

1. Utah State Building Board, "Five Year Building Program: 2017 General Session," February 10, 2017 (pdf document).
2. University Marketing and Communications, "UVU breaks ground on Noorda Center for the Performing Arts," December 2, 2016 (pdf document).
3. Sustainability, "What UVU is Doing: Melisa Nellesen Center for Autism," 2017 (pdf document).
4. Utah Valley Wolverine Athletics, "UVU breaks ground on NUVI Basketball Center," June 22, 2016 (pdf document).
5. Campus Recreation, "Student Life and Wellness Center," <http://www.uvu.edu/campusrec/slwc/>.
6. Sustainability, "What UVU is Doing: Student Life and Wellness," 2017 (pdf document).
7. Institutional Effectiveness, Planning, and Accreditation Support, "Strategic Plan for Managing Growth 2016–2025 Update," December 1, 2016 (pdf document).
8. Utah Valley University, "Campus Master Plan," November 18, 2016 (pdf document).
9. UVU Policy 402, Keys and Proximity Cards
10. UVU Policy 152, Accommodations for Individuals with Disabilities
11. U.S. Green Building Council, "Science and Classroom Buildings LEED Score Cards," September 2015 (pdf document).

Standard 2.G.2

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

UVU's Office of Emergency Management and Environmental Health and Safety (Health and Safety) monitors the use, storage, and disposal of hazardous materials in accordance with UVU's prescribed procedures and OSHA Hazardous Materials Standards. The Health and Safety meets monthly with the Chemical Safety Committee to monitor the use and disposal of chemicals by UVU. Storage of dangerous chemicals on campus is monitored through the departments that use the materials, Health and Safety, and 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.

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 Procedures¹ are placed at 194 locations throughout campus, giving students, faculty, and staff access to the Campus Emergency Plan².

The primary user of hazardous materials at UVU is the College of Science. The college's procedures regarding hazardous materials can be found in the Chemical Hygiene Plan³ and the Laboratory Safety Manual⁴. These documents have been written and are maintained by the chemical lab manager. The plan is posted on the College of Science Laboratory Safety⁵ and the UVU Safety and Emergency Management⁶ websites. The chemical lab manager trains all lab managers and students to the safety procedures outlined in the plan. The Department of Chemistry 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 and Safety.

The Health and Safety's assessment process identified concerns with risks related to inappropriate disposal of hazardous waste, reflecting challenges with the cost to departments of proper disposal. In July 2016, UVU established a central fund that pays for the removal of hazardous waste from campus. This funding assists departments in getting rid of chemicals they no longer need or use without having to pay from their department budgets. This information is advertised frequently through the month safety meeting.

Health and Safety is currently working on a way to capture information on all chemicals that come onto campus so they can be added to a program that inventories chemicals across campus. Inventory of hazardous materials has been completed in the science departments. The focus is currently on

getting an inventory of the rest of the campus. This inventory has identified several unnecessary chemicals for removal, which was completed by our hazardous waste disposal vendor.

1. Police Department, “Emergency Procedures,” https://www.uvu.edu/police/emergency_procedures/.
2. Emergency Management, “Emergency Plans,” http://www.uvu.edu/safety/emergency_management_section/index.html.
3. College of Science, “Laboratory Chemical Hygiene Plan,” January 2016 (pdf document).
4. College of Science, “Laboratory Safety Manual,” December 2013 (pdf document).
5. College of Science, “Laboratory Safety,” <https://www.uvu.edu/csh/lab-safety.html>.
6. Safety and Emergency Management, “Safety/Emergency Management,” <https://www.uvu.edu/safety/>.

Standard 2.G.3

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The master plan for Utah Valley University physical facilities development is consistent with the mission and long-range educational plan of the university. Regents Policies R701 through R714¹ and Regents Policy R741², *Capital Development Prioritization—CDP*, govern capital facilities master planning and oversight. UVU complies with these policies.

The Utah State Board of Regents met on the campus of Utah Valley University on November 18, 2016, and approved the UVU Facilities Master Plan³. This plan was approved by the UVU Board of Trustees on October 12, 2016. The plan approved was developed over the preceding 18 months. Meetings with campus and community stakeholders were held, first for input then followed with opportunities for comment. Starting as a plan for the development of the 225 acre Vineyard campus the need for a comprehensive plan for the Orem campus became apparent. The UVU mission, core themes, and administrative imperatives as well as the Academic Master Plan Draft⁴ being developed concurrently became important drivers for the facilities master plan for both campuses. The Utah Department of Transportation, the Utah Transit Authority, and the Mountainland Association of Governments were participants in the plans development. The plan was also reviewed with civic leaders of Orem and Vineyard.

The resultant Facilities Master Plan, approved by the State Board of Regents, is a phased plan for both campuses and shows the migration of some programs and services providing opportunity for development of additional space on the Orem campus. This master plan is reviewed annually by President’s Council to ensure that building requests to the State of Utah are following the plan. More frequent consultation of the plan is made by the Facilities Department as infrastructure and future planning needs are considered. Regents Policy R710-4.5.2⁵: *Campus Facilities Master Plan, Capital Facilities*, requires that campus facility master plans be approved by the State Board of Regents every two years. The next master plan approval for UVU will occur during November of 2018.

The Information Technology Master Plan⁶ reflects periodic updates to facilities planning. The current plan was completed in 2013, and will be updated in Fall 2017.

1. Regents Policies Section 7, “Capital Facilities,” <https://higher.utah.gov/policies/#section7>
2. Regents Policy R741, Capital Development Prioritization—CDP
3. Utah Valley University, “Campus Master Plan,” November 18, 2016 (pdf document).
4. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
5. Regents Policy R710, Capital Facilities
6. Information Technology, “Information Technology Master Plan, 2014–2017,” November 2013 (pdf document).

Standard 2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Physical infrastructure equipment is sufficient in quantity and quality to support the functions and mission of UVU.

The State of Utah is generous in its support of existing facilities in higher education. UVU prioritizes and is annually funded¹ for capital improvement projects. These projects, largely administered by the State Division of Facilities Construction and Management, allow UVU to keep HVAC systems, electrical distribution, and other infrastructure including piping and irrigation systems up-to-date and working well. Funding, calculated on a percentage of facility values, was \$4 million in AY 2016–2017², which has been consistent for the past several years. The Utah Building Board approves capital improvement projects annually. UVU’s annual request is prepared by the UVU Facilities department and approved by President’s Council.

Through UVU’s Planning, Budget, and Assessment (PBA) process, smaller equipment replacements are requested and funded. In 2015, a request for \$227,000 for equipment replacement and purchases was made and the university provided ongoing funds of \$125,000. In April 2017, Facilities request for \$192,000 was funded with one-time funds. The Information Technology Strategic Plan³ prioritizes resource requests for IT equipment maintenance and improvement.

Instructional equipment, such as science and computer labs, is purchased and maintained by the colleges/schools. Each year in PBA, colleges/schools submit requests for unusual or expensive equipment that they may not be able to fund through their ongoing budgets. Further, each division is allowed to carryforward up to five percent of adjusted budget from one fiscal year to the next to assist with large purchases. Through the PBA process, the College of Technology and Computing, the College of Science, and the School of the Arts have received ongoing funds for R&R of instructional equipment. CTE programs may request funding for new and replacement equipment from Perkins funds allocated to UVU. The university has created nontraditional specialized labs, purchasing lab equipment as specialized as a NMR spectroscope (Chemistry), 3D printers (Engineering Graphics and Design), and flight simulators (Aviation), among others.

Classroom technology—projectors, monitors, consoles—is mostly funded centrally and regularly updated and replaced on a five- to seven-year schedule. UVU has created experimental classrooms and spaces where faculty can facilitate learning through real-life, real-time information, as in the

Woodbury School of Business's Bloomberg Lab, or having students work in pods with specialized computer equipment that supports cooperative work, as seen in the Woodbury School of Business and the Classroom Building collaborative classrooms. Such equipment encourages pedagogical experimentation that increases student success.

1. Facilities, "Fiscal Year 2018 Improvement Request," 2017 (pdf document).
2. Facilities, "Fiscal Year 2017 Improvement Projects," 2017 (pdf document).
3. Information Technology, "Information Technology Master Plan, 2014–2017," November 2013 (pdf document).

Standard 2.G.5

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Information Technology Services provides appropriate and adequate technology systems and infrastructure that support the university's mission and services, wherever they are offered and however they are delivered. Through an effective Information Technology Strategic Plan¹ and creative use of resources and personnel, IT Services has been able to construct, source, and maintain viable, useful technology that supports UVU's management and operational functions, academic programs, and support services.

UVU is a technology-dependent institution with more than 6,000 computers and 500 servers connected to a 10 gigabit network backbone. Information Technology resources at UVU support the main campus as well as satellite locations. This includes five open student computer labs; 92 departmental student labs; faculty and staff desktop and laptop computers; mobile devices such as iPads; the phone system; Ellucian Banner administrative system; email and network file storage for all faculty, staff, and students; a portal/intranet; campus announcement system²; emergency messaging system; digital messaging system; imaging system; and an online (Canvas) course management system for all courses. Wireless network connections and open ports are available around campus for faculty and students to use. UVU supports a video production studio, and contributes to course programming on three cable television stations through UVU TV³. The university has over 280 media-enhanced classrooms that are centrally supported.

UVU is connected to the Utah Educational Network (UEN) and partners with this state network to provide internet access, Internet2 and National Lambda Rail access, as well as connections across the state of Utah to other higher education institutions and K-12 schools. Through this collaboration, UVU teaches two-way interactive video/audio courses to more than 140 sites within the state to serve students and faculty in the educational delivery process. Online courses and resources for traditional courses are delivered to students through Canvas and Canvas allows for interactions between students and faculty and other students in their courses.

UVU uses the Kaltura media platform for the delivery of instructional videos. Using this system, faculty and staff can better understand when and how often students watch videos within a course.

Kaltura allows for closed captioning and videos can be presented in a variety of sizes and formats to meet both desktop and mobile standards.

The Office of Teaching and Learning is implementing Wendia's POB System to monitor proctors for tests in nontraditional course delivery methods. This system allows for efficient and secure certification of off-site proctors.

Information Technology has developed and supports a number of systems that support the functional operations of the university such as the Time and Leave Entry System (TIMS), myUVU (intranet portal), and R25 Scheduling.

Information Technology serves all of the students of the university in providing technology and online services for them. Students are the largest growing segment of IT's service population with HelpDesk calls from students growing at a high rate annually. In addition, the students are the exclusive users of the open student labs and have available technology equipment for checkout as well as computer rental. A campus-wide wireless network is available to them. Online systems include admissions, registration, communications, learning/course management systems, parking, and bookstore. UVU, along with other state partners, participate in a disaster recovery data center located in Richfield, Utah.

1. Information Technology, "Information Technology Master Plan, 2014–2017," November 2013 (pdf document).
2. Utah Valley University, "UVU Announce," <https://www.uvu.edu/uvuannounce/>.
3. Studios and Broadcast Services, "UVU TV," <https://www.uvu.edu/uvutv/>.

Standard 2.G.6

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

UVU provides the following resources for instruction and support of faculty, staff, students, and administrators in the effective use of technology and technology systems:

1. IT HelpDesk: Phone, chat, or walk-in service that provides technical support to all of the above audiences.
2. The Lab: The Lab, which is part of the Office of Teaching and Learning, provides walk-in service and instruction to faculty and directly supports the use of technology in instruction. The Lab serviced more than 1,500 requests for support (by email, phone, walk-in, and by appointment) in the AY 2016–2017 academic year. Regular training opportunities are provided to UVU faculty by The Lab. Additionally, The Lab produces a calendar of training activities each semester that support the integration of education technology into teaching practice. This training leads to non-credit certification of professional development.
3. Teaching with Technology Training: The Office of Teaching and Learning compiles and distributes an annual EdTech Toolkit¹ to UVU faculty. This resource outlines recommended technology tools for use in the classroom. The EdTech Toolkit informs the calendar of training activities that is offered each semester by The Lab.

4. **Course Specialist Support for Online and Hybrid Courses:** This group provides technical support for any faculty or student who uses the LMS (Canvas) as part of their teaching or learning. Primarily, these staff support instructors and students who are participating in an online or hybrid course. In AY 2016–2017, the course specialist team serviced more than 2,000 support tickets from faculty and staff. In that year, this team supported more than 1,200 online instructors and 250 hybrid instructors (over three semesters).
5. **Area Technicians:** Technicians are assigned to areas of the university to support the faculty/staff in that school, college, or division. They provide one-on-one technical help and instruction as needed and requested by the area they are assigned to.

In addition, instruction is provided upon request and needs through workshops and training classes by various organizations across the campus including Community and Continuing Education, academic departments, Office of Information Technology and its departments, The Lab, Office of Teaching and Learning, Business Office, Human Resources, Advising, and others. As technology systems and/or software changes are added, technical and functional staff are provided opportunities to attend trainings off-site or on-campus. Recent examples include Concur, SciQuest (Wolverine Marketplace²), Tableau, ARGOS, and Civitas. Faculty and staff are provided opportunities to participate in professional development through attendance at conferences presented by vendors such as Ellucian Live, InstructureCon, EduCause, Tableau Conference, etc.

1. OTL Lab, “OTL EdTech Toolkit,” April 3, 2017 (pdf document).
2. Procurement and Contract Services, “Wolverine Marketplace,” <http://www.uvu.edu/procurement/marketplace.html>.

Standard 2.G.7

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Utah Valley University has a technology governance structure in place that provides for input on technology issues from a variety of constituents. There are several committees¹ on campus that comprise the governing structure for Information Technology. All committees, except the University Communications Committee (UCC), which reports directly to President’s Council, report up through the vice president’s IT Oversight committee. These committees are comprised of individuals from departments across campus and include student representation as well.

- IT Oversight Committee (Overall university IT governance and decision making committee with all vice presidents, the CIO, two academic IT representatives, one facilities representative, one student government representative, one purchasing representative, and two central IT representatives.)
- University Communications Committee (university-wide representation that works with web and communications issues)
- Enterprise Applications Committee (university-wide representation in charge of all enterprise applications)
- Infrastructure Planning Committee (major infrastructure clients and IT staff working with decisions regarding network, server, data center, wiring, etc.)

- Technology Support Committee (representative of all technical staff across the university—recommends standards and best practices)
- Academic Technology Steering Committee (representative of all academic schools, colleges, and divisions—gives strategic direction)
- Campus Information Security Committee (representatives from key areas—coordinates IT security concerns and standards)
- Enterprise Applications Management Team (university wide representatives—manages day-to-day decisions for Administrative systems)
- Business Intelligence Executive Team (university-wide representatives—coordinates campus-wide BI standards, projects, systems, architecture, tools, and best practices)

Interaction between IT and academic units is done through the Academic Technology Steering Committee where feedback is sought and proposals are presented for better support of the academic units. IT, Academic Technology, and academic schools have technicians placed in the various schools and colleges whose primary role is to serve the academic areas and coordinate with central IT. Much of this coordination is done through the Technology Support Committee.

1. Information Technology, “IT Committees,” <http://www.uvu.edu/oit/leadership/committees/index.html>.

Standard 2.G.8

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Annually during the Planning, Budget, and Assessment (PBA) process, the funding¹ of update and replacement of technology is reviewed. Data is gathered on the age, quantity, and location of aging hardware and funding is allocated to the most critical needs. In addition, over the past 10 years, on-going funding has increased for the repair and replacement of technology with progress being made each year towards funding cycles of seven years for infrastructure such as servers, storage, classroom technology, and networking; five years for computers and laptops; and four years for wireless networking. Currently on-going funding is about 60% of what is needed for the cycles but one-time funding is used to close the gap. The average life-time of a desktop computer or laptop is five years on campus and computers older than five years that are sent to surplus are not allowed back on campus.

Software is kept up to date through department lab funds with the maintenance of major university-wide software packages being funded centrally such as Adobe Creative Cloud Suite, Microsoft Office and Office 365, Qualtrics, BOX, SPSS, NVivo and Stata software. Each department is required to maintain their own replacement plan and funding for specialized software. Schools/colleges allocate funding within their units to support technology costs and/or may request funding from Academic Affairs resources and PBA. Divisions are allowed to carryforward up to five percent of adjusted budget to the next fiscal year providing opportunity for units to support sporadic large purchases and/or support R&R of hardware.

1. Finance and Administration, “Planning, Budget, and Assessment,” November 8, 2016 (pdf document).



INSTITUTIONAL PLANNING



Institutional Planning

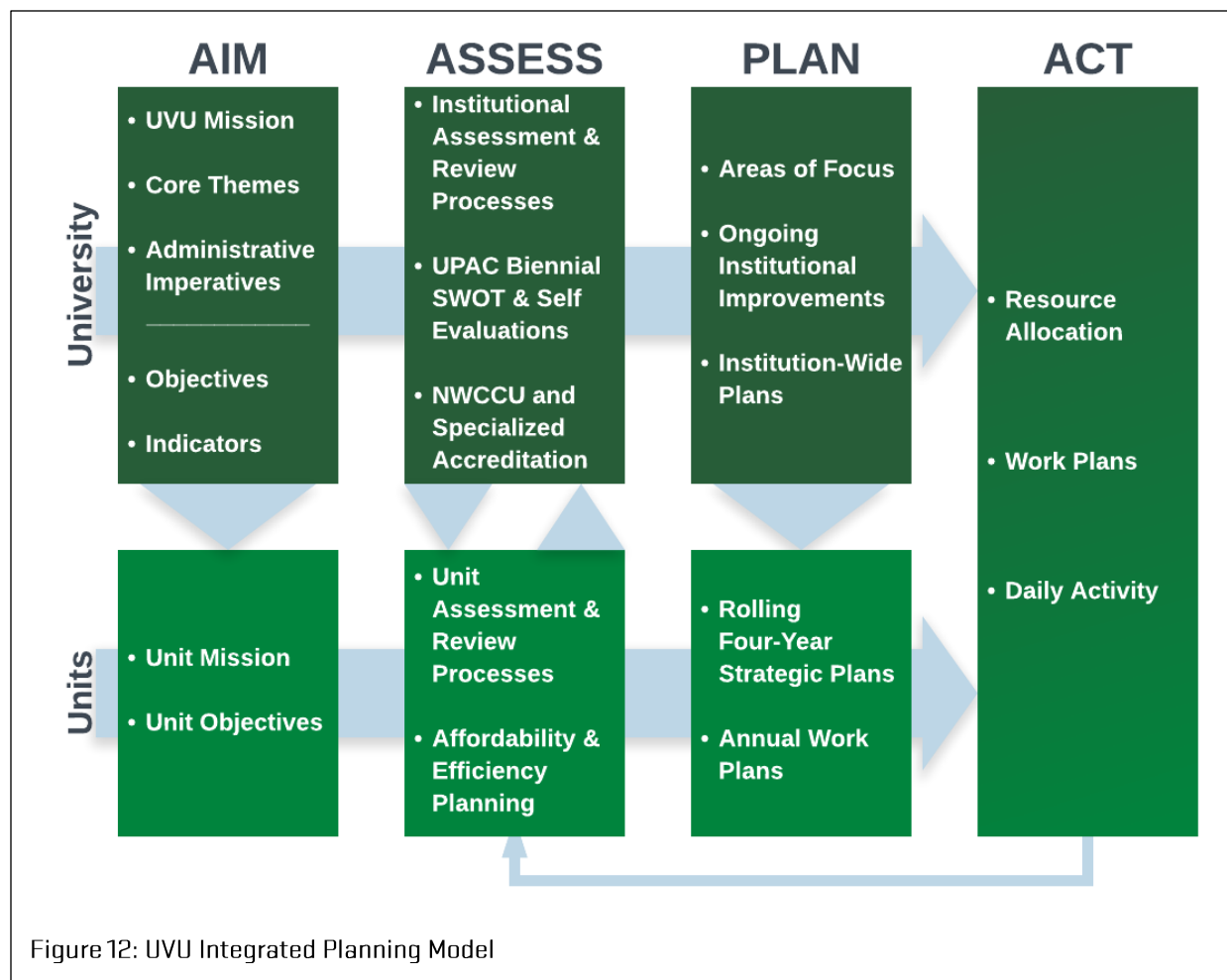
Standard 3.A Institutional Planning

Standard 3.A.1

The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

Utah Valley University's integrated planning, assessment, decision-making, and resource allocation process, which operates across the comprehensive, core theme, and programs and services levels, drives achievement of the university's mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. "Planning" is shorthand for the entire complex of activities within this approach. Planning begins from the UVU mission, core themes and administrative imperatives, associated objectives, and indicators. These establish the fundamental aims of the university as a whole and all of its individual units. Assessment activities at both the institutional and unit levels determine needs for strategies. The university identifies major strategic directions through long-term plans and the annual Planning, Budget, and Assessment (PBA) areas of focus, which inform and guide unit strategic plans. These plans are put into action through resource allocation processes and routine operational efforts.

Planning at UVU is composed of a series of interconnected planning activities that ensure activities at all levels of the university support UVU's mission. UVU's planning process consists of three components: assessment of the mission and core themes, extended-term institutional plans for specific dimensions of the mission and core themes, and the annual unit strategic planning and PBA process. All of these components utilize integrated planning, assessment, decision-making, and, where appropriate, resource allocation processes that should not be understood separately. Similarly, comprehensive, core theme, and program and service planning are fully integrated and should not be understood as distinct processes. UVU's Integrated Planning Model, based on an Aim-Assess-Plan-Act methodology (see Figure 12).



Mission Fulfillment Planning. The foundation of all planning components is the institution’s mission as articulated by its four core themes (Student Success, Serious, Engaged, and Inclusive) and their objectives. Student Success is regarded as “the core of the core,” with Serious, Engaged, and Inclusive representing both dimensions of student success and paths to it. The university also maintains three administrative imperatives (Operate Ethically and Effectively, Manage Growth, and Secure Resources) with associated objectives. These imperatives are key practices and principles critical for sustained fulfillment of the university’s mission and core themes, and hold a place equal in importance to the core themes in the planning process. Responsibility for coordination of core theme planning is shared between various executives (see Table 5).

Table 5: Cabinet Responsibility for Core Theme and Administrative Imperative Objectives

Core Theme Objectives	Senior VP Academic Affairs	VP Student Affairs	VP Finance & Administration	VP Planning, Budget & HR	VP University Relations	VP Development & Alumni	Special Asst. for Inclusion
Student Success 1							
Student Success 2							
Student Success 3							
Inclusive 1							
Inclusive 2							
Inclusive 3							
Inclusive 4							
Engaged 1							
Engaged 2							
Engaged 3							
Serious 1							
Serious 2							
Serious 3							
Serious 4							
Administrative Imperative Objectives							
Operate Ethically and Effectively 1							
Operate Ethically and Effectively 2							
Operate Ethically and Effectively 3							
Operate Ethically and Effectively 4							
Manage Growth 1							
Manage Growth 2							
Secure Resources 1							
Secure Resources 2							
Secure Resources 3							

The objectives are assessed by the institution using 37 meaningful, appropriately defined institutional indicators operationalized through 51 specific measures¹ and additional contextual comparison points to determine the level of achievement of the objectives, and thereby of the core themes and mission fulfillment. The primary body responsible for this is the campus-wide University Planning Advisory Committee (UPAC). UPAC is established under the direction of the president and serves in an advisory capacity to the president and cabinet on planning matters. UPAC consists of the president; all vice presidents; representatives from divisions and schools/colleges; representatives of key institutional functions including offices with primary responsibility for planning for individual core themes; and representatives of campus organizations including the Faculty Senate President, the President of the Professional Association of Campus Employees (PACE), and the President of the UVU Student Association (UVUSA). Two primary responsibilities of UPAC are the self-evaluations of mission fulfillment and the analyses of strengths, weaknesses,

opportunities, and threats (SWOT), which UPAC alternates biannually. Further, the president issues a written charge to the committee each fall outlining key planning areas in which the committee's input is needed.

Self-evaluations of core theme and administrative imperative objectives have been conducted in the academic years ending in 2013², 2015³, and 2017⁴. The self-evaluation uses a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators. Core themes are then evaluated holistically based on the evaluations of specific objectives. Following completion of the self-evaluation by UPAC, it is then reviewed by President's Council and revised in further discussion with UPAC. Once approved by the council, it is submitted to the UVU Board of Trustees for review and final approval. It is published on the Institutional Effectiveness, Planning, and Accreditation Support (IEPA) and the UPAC webpages, and included in the documentation provided to unit leaders in the unit strategic planning process. (Findings of the core theme self-evaluations are summarized in Table 9 under Planning, Assessment, and Improvement Process for All Core Themes Standard 4.A.1 and described in detail under each core theme; findings of the administrative imperative self-evaluations are summarized in Table 15 under Standard 5.B.1 and detailed in that section .)

SWOT analyses⁵ were performed in academic years 2010–2011 through 2013–2014 (before the biannual alternation was implemented) and in 2015–2016. UPAC considers the range of factors that affect UVU's ability to sustainably fulfill its mission, core themes, and administrative imperatives. These are classified as furthering or challenging mission fulfillment and as being internal or external to the university. The resulting matrix identifies the strengths, weaknesses, opportunities, and threats involved in sustainable mission fulfillment. UPAC identifies the top priority items based on likely effect on mission fulfillment. These are reviewed and revised in further discussion with President's Council, and ultimately approved by the council. The SWOT analysis is published on the Institutional Effectiveness and Planning website and included in the documentation provided to unit leaders in the unit strategic planning process.

A major outcome of these activities is the annual areas of focus⁶ for unit strategic planning and resource allocation. These areas of focus are driven by a number of considerations, including the results of the biannual UPAC SWOT analysis and self-evaluation of UVU's mission fulfillment, accreditation requirements, legislative accountability (including performance-based funding requirements), funding needs related to expected growth, and UVU's student profile. Areas of focus identify priorities for the development of new initiatives addressing matters of immediate, university-wide concern (see Table 6). UPAC recommends areas of focus to the President, who determines the final areas of focus for the year in discussion with President's Council. The areas of focus are provided to unit leaders during the annual All-Leadership Meeting and are published on the Unit Strategic Planning website⁷.

Table 6: PBA Areas of Focus with Associated Objectives, 2014-15 through 2017-18 PBA Cycles

Academic Year	Areas of Focus (UVU Objective)
2014-15	<p>Support students in completing their goals and professional preparation (Student Success 1; Serious 1; Engaged)</p> <p>Provide access and opportunity for a broad range of students in meeting regional educational needs (Inclusive 1; Serious 1; Operate Effectively 3; Manage Growth)</p> <p>Foster a culture of academic rigor and professional excellence (Serious 1, 3; Manage Growth)</p> <p>Operate effectively and efficiently through innovative use of technology and professional practices (Operate Effectively; Engaged 1; Serious 2,3; Inclusive 2)</p>
2015-16	<p>Improve Student Retention and Completion (Student Success 1)</p> <p>Provide access and opportunity for a broad range of students meeting regional educational needs (Inclusive 4)</p> <p>Operate effectively and efficiently (Operate Ethically and Effectively 3)</p>
2016-17	<p>Improve Student Retention and Completion (Student Success 1)</p> <p>Expand and enhance the array of courses, programs, and delivery methods to meet students' goals and the region's educational needs (Inclusive 4)</p> <p>Strategically allocate/reallocate divisional/departmental resources to achieve institutional objectives (Operate Ethically and Effectively 3)</p>
2017-18	<p>Continue to improve student retention, persistence, learning, and completion (Student Success 1)</p> <p>Continue to create an environment in which national prominence for excellence in engaged learning, post-graduation career pursuits, and civic responsibility is a hallmark of a UVU education (Student Success 3)</p> <p>Continue to increase outreach and support at UVU for students from historically underrepresented cultural backgrounds and those who are first-generation and low-income (Inclusive 1)</p> <p>Continue to responsibly employ resources within units by promoting enhanced operating procedures, coordination and prioritization processes, assessment and reallocation of funds, and focus on service- and results-oriented efforts (Operate Ethically and Effectively 3)</p>

Extended-Term Institutional Planning. The process of assessing mission fulfillment establishes needs that inform the other components of the UVU comprehensive planning and assessment process. A second component of UVU's integrated planning, assessment, decision-making, and resource allocation process is a series of medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes, both individually and in their relationships with each other. The Our Unique Educational Mission⁸ (OEM) white paper was especially important in establishing a baseline concept of systematic and comprehensive planning and assessment. The paper responded to the extensive three-part report provided by the Advisory Council on Our Unique Educational Mission. It integrated a response to Phase One of the Strategic Plan for Managing Growth (which laid out a detailed analysis of projected growth and an array of

strategies for responding to it) and established a sense of institutional direction based on eight strategies. These strategies (see Table 7) have guided the university's medium-term planning since the paper was published in August 2011, and action has been taken on every strategy.

Table 7: Strategies Identified in the "Our Unique Educational Mission" White Paper

Strategy	Implementation
Strengthen Admissions and Enrollment Administrative Processes	Established more rigorous documentation requirements for newly admitted students (for example, requiring students to submit high school transcripts and ACT/SAT scores when available) to enhance student success Established earlier application and tuition payment deadlines
Remain Open Admissions but Move to Structured Enrollment	Implemented Structured Enrollment process that requires students with deficiencies in preparation to complete specific requirements early in their academic careers
Strategically Align Administrative Structures	Created the Office of Graduate Studies
Actively Market the Full Range of Academic Programs	Conducted regular surveys of the community and employers to determine perceptions of UVU and regional educational needs Published "Scaling New Heights: UVU Presidential Report to the Community" in 2014 detailing UVU's recent success and academic offerings
Revise and Integrate Academic Program Initiation and Review Processes	Implemented a rigorous process for vetting new program proposals and charged the Academic Affairs Committee with reviewing and prioritizing new programs
Clarify Faculty Credential Standards and Expectations for Rank and Tenure	Implemented or revised policies on tenure and promotion and on annual and post-tenure review Defined terminal degrees for each discipline and, where appropriate, established terminal degrees as the norm for faculty credentials
Expand Resources	Secured \$21 million in ongoing acute equity funding from the state legislature Acquired nearly 250 acres for new facilities near the Orem Main Campus Added over 1 million square feet of new facilities
Maximize Existing Resources	Implemented new course scheduling processes and software to increase efficient use of existing space Increased FTE through alternative delivery methods by 22.8%

The concept of the university's role and the interpretation of its mission and core themes embodied in the OEM white paper continue to guide planning at UVU. Collectively, these plans (see Table 8) address all core themes and administrative imperatives in an integrated approach, considering the interactions across core themes in a particular issue or area of operations.

Table 8: Institutional Plans since the Our Unique Educational Mission White Paper (2011)

Plan	Core Themes or Administrative Imperatives	Year
Academic, Facilities, and Growth Integration Plan	Student Success Serious Engaged Inclusive Manage Growth Secure Resources Operate Effectively	2018 (in progress)
UVU Student Success White Paper	Student Success	2017 (in progress)
Academic Master Plan	Student Success Serious Engaged Inclusive	2017 (in progress)
Five Pillars of Engagement	Student Success Engaged	2016
Strategic Plan for Managing Growth, Phases I and II	Serious Inclusive Manage Growth Secure Resources	2011, 2016
Campus Facilities Master Plan	Serious Inclusive Manage Growth Secure Resources	2016
UVU Completion Plan	Student Success	2016
Statement on Ethical Conduct	Operate Ethically and Effectively	2016
UVU Strategic Inclusion Plan	Student Success Inclusive	2014
UVU Business Engagement Strategy: Career Pathways Report, Phases I and II	Student Success Engaged	2013, 2014

Unit Strategic Planning. Unit strategic planning, assessment, and resource allocation constitutes the final component of UVU's integrated planning triad. UVU uses a four-year, rolling strategic planning and assessment process to communicate vision, set priorities, and focus efforts on fulfilling unit missions and aligning programs, services, and contributing components with the university's mission and core themes. Strategic plans are required for schools and colleges and for all units led by executives; however, all units are encouraged to develop a strategic plan. Other units or major initiatives may be required to develop a strategic plan at the discretion of their respective supervisors.

A unit plan is expected to mirror what is done on the institutional level (see Figure 13). Unit planning is driven by a mission and objectives that articulate the purpose of the unit. Unit objectives must identify institutional objectives that their own objectives support, ensuring integration of unit and comprehensive institutional planning. Holistic assessment of the achievement of the unit’s objectives (defined broadly as the use of metrics, benchmarks, unit SWOT analyses, assessment of student learning and program review, and other activities that support awareness of unit mission fulfillment) allows units to evaluate the extent to which they are fulfilling their missions and understand the internal and external conditions that influence mission fulfillment from the immediate past through the foreseeable future. The assessment stage establishes the needs for and constraints on specific strategies for achieving objectives.

Units then identify strategies that will lead to achievement of the objectives given the assessment findings. The areas of focus developed in the mission fulfillment process provide direction to the university’s units and an opportunity to address university priorities in their respective unit plans, further integrating unit and institutional planning. Units are encouraged to consider strategies that support institutional areas of focus within the framework of their own missions and objectives. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels.

Plans are implemented by unit leaders under the supervision of the university’s administrators, with each vice president being accountable to the president for their annual work plans, which implement the unit strategic plan.

Unit strategic plans are managed in UVU’s Insight 2.0 planning, assessment, and accreditation support system. Insight is a local branding name for the systems that UVU has used for these purposes. The current version, Insight 2.0, is powered by Xitracs, a leading commercial vendor of such software. Insight 2.0 allows editing, storing, publishing, and annually revising plans in a common framework, ensuring that units comply with the standards established for the unit strategic planning process. Plans in Insight 2.0 can be made available to the NWCCU Evaluation Team on request.

The unit strategic planning and assessment process forms the basis for resource allocation (and, therefore, integrated implementation of planning) through the

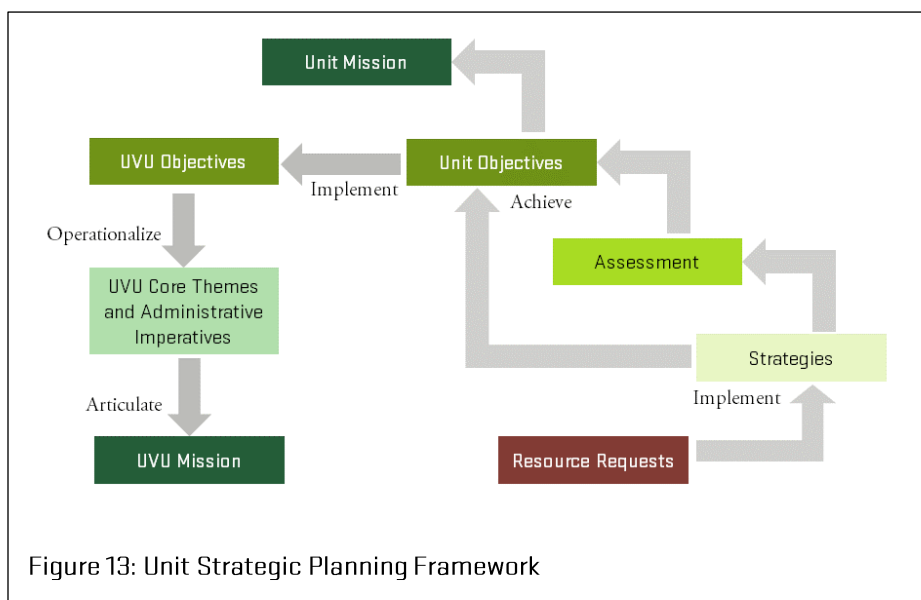
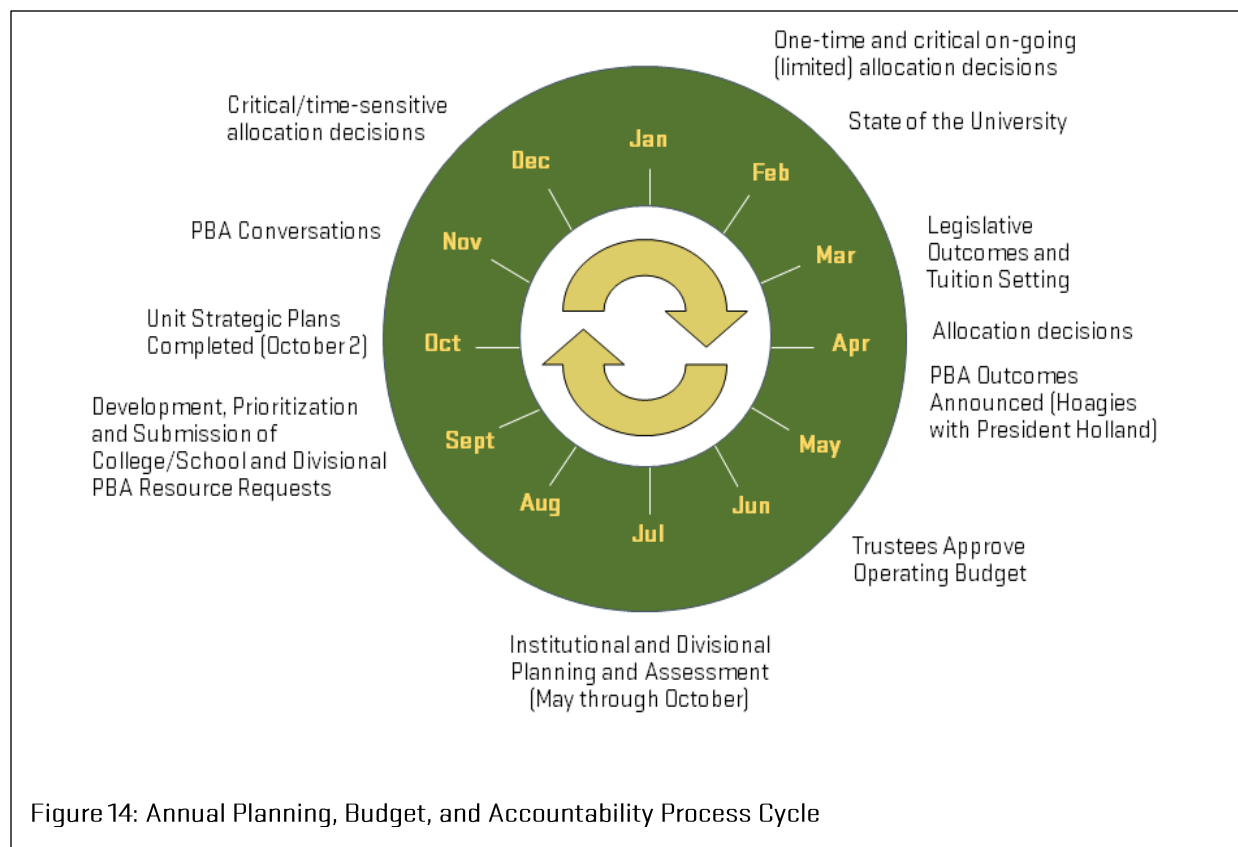


Figure 13: Unit Strategic Planning Framework

PBA process. UVU's PBA process facilitates the alignment and prioritization of initiatives throughout the university in support of UVU's mission, core themes, and administrative imperatives. Initiatives developed in the unit strategic planning and assessment process are prioritized for resource allocation. Resource requests must be tied to a unit strategy, and can then be connected to both unit missions and the university's mission and core themes through links in the planning process and the PBA submission system. Ultimately, every resource request can be directly traced to both unit programmatic and service objectives and to core theme/administrative imperative objectives through a demonstrated assessment need, connecting resource allocation to unit strategic planning, program and service planning, core theme planning, and comprehensive planning. Resource requests identify a core theme or administrative imperative objective directly, further supporting the integration of the planning, assessment, resource allocation, and decision-making processes.

Integration of planning and resource allocation is strengthened by the prioritization process and PBA Conversations. Deans, associate vice presidents, vice presidents, and ultimately the President's Cabinet prioritize resource requests in support of comprehensive and core theme planning. The fall PBA Conversations provide a public forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the allocation of resources. Each Vice President is allocated time at a series of campus-wide meetings to present their strategic plans and resource needs. Presentations include a brief overview of the division, college, or school mission and objectives from their four-year strategic plan. Leaders present their highest priority strategies and PBA requests with particular attention to those that align with the annual areas of focus. Vice Presidents must submit a PowerPoint or PDF file of presentation material to the Budget Office for posting online. Decisions are announced by the President in April, once funding information is available following the end of the state legislative session at a campus-wide lunch meeting known as "Hoagies with Holland."¹⁴ The PBA Conversations and Hoagies with Holland ensure that divisional plans are made available to constituencies across campus, a key component of transparency in UVU's comprehensive planning and assessment processes. Figure 14 shows a typical annual PBA cycle calendar.

To ensure integration of strategic planning, assessment, and resource allocation, Institutional Effectiveness, Planning, and Accreditation Support (IEPA) annually evaluates both resource requests and PBA Conversations to evaluate success of the PBA process in fostering a culture of planning, assessment, improvement and accountability at the institutional level. These are part of the IEPA unit strategic plan, demonstrating the integration of university and unit planning processes. Requests and conversations are evaluated holistically based on their connection to strategic planning and assessment. A "connected" or "strongly connected" rating for requests indicates a coherent argument for the request across findings, expected effects, and data.



All planning documents including PBA Guidelines and PBA presentations, are published on the Unit Strategic Planning and PBA websites¹⁵. The UVU Strategic Planning and PBA Process Guide¹⁶, among other things, includes the areas of focus for the year, the unit planning structure, guiding principles for resource allocation, key performance indicators for the core themes, and the latest self-evaluation and SWOT analysis. Additionally, a rubric is provided by which PBA resource requests are evaluated for the degree to which they are based on assessment and planning. The institution periodically reports plans and accomplishments to the community, including, at the university level, *Scaling New Heights: UVU Presidential Report to the Community*¹⁷, 2009–2014 and *Diverse Stories and Inclusive Approaches: UVU’s 2016 Inclusive Annual Report*¹⁸.

1. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. University Planning Advisory Committee, “2012–2013 UPAC Evaluations of Core Theme Objectives and Administrative Imperatives,” March 21, 2013 (pdf document).
3. University Planning Advisory Committee, “2014–2015 Mission Fulfillment Self-Evaluation,” April 16, 2015 (pdf document).
4. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
5. University Planning Advisory Council, “2010–2016 UPAC SWOT Analyses,” April 5, 2016 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).
7. Institutional Effectiveness, Planning, and Accreditation Support, “Unit Strategic Planning,” <http://www.uvu.edu/insteffect/planning/strategic.html>.
8. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).

9. Utah Valley University, “Strategic Inclusion Plan 2014–2018,” August 20, 2014 (pdf document).
10. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
11. Student Success and Retention, “UVU Completion Plan,” March 2017 (pdf document).
12. Utah Valley University, “Campus Master Plan,” November 18, 2016 (pdf document).
13. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
14. President Matthew S. Holland, “Hoagies with Holland,” April 19, 2017 (pdf document).
15. Budget Office, “Planning, Budget, and Assessment,” <https://www.uvu.edu/pba/>.
16. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).
17. President Matthew S. Holland, “Scaling New Heights: UVU Presidential Report to the Community, 2009–2014,” October 14, 2014 (pdf document).
18. Inclusion Committee, “Diverse Stories and Inclusive Approaches: UVU’s 2016 Inclusion Report,” September 20, 2016 (pdf document).

Standard 3.A.2

The institution’s comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

Utah Valley University’s integrated planning, assessment, decision-making, and resource allocation process¹ drives the achievement of the university’s mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. Planning at UVU is composed of a series of interconnected planning activities that ensure activities at all levels of the university support UVU’s mission. UVU’s integrated planning, assessment, decision-making, and resource allocation process consists of three components: assessment of the mission and core themes, extended-term institutional plans for specific dimensions of the mission and core themes, and the annual unit strategic planning and Planning, Budget, and Accountability (PBA) process.

Mission Fulfillment Planning. Mission fulfillment planning and assessment is performed primarily by the University Planning Advisory Committee (UPAC). UPAC is established under the direction of the president and serves in an advisory capacity to the president and his Cabinet on planning matters. UPAC consists of the president; all vice presidents; representatives from divisions and schools/colleges; representatives of key institutional functions including offices with primary responsibility for planning for individual core themes; and representatives of campus organizations including the Faculty Senate President, President of the Professional Association of Campus Employees (PACE), and the President of the UVU Student Association (UVUSA). Two primary responsibilities of UPAC are the self-evaluations of mission fulfillment and the analyses of strengths, weaknesses, opportunities, and threats (SWOT), which UPAC alternates biannually. Further, the president issues a written charge to the committee each fall outlining additional key planning areas in which the committee’s input is needed.

Self-evaluations of the mission, core themes and administrative imperatives, and objectives² use a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators. Core themes are then evaluated holistically based on the evaluations of specific objectives. All analysis is conducted openly in discussions of the committee as a whole using

indicator data³ that is made publically available by UVU's Institutional Research office. Following completion of the self-evaluation by UPAC, it is then reviewed by President's Council and revised in further discussion with UPAC. Once approved by the council, it is submitted to the UVU Board of Trustees for review and final approval.

In conducting a SWOT analysis⁴, UPAC considers the range of factors that affect UVU's ability to sustainably fulfill its mission, core themes, and administrative imperatives, and identifies the top priority items based on likely effect on mission fulfillment. All analysis is conducted openly in discussions of the committee as a whole. These are reviewed and revised in further discussion with President's Council, and ultimately approved by the council.

Extended-Term Institutional Planning. Extended-term institutional planning has been consistently conducted through processes with broad participation, including with stakeholders outside of the university. The Our Unique Educational Mission⁵ (OEM) white paper was especially important in establishing a baseline concept of systematic and comprehensive planning and assessment, ultimately developing a sense of institutional direction based on eight strategies that have guided the university's medium-term planning since 2011. The paper responded to the extensive three-part report provided by the Advisory Committee on Our Unique Educational Mission (ACUEM). The committee had broad participation from across the university, and was co-chaired by the Vice President for Academic Affairs and the Vice President for Student Affairs. It also integrated a response to Phase One⁶ of the Strategic Plan for Managing Growth, which was developed by a committee of academic and administrative leaders and chaired by then-Chief Planning, Budget, and Policy Officer Linda Makin.

After releasing the first draft of the white paper, the president sponsored a number of campus conversations with various groups, including Deans Council, Faculty Senate, Student Affairs Directors, UVUSA, PACE, University Planning Advisory Council, the Utah State Board of Regents, the UVU Board of Trustees, a campus open session, and a number of departmental visits. In addition to these campus conversations, feedback was given to the Cabinet via emails. Through these conversations and emails the President's Cabinet received a wide range of thoughtful feedback, much of which is reflected in the final white paper.

Subsequent planning has been driven by open processes as well. The Academic Master Plan Draft⁷, Facilities Master Plan⁸, and Strategic Inclusion Plan⁹ were all developed following numerous campus-wide meetings. The Facilities Master Plan also involved numerous meetings with the community, especially those near the existing campus and the Vineyard expansion site.

Unit Strategic Planning. The openness and transparency of the unit planning and resource allocation processes are signature successes of UVU's comprehensive planning and assessment efforts. All units are encouraged to develop a strategic plan. A typical development process has involved broad participation by members of the unit facilitated by Institutional Effectiveness, Planning, and Accreditation Support (IEPA). IEPA frequently supports planning efforts by participating in unit retreats, where the entire staff of the unit is involved in developing the unit mission, objectives,

assessment plan, and strategies. Training sessions for strategic planning are open to the entire campus community. IEPA also maintains, as part of its own assessment process, records of user feedback on the process and systems, which it uses to develop strategies for improving the planning and assessment process.

UVU's PBA process facilitates the alignment and prioritization of initiatives throughout the university in support of UVU's mission, core themes, and administrative imperatives as initiatives are prioritized for resource allocation. The PBA process is campus-wide with all divisions participating. In the process of developing and prioritizing requests, deans and associate or assistant vice presidents are encouraged to hold PBA discussion(s) within their colleges, schools, and divisions and involve their respective leadership teams. Unit leaders are encouraged to review their prioritized requests with their individual supervisors prior to the PBA Conversations and develop and communicate their priorities with their leadership team and staff.

The fall PBA Conversations provide a public forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the allocation of resources. Each Vice President is allocated time at a series of campus-wide meetings to present their strategic plans and resource needs. Presentations include a brief overview of the college, school, or division mission and objectives from their four-year strategic plan. Leaders present their highest priority strategies and PBA requests with particular attention to those that align with the annual areas of focus. Decisions are announced by the President in April, once funding information is available following the end of the state legislative session at a campus-wide lunch meeting known as "Hoagies with Holland"¹⁰. The PBA Conversations and Hoagies with Holland ensure that divisional plans are shared with constituencies across campus, a key component of transparency in UVU's comprehensive planning and assessment processes.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).
2. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
3. Institutional Research, "Institutional Indicators," https://www.uvu.edu/iri/academicprograms/core_themes.html.
4. University Planning Advisory Council, "2010–2016 UPAC SWOT Analyses," April 5, 2016 (pdf document).
5. Utah Valley University, "Our Unique Educational Mission," August 2011 (pdf document).
6. Strategic Plan for Managing Growth Task Force, "Strategic Plan for Managing Growth Phase I: Case for Action and Array of Strategies and Tools," March 31, 2011 (pdf document).
7. Academic Affairs, "Academic Master Plan Draft 2017–2025," January 2017 (pdf document).
8. Utah Valley University, "Campus Master Plan," November 18, 2016 (pdf document).
9. Utah Valley University, "Strategic Inclusion Plan 2014–2018," August 20, 2014 (pdf document).
10. President Matthew S. Holland, "Hoagies with Holland," April 19, 2017 (pdf document).

Standard 3.A.3

The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Utah Valley University plans and evaluates mission fulfillment, core themes, and objectives using 37 meaningful, appropriately defined institutional indicators operationalized through 51 specific measures¹ and additional contextual comparison points to determine the level of achievement of the objectives, and thereby of the core themes and mission fulfillment. These indicators were developed as constructs by the University Planning Advisory Committee (UPAC) and operationalized as specific measures by Institutional Effectiveness, Planning, and Accreditation Support (IEPA) and Institutional Research (IR) in collaboration with UPAC. UPAC uses these indicators and measures in its biannual self-evaluation² of mission fulfillment, using a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators and core themes and mission fulfillment are evaluated based on evaluation of the objectives.

This triangulation approach ensures that evaluation is based on appropriately defined data rather than one potentially inappropriate data source by using both direct and indirect measures of both outputs and outcomes, building robust face validity by broad agreement of a diverse group on the value of the measures, building strong content validity by using measures that describe the full domain of the indicators, and demonstrating the convergent validity of the measures. Measures generally adhere to commonly accepted data standards and definitions.

For example, UVU uses three different measures of completion in evaluating Student Success Objective 1 (“UVU supports students’ preparation and achievement of academic success at the University”): the 150% of program time Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey (GRS) rate for all full-time students and for full-time bachelor’s degree-seeking students and the total number of degrees awarded. The GRS rates are appropriate for inclusion because of their public visibility and comparability to other institutions; IR calculates these based on well-defined rules established by the National Center for Education Statistics that apply to all institutions offering federal financial aid. However, the GRS rates include very small portions of UVU’s student body; in Fall 2016, 19.9% of all students and 13.4% of bachelor’s degree-seeking students were in a GRS cohort within 150% of program time. Including the total number of degrees awarded as a triangulating factor ensures that this objective is evaluated with both measures that have public salience and ones that count every student.

In the course of the self-evaluation process, UPAC identifies problematic data and, in the years between self-evaluations³, works to make these data points more reliable, valid, and appropriate for mission fulfillment evaluation. In previous mission fulfillment evaluations, UPAC consistently identified challenges in collecting appropriately representative and concise data demonstrating fulfillment of Engaged Objective 2, “UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.” These functions are not centralized at UVU, and the university concluded that centralization for the sake of assessment inverted the

appropriate relationship between assessment and planning. However, it identified that UVU sought ongoing recognition in the Carnegie Foundation's 2015 Community Engagement Classification. The classification is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement. Central to the classification process is a "documentation framework" developed by a team of advisors to help applicants and reviewers assess the nature of an institution's community engagement commitments. The classification recognizes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Participation in this recognition process provides effective and appropriate validation of UVU community engagement efforts by one of the world's leading educational foundations.

The analysis of the data is key to the evaluation of mission fulfillment. Objectives are assessed holistically based on the triangulated measures; core themes are then evaluated holistically based on the evaluations of specific objectives. Evaluations are rated as either unsatisfactory, satisfactory, or excellent. An objective is considered satisfactory if, based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance. The threshold is the minimum level at which we expect to perform in order to fulfill this part of our mission. The target threshold may be determined by absolute measures or by relative comparisons to other institutions. Satisfactory performance reflects effort and outcomes that meet a minimum threshold; in many cases, UVU has identified further improvements to be sought even for objectives that have been rated as satisfactory.

A rating of unsatisfactory is given when it is judged that the institution is falling below a minimum level of performance that meets student, community, or institutional needs. A rating of excellent is used when achievement clearly exceeds minimum acceptable performance and is recognized as a point of pride for the university. Holistic determinations are used in judging performance for each core theme based on the evaluations of each objective. UVU considers itself to have fulfilled its mission if and only if all core themes have been evaluated as at least satisfactory.

Specific approaches to ensuring appropriate data use in extended-term planning for specific areas of operations within the core theme framework vary as appropriate to the plan domain. In many cases, such as the Strategic Inclusion Plan⁴ and the Academic Master Plan Draft⁵, data definition and collection begins with the core theme indicators, with additional needs identified by working groups involved with the implementation of the plan. In some cases, such as the Strategic Plan for Managing Growth 2016–2025 Update⁶, data is defined using common (usually state or federal government) standards and included in the plan, with further assessment and analysis coming through periodic updates of the plan.

Data definitions in unit strategic planning are developed by the operating unit in consultation with Academic Quality Assurance (AQA), IEPA, and IR. A unit plan is expected to mirror what is done on the institutional level with a mission and objectives that articulate the purpose of the unit, and holistic assessment of the achievement of the unit's objectives (defined broadly as the use of metrics,

benchmarks, unit SWOT analyses, assessment of student learning and program review, and other activities that support awareness of unit mission fulfillment). Metrics, SWOT analyses, academic assessments, and program review allow units to define data appropriately but pragmatically to evaluate the extent to which they are fulfilling their missions and understand the internal and external conditions that influence mission fulfillment from the immediate past through the foreseeable future. In UVU's unit strategic planning processes, as in the mission fulfillment planning process, units are encouraged to triangulate measures for achievement of objectives and make a holistic assessment of the objective based on those measures.

1. Institutional Research, "Institutional Indicators," https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
3. University Planning Advisory Committee, "Mission Fulfillment Measure Action Items," January 21, 2016 (pdf document).
4. Utah Valley University, "Strategic Inclusion Plan 2014–2018," August 20, 2014 (pdf document).
5. Academic Affairs, "Academic Master Plan Draft 2017–2025," January 2017 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, "Strategic Plan for Managing Growth 2016–2025 Update," December 1, 2016 (pdf document).

Standard 3.A.4

The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The foundation of all planning components is the institution's mission as articulated by its four core themes (Student Success, Serious, Engaged, and Inclusive) and their objectives. Mission fulfillment planning is then incorporated into unit strategic planning, and guides resource allocation through the Planning, Budget, and Assessment (PBA) process.

Mission Fulfillment Planning. UVU's core theme objectives are assessed using 37 meaningful, appropriately defined indicators operationalized through 51 specific measures¹ and additional contextual comparison points. The primary body responsible for this is the campus-wide University Planning Advisory Committee (UPAC). In UPAC's self-evaluations² of core theme and administrative imperative objectives, holistic determinations are used in judging performance for each core theme based on the evaluations of indicators and measures for each objective. UPAC also identifies the top priority items based on likely effect on mission fulfillment through a SWOT analysis³.

A major outcome of this process is the annual areas of focus⁴ for unit strategic planning and resource allocation. These areas of focus are driven by a number of considerations, including the results of the biannual UPAC SWOT analysis and self-evaluation of UVU's mission fulfillment, accreditation requirements, legislative accountability and performance-based funding requirements, funding needs related to expected growth, and UVU's student profile. Areas of focus identify priorities for the development of new initiatives addressing matters of immediate, university-wide concern. The areas of focus developed in the mission fulfillment process provide direction to the university's units and

an opportunity to address presidential priorities in their respective unit plans. The areas of focus are provided to unit leaders during the annual All-Leadership Meeting and are published on the Unit Strategic Planning website⁵.

The process of assessing mission fulfillment establishes needs that inform the long term core theme planning and unit strategic planning and resource allocation. The Our Unique Educational Mission⁶ (OEM) white paper established a sense of institutional direction based on eight strategies. These strategies have guided the university's medium-term planning since the paper was published in August 2011, and action has been taken on every strategy.

Unit Strategic Planning. Planning at the institutional level guides unit strategic planning, and assessment. At the unit level, UVU uses a four-year, rolling strategic planning and assessment process to communicate vision, set priorities, and focus efforts on fulfilling unit missions aligned with the university's mission and plans. Strategic plans are required for schools and colleges and for all units led by executives; however, all units are encouraged to develop a strategic plan. Other units or major initiatives may be required to develop a strategic plan at the discretion of their respective supervisor.

A unit plan is expected to mirror what is done on the institutional level. Unit planning is driven by a mission and objectives that articulate the purpose of the unit. Unit objectives must identify institutional objectives that their own objectives support, ensuring integration of unit and comprehensive institutional planning. Holistic assessment of the achievement of the unit's objectives (defined broadly as the use of metrics, benchmarks, unit SWOT analyses, assessment of student learning and program review, and other activities that support awareness of unit mission fulfillment) allows units to evaluate the extent to which they are fulfilling their missions and understand the internal and external conditions that influence mission fulfillment from the immediate past through the foreseeable future. The assessment stage establishes the needs for and constraints on specific strategies for achieving objectives.

Units then identify strategies that will lead to achievement of the objectives given the assessment findings. The areas of focus developed in the mission fulfillment process provide direction to the university's units and an opportunity to address presidential priorities in their respective unit plans, further integrating unit and institutional planning. Units are encouraged to consider strategies that support institutional areas of focus within the framework of their own missions and objectives. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels.

Resource Allocation. The unit strategic planning and assessment process forms the basis for resource allocation (and, therefore, integrated implementation of planning) through the PBA process⁷. Resource requests must be tied to a unit strategy, and can then be connected to both unit missions and the university's mission and core themes through links within the PBA Resource Request System. Ultimately, every resource request can be directly traced to both unit programmatic and service objectives and to core theme/administrative imperative objectives through a demonstrated assessment need, connecting resource allocation to unit strategic planning, program and service

planning, core theme planning, and comprehensive planning, ensuring that comprehensive planning guides resource allocation decisions. Resource requests identify a core theme or administrative imperative objective directly, further supporting the integration of the planning, assessment, resource allocation, and decision-making processes.

Not all strategies require additional resources. For those that do, requests must be submitted through the PBA Resource Request System. Annual PBA Guidelines⁸ articulate the principles that guide the resource allocation and decision-making. Budget requests should:

- Align with UVU’s mission, core themes and administrative imperatives
- Be transformational and strategic in moving the university’s plans and unit four-year strategic plans forward
- Aggressively build capacity in preparation for projected enrollment growth
- Strengthen foundations for success under current and future funding models (such as performance funding)
- Fulfill commitments made during legislative process

Decisions made over an appropriate period of time with provision for one-time allocations as on-going commitments are identified and implemented

Prior to the campus-wide PBA Conversations, prioritization of requests need only occur at the school, college, or division level. Between December and March, vice presidents prioritize requests across their entire division. President’s Cabinet reviews these prioritized requests against available existing and new resources and develops funding allocations for review by deans and associate vice presidents prior to finalization. Resource allocation decisions are then finalized by President’s Cabinet and announced by the president in April at a campus-wide lunch meeting known as “Hoagies with Holland⁹.” Annual allocation summaries articulate the application of resources to core theme and administrative imperative objectives and areas of focus.

1. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
3. University Planning Advisory Council, “2010–2016 UPAC SWOT Analyses,” April 5, 2016 (pdf document).
4. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).
5. Institutional Effectiveness, Planning, and Accreditation Support, “Unit Strategic Planning,” <http://www.uvu.edu/insteffect/planning/strategic.html>.
6. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
7. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).
8. Budget Office, “PBA Guidelines AY 2017–2018,” August 3, 2017 (pdf document).
9. President Matthew S. Holland, “Hoagies with Holland,” April 19, 2017 (pdf document).

Standard 3.A.5

The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The Utah Valley University Emergency Operations Plan¹ (EOP) establishes policies, procedures, and an organizational structure for response to emergencies and disasters occurring on campus (including all UVU campuses). The plan incorporates operating procedures from the Incident Command System (ICS), the National Response Framework (NFR), and the National Incident Management System (NIMS) for handling emergencies that disrupt normal campus operations including fires, floods, severe weather, earthquakes, hazardous materials incidents, acts of violence, gas leaks, terrorist threats, and other potential disasters. The EOP is designed to provide a framework and guidance for a coordinated response to minor, major, and large scale disasters. It supplements the procedures for safety, hazardous materials response, or other emergency measures already established at the university with a temporary crisis management structure, which provides for an immediate managerial focus on response operations and an early transition to recovery operations. The EOP was revised in 2014.

UVU prepares for emergencies through regular drills and exercises, in cooperation with local government authorities. Drills vary from table-top exercises to building or campus-wide simulations that can involve employees and students. Recent drills include preparation for earthquakes, explosives on campus, fire, and active shooters. Drills are carefully executed with observers and post-drill debriefs. Additionally, several areas on campus have emergency plans for their particular areas of responsibility. Most notably is the Information Technology Disaster Recovery Plan². UVU, along with other state partners, participate in a disaster recovery data center located in Richfield, Utah.

1. Safety and Emergency Management, "Emergency Operations Plan," August 2014 (pdf document).

2. Information Technology Services, "Disaster Recovery Plan," July 2017 (pdf document).

CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT



Core Theme Planning, Assessment, and Improvement

Introduction and Organization

Utah Valley University's integrated planning, assessment, decision-making, and resource allocation process operates across comprehensive, core theme, and program and service levels, driving achievement of the university's mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. "Planning" is shorthand for the entire complex of activities within this approach. Planning begins from the UVU mission, core themes and administrative imperatives, associated objectives, and indicators. These establish the fundamental aims of the university as a whole and all of its individual units. Assessment activities at both the institutional and unit levels determine needs for strategies. The university identifies major strategic directions through long-term plans and the annual PBA areas of focus, which inform and guide unit strategic plans. These plans are put into action through resource allocation processes and routine operational efforts.

UVU's planning process, in this broad sense, consists of three components: assessment of the mission and core themes, extended-term institutional plans for specific dimensions of the mission and core themes, and the annual unit strategic planning and Planning, Budget, and Assessment (PBA) process. All of these components utilize integrated planning, assessment, decision-making, and, where appropriate, resource allocation processes that should not be understood separately. Similarly, comprehensive, core theme, and program and service planning are fully integrated and should not be understood as distinct processes. This Integrated Planning Model, based on an Aim-Assess-Plan-Act methodology, is illustrated in Figure 12 (see Standard 3.A.1).

The university-wide "Planning, Assessment, and Improvement Process for All Core Themes" section describes the process generally to enhance understanding of the overall design and use in the broader context of planning, assessment, and continuous improvement at the university level and at the programs and services level. The section for each core theme articulates the application of this

general process to planning, assessment, and continuous improvement of the specific core theme and its associated objectives. Each of these sections address Standards 3.B Core Theme Planning, 4.A Assessment, and 4.B Improvement. Together, the general planning process section and the specific core theme section of this chapter demonstrate compliance with Standards 3.B and 4 with regard to each core theme.

Executive Summary of Eligibility Requirements 22 and 23

Eligibility Requirement 22: Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2.C.1, 2.C.5, and 4.A.3 under the Serious core theme. Academic Quality Assurance (AQA) ensures that all programs have identified program learning outcomes, that program learning outcomes are achieved through the achievement of course learning outcomes across the programs, that program outcomes are linked to university-wide Essential Learning Outcomes (ELOs), that all programs are assessing these outcomes on a regular basis, and that program learning outcomes are clearly identified on each program's website. The Director of Academic Quality Assurance and members of the Academic Effectiveness Committee continually train and support department chairs and faculty in ensuring that all programs have clear, measurable program outcomes, assessment methods, and complete assessment plans. In programs with specialized accreditation, program learning outcomes are defined as required for those accreditation processes. Procedures for assessment of learning outcomes are discipline-specific and determined by the relevant academic departments. Assessment of student learning occurs broadly through five primary methods: assessment of program Student Learning Outcomes (SLOs) for academic programs, assessment of Essential Learning Outcomes (ELOs) for general education, academic program reviews; specialized accreditation, and advisory boards.

Eligibility Requirement 23: Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Utah Valley University satisfies this eligibility requirement by complying with Standards 3, 4, and 5. Utah Valley University's integrated planning, assessment, decision-making, and resource allocation process, which operates across the comprehensive, core theme, and programs and services levels, drives achievement of the university's mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. UVU's planning process, in this broad sense, consists of three components: assessment of the mission and core themes, extended-term

institutional plans for specific dimensions of the mission and core themes, and the annual unit strategic planning and Planning, Budget, and Assessment (PBA) process. All of these components utilize integrated planning, assessment, decision-making, and, where appropriate, resource allocation processes that should not be understood separately. Similarly, comprehensive, core theme, and program and service planning are fully integrated and should not be understood as distinct processes. UVU's integrated process is used for planning, assessment, decision-making, and resource allocation for all four core themes, as well as for UVU's three administrative imperatives.

The mission, core themes and administrative imperatives, and associated objectives are assessed by the institution using meaningful, appropriately defined indicators to determine the level of achievement of the objectives, and thereby of the core themes and mission fulfillment. The primary body responsible for this is the campus-wide University Planning Advisory Committee (UPAC). The self-evaluation uses a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators. Core themes are then evaluated holistically based on the evaluations of specific objectives. UVU considers itself to have fulfilled its mission if and only if all core themes have been evaluated as at least satisfactory. UPAC also conducts SWOT analyses biannually, alternating with the mission fulfillment self-evaluation. In the SWOT analysis, UPAC considers the range of factors that affect UVU's ability to sustainably fulfill its mission, core themes, and administrative imperatives. Often, UPAC will engage with external subject matter experts to understand external factors likely to impact the university and higher education generally. These factors are classified as furthering or challenging mission fulfillment and as being internal or external to the university. The resulting matrix identifies the strengths, weaknesses, opportunities, and threats involved in sustainable mission fulfillment. Results of these are used both institutionally, especially through the identification of areas of focus within the PBA process, and in unit planning to support continuous improvement.

Planning, Assessment, and Improvement Process for All Core Themes

Standard 3.B: Core Theme Planning

Standard 3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Planning for each core theme is accomplished through two planning components: extended-term institutional planning and mission fulfillment planning. Extended-term plans address specific issues across core themes. Mission fulfillment planning assesses UVU's success in achieving its objectives and fulfilling its mission, identifying areas of excellence and needs for improvement.

Extended-Term Institutional Planning. The extended-term institutional planning component is a series of medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes, both individually and in their relationships with each other. Collectively, these plans (see Table 8 under Institutional Planning Standard 3.A.1) address all core themes and administrative imperatives in an integrated approach, considering the interactions across core themes in a particular issue or area of operations. These plans identify specific strategies that the university will use in the relevant dimension of operations to fulfill core theme objectives, either selecting programs and services directly in support of an objective, or establishing priorities that units can use themselves in the selection of programs and services.

The Our Unique Educational Mission¹ (OEM) white paper was especially important in establishing a baseline concept of systematic and comprehensive planning and assessment, and established a sense of institutional direction based on eight strategies. These strategies (see Table 7 under Institutional

Planning Standard 3.A.1) have guided the university's medium-term planning for each core theme since the paper was published in August 2011. The concept of the university's role and the interpretation of its mission and core themes embodied in the OEM white paper continue to guide planning at UVU.

Mission Fulfillment Planning. In addition to extended-term institutional plans, the mission fulfillment evaluation process guides the selection of programs and services through the identification of annual areas of focus² in the unit strategic planning and resource allocation process. These areas of focus are driven by a number of considerations, including the results of the biannual UPAC SWOT analysis³ and self-evaluation⁴ of UVU's mission fulfillment, accreditation requirements, legislative accountability and performance-based funding requirements, funding needs related to expected growth, and UVU's student profile. Areas of focus identify priorities for the development of new initiatives addressing matters of immediate, university-wide concern. UPAC recommends areas of focus to the president, who determines the final areas of focus for the year in discussion with President's Council.

The areas of focus are provided to unit leaders during the annual All-Leadership Meeting and are published on the Unit Strategic Planning website⁵. The areas of focus directly tie to core theme and administrative imperative objectives, provide direction to the university's units and an opportunity to address presidential priorities in their respective unit plans, allowing them to identify programs and services that would best contribute to accomplishment of the core theme's objectives. Units are encouraged to consider strategies that support institutional areas of focus within the framework of the unit's mission and objectives.

1. Utah Valley University, "Our Unique Educational Mission," August 2011 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, "UVU Areas of Focus, 2014–15 through 2017–18," April 24, 2017 (pdf document).
3. University Planning Advisory Council, "2010–2016 UPAC SWOT Analyses," April 5, 2016 (pdf document).
4. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
5. Institutional Effectiveness, Planning, and Accreditation Support, "Unit Strategic Planning," <http://www.uvu.edu/insteffect/planning/strategic.html>.

Standard 3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Planning for core theme programs and services is primarily accomplished through the unit strategic planning and resource allocation process. The extended-term institutional plans guide the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives through the unit strategic planning process. The unit strategic planning and resource allocation component ensures that contributing components support the goals of programs and services.

At the unit level, UVU uses a four-year, rolling strategic planning and assessment process¹ to communicate vision, set priorities, and focus efforts on fulfilling the unit's mission and that of the university. Unit planning is driven by a mission and objectives that articulate the purpose of the unit, including the areas in which it is responsible for programs and services. Holistic assessment of the achievement of the unit's objectives (defined broadly as the use of metrics, benchmarks, unit SWOT analyses, assessment of student learning and program review, and other activities that support awareness of unit mission fulfillment) allows units to evaluate the extent to which they are achieving their programmatic or service objectives and understand the internal and external conditions that influence achievement of objectives from the immediate past through the foreseeable future. The assessment stage establishes the needs for and constraints on specific strategies for achieving objectives.

Units then identify strategies that will lead to achievement of the objectives given the assessment findings. These strategies align the contributing components of the unit's programs and services to its programmatic or service objectives and ensure that contributing components promote the achievement of the goals or intended outcomes of the unit's programs and services through its objectives. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels.

The unit strategic planning and assessment process forms the basis for resource allocation (and, therefore, integrated implementation of planning) through the Planning, Budget, and Assessment (PBA) process. UVU's PBA process facilitates the alignment and prioritization of initiatives throughout the university in support of UVU's mission, core themes, and administrative imperatives. Initiatives developed in the unit strategic planning and assessment process are prioritized for resource allocation. Resource requests must be tied to a unit strategy and can then be connected to both the unit's mission and the university's mission and core themes through links within the PBA Resource Request System. Ultimately, every resource request can be directly traced to both unit programmatic and service objectives and to core theme objectives through a demonstrated assessment need, connecting resource allocation to unit strategic planning, program and service planning, core theme planning, and comprehensive planning. Resource allocations identify a core theme or administrative imperative objective directly, further supporting the integration of the planning, assessment, resource allocation, and decision-making processes.

Integration of planning and resource allocation is strengthened by the prioritization process and PBA Conversations. Deans, associate vice presidents, vice presidents, and ultimately the President's Cabinet prioritize resource requests in support of comprehensive and core theme planning. The fall PBA Conversations provide a public forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the allocation of resources. Each vice president is allocated time at a series of campus-wide meetings to present their strategic plans and resource needs. Presentations include a brief overview of the college, school, or division mission and objectives from their four-year strategic plan. Leaders present their highest priority strategies and PBA requests with particular attention to those that align with the annual areas of focus. Decisions are announced by the President in April, at a campus-wide lunch meeting known as "Hoagies with Holland."² The

PBA Conversations and Hoagies with Holland ensure that divisional plans are shared with constituencies across campus, a key component of transparency in UVU's comprehensive planning and assessment processes. Figure 14 (see Standard 3.A.1) shows a typical PBA cycle annual calendar.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).
2. President Matthew S. Holland, "Hoagies with Holland," April 19, 2017 (pdf document).

Standard 3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Utah Valley University plans and evaluates mission fulfillment, core themes, and objectives using 37 meaningful, appropriately defined institutional indicators operationalized through 51 specific measures¹ and additional contextual comparison points to determine the level of achievement of the objectives, and thereby of the core themes and mission fulfillment. These indicators were developed as constructs by the University Planning Advisory Committee (UPAC) and operationalized as specific measures by Institutional Research (IR) in collaboration with UPAC. UPAC uses these indicators and measures in its biannual self-evaluation of mission fulfillment², using a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators and core themes and mission fulfillment are evaluated based on evaluation of the objectives.

This triangulation approach ensures that evaluation is based on appropriately defined data rather than one potentially inappropriate data source by using both direct and indirect measures of both outputs and outcomes, building robust face validity by broad agreement of a diverse group on the value of the measures, building strong content validity by using measures that describe the full domain of the indicators, and demonstrating the convergent validity of the measures. Measures generally adhere to commonly accepted data standards. In the course of this self-evaluation process, UPAC also identifies problematic data and, in the years between self-evaluations³, works to refine these data points to make them more reliable, valid, and appropriate for core theme and mission fulfillment evaluation.

The number of measures and the complexity of analysis a triangulation approach requires presents UPAC with challenges in data management and presentation. IR and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) collaborate on the collection and management of all data used in the core theme and mission fulfillment evaluation process and makes this data publically available through a series of data visualizations maintained on the Institutional Indicators website¹. These visualizations present data in a consistent form and a single location where users can easily see different measures and indicators, often in different comparative contexts, with only a few clicks.

This presentation allows coherent, integrated, and deliberative analysis of the multiple indicators and measures used to evaluate each core theme objective.

The data analysis is key to the planning for and evaluation of accomplishment of core theme objectives. Objectives are assessed holistically based on the triangulated measures; core themes are then evaluated holistically based on the evaluations of specific objectives. Evaluations are rated as either unsatisfactory, satisfactory, or excellent. An objective is considered satisfactory if, based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance. The target threshold may be determined by absolute measures or by relative comparisons to other institutions. Satisfactory performance reflects effort and outcomes that meet a minimum threshold; in many cases UVU has identified further improvements to be sought even for core theme objectives that have been rated as satisfactory.

A rating of unsatisfactory is given when it is judged that the institution is falling below a minimum level of performance that meets student, community, or institutional needs. A rating of excellent is used when achievement clearly exceeds minimum acceptable performance and is recognized as a point of pride for the university. Holistic determinations are used in judging performance for each core theme based on the evaluations of each objective. UVU considers itself to have fulfilled its mission if and only if all core themes have been evaluated as at least satisfactory.

Approaches to ensuring appropriate data use in extended-term planning for specific areas of operations within the core theme framework vary as appropriate to the plan domain. In many cases, such as the Strategic Inclusion Plan⁴ and the Academic Master Plan Draft⁵, data definition and collection begins with the core theme indicators, with additional needs identified by working groups involved with the implementation of the plan. In some cases, such as the Strategic Plan for Managing Growth 2016–2025 Update⁶, data is defined using common (usually state or federal government) standards and included in the plan, with further assessment and analysis coming through periodic updates of the plan.

Data definitions in unit strategic planning are developed by the operating unit in consultation with Academic Quality Assurance (AQA), IEPA, and IR. A unit plan is expected to mirror what is done on the institutional level with a mission and objectives that articulate the purpose of the unit, and holistic assessment of the achievement of the unit's objectives (defined broadly as the use of metrics, benchmarks, unit SWOT analyses, assessment of student learning and program review, and other activities that support awareness of unit mission fulfillment). Metrics, SWOT analyses, academic assessments, and program review allow units to define data appropriately but pragmatically to evaluate the extent to which they are fulfilling their missions and understand the internal and external conditions that influence mission fulfillment from the immediate past through the foreseeable future. In UVU's unit strategic planning processes⁷, as in the core theme and mission fulfillment planning process, units are encouraged to triangulate measures for achievement of objectives and make a holistic assessment of the objective based on those measures.

1. Institutional Research, "Institutional Indicators," https://www.uvu.edu/iri/academicprograms/core_themes.html.

2. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
3. University Planning Advisory Committee, “Mission Fulfillment Measure Action Items,” January 21, 2016 (pdf document).
4. Utah Valley University, “Strategic Inclusion Plan 2014–2018,” August 20, 2014 (pdf document).
5. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
7. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).

Standard 4.A: Assessment

Standard 4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

Evaluation of the core themes and objectives takes place through the mission fulfillment self-evaluation¹ using the methodology described in Standards 3.A.3 and 3.B.3. The University Planning Advisory Committee (UPAC), as part of its role in evaluating mission fulfillment on a biannual basis, evaluates fulfillment of core themes and objectives making recommendations to President’s Council for additional determinations and action as appropriate. The UVU Board of Trustees reviews and approves the mission fulfillment self-evaluation. The 2017 Mission Fulfillment Self-Evaluation findings for each core theme and accompanying objectives are presented in the individual core theme sections below. This self-evaluation is based on 37 conceptual indicators operationalized through 51 specific measures selected by UPAC as reliable and valid indicators of achievement. These measures provide direct and indirect measures of success in core theme and administrative imperative objectives. The history of evaluations for each core theme is shown in Table 9.

Measures generally adhere to commonly accepted data standards and definitions. In the course of this self-evaluation process, UPAC also identifies problematic data and, in the years between self-evaluations², works to refine these data points to make them more reliable, valid, and appropriate for core theme and mission fulfillment evaluation.

The number of measures and the complexity of analysis presents challenges in data management and presentation. Institutional Research (IR) and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) collaborate on the collection and management of all data used in the core theme and mission fulfillment evaluation process and make this data publically available through a series of data visualizations maintained on the Institutional Indicators website³. These visualizations present data in a consistent form and a single location where users can easily see different measures and indicators, often in different comparative contexts, with only a few clicks. This presentation allows coherent, integrated, and deliberative analysis of the multiple indicators and measures used to evaluate each core theme objective.

Table 9: UPAC Evaluations of Core Themes, 2013-2017

Core Themes and Objectives		2013	2015	2017	
Key :	Excellent	Satisfactory	Unsatisfactory	In Development	Not Evaluated
Student Success: UVU supports students in achieving their educational, professional, and personal goals.		[Green]			
Student Success 1: UVU supports students' preparation and achievement of academic success at the University.		[Red]	[Green]		
Student Success 2: UVU provides a meaningful and well-rounded university experience.		[Green]			
Student Success 3: UVU prepares students for success in their subsequent academic, professional and lifelong learning pursuits including serving as leaders, people of integrity and stewards of their communities.		[Green]		[Dark Green]	
Engaged: UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.		[Grey]	[Green]		
Engaged 1: UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.		[Green]			
Engaged 2: UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.		[Grey]	[Green]		
Engaged 3: UVU serves as a portal of civic engagement and an engine of regional economic and business development.		[Grey]	[Dark Green]		
Serious: UVU fosters a culture of academic rigor and professional excellence.		[Green]			
Serious 1: UVU champions learning through outstanding teaching in an academically rigorous environment.		[Green]			
Serious 2: UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors.		[Grey]	[Green]		
Serious 3: UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators.		[Grey]	[Green]		
Serious 4: UVU is recognized for high quality, efficient, and effective programs and services.		[Green]	[Dark Green]		
Inclusive: UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.		[Green]			
Inclusive 1: UVU provides accessible and equitable educational opportunities and resources for all students.		[Green]	[Dark Green]		
Inclusive 2: UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.		(Added 2014)	[Grey]	[Green]	

Core Themes and Objectives		2013	2015	2017	
Key :	Excellent	Satisfactory	Unsatisfactory	In Development	Not Evaluated
Inclusive 3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.					
Inclusive 4. UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.					

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. University Planning Advisory Committee, “Mission Fulfillment Measure Action Items,” January 21, 2016 (pdf document).
3. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.

Standards 4.A.2, 4.A.4, and 4.A.5

Standard 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Standard 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Standard 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Assessment and integration of programs and services related to each core theme is primarily accomplished through the unit strategic planning and resource allocation process, using the methodology described in Standard 3.B.3. The unit strategic planning and resource allocation component ensures that programs and services support clearly identified programmatic and service objectives. The links among a unit’s strategies and resource requests, programmatic and service objectives and the institutional objectives that the unit objectives and resource requests support; and the campus-wide accountability for strategic planning and resource requests through the prioritization process and PBA Conversations ensure that the unit strategic planning, assessment, and resource allocation process evaluates holistically both the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives and the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

The unit strategic planning and assessment process forms the basis for resource allocation (and, therefore, integrated implementation of planning) through the Planning, Budget, and Assessment (PBA) process¹. UVU’s PBA process facilitates the alignment and prioritization of initiatives

throughout the university in support of UVU's mission, core themes, and administrative imperatives. Initiatives developed in the unit strategic planning and assessment process are prioritized for resource allocation. Resource requests must be tied to a unit strategy and can then be connected to both unit missions and the university's mission and core themes through links within the PBA Resource Request System. Ultimately, every resource request can be directly traced to both unit programmatic and service objectives and to core theme objectives through a demonstrated assessment need, connecting resource allocation to unit strategic planning, program and service planning, core theme planning, and comprehensive planning. Resource requests also identify a core theme or administrative imperative objective directly, further supporting the integration of the planning, assessment, resource allocation, and decision-making processes.

Integration of planning and resource allocation is strengthened by the prioritization process and PBA Conversations. Deans, associate vice presidents, vice presidents, and ultimately the President's Cabinet prioritize resource requests in support of comprehensive and core theme planning. The fall PBA Conversations provide a public forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the allocation of resources. Each vice president is allocated time at a series of campus-wide meetings to present their strategic plans and resource needs. Presentations include a brief overview of the college, school, or division mission and objectives from their four-year strategic plan. Leaders present their highest priority strategies and PBA requests with particular attention to those that align with the annual areas of focus. Decisions are announced by the president in April at a campus-wide lunch meeting known as "Hoagies with Holland."²⁴ The PBA Conversations and Hoagies with Holland ensure that divisional plans are shared with constituencies across campus, a key component of transparency in UVU's comprehensive planning and assessment processes.

In addition to these structured evaluation processes, individual units engage in their own processes on both ongoing and ad hoc bases to ensure that programs, services, and organizational structures align with program goals, core themes, and administrative imperatives. Student Affairs conducts a Program Enrichment and Evaluative Review (PEER) of one or two departments or programs each year. A review team is designated and thoroughly analyzes the selected programs. The PEER program, a form of peer review, is an internal approach to program assessment and environmental scanning. Recommendations from the reviews are addressed in unit strategic plans and PBA resource requests.

Planning, Budget, and Human Resources, during the 2015–2016 academic year, conducted an organizational analysis of Institutional Research (IR), with the help of an external consultant, to make recommendations for improving operations. The data gathered was used to inform organizational and process improvements.

Assessment of student learning occurs broadly through five primary methods: assessment of learning outcomes for academic programs, assessment of Essential Learning Outcomes (ELOs) for general education, academic program reviews, specialized accreditations, and advisory boards. Assessment of student learning outcomes for programs is a joint effort between academic units and Academic

Quality Assurance (AQA). Achievement of student learning outcomes is part of the Serious core theme. The faculty's role in that process is described under this criterion in the section for that core theme.

Academic programs routinely evaluate their programs through a formal and recently redesigned program review process in which faculty have a primary role. AQA has significantly improved the program review process. One of the criteria for program review is "Quality Outcomes" in which the programs are asked for evidence of exemplary student performance and the use of the results of learning outcomes assessment. Through the integrated assessment approach at UVU, faculty play a key role in the development and assessment of student achievement of learning outcomes. Faculty are responsible for establishing SLOs for their programs. Departments are actively involved in identifying and measuring their program learning outcomes. In addition, academic programs routinely evaluate their programs through a formal and recently redesigned program review process in which faculty also have a primary role.

Evaluation of operational aspects of educational programs is performed through the unit strategic planning process and program review. This evaluation process is carried out by the planning units themselves for both instructional and non-instructional units, thus directly involving faculty in the evaluation of educational programs as members of the planning unit in the same way that members of non-instructional units are involved in the planning and assessment of programs and services.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).
2. President Matthew S. Holland, "Hoagies with Holland," April 19, 2017 (pdf document).

Standard 4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Assessment of student learning occurs broadly through five primary methods: (1) assessment of learning outcomes for academic programs, (2) assessment of Essential Learning Outcomes (ELOs) for general education, (3) academic program reviews, (4) specialized accreditations, and (5) advisory boards. Through the integrated assessment approach at UVU, faculty play a key role in the development and assessment of student achievement of learning outcomes. Faculty are responsible for establishing student learning outcomes (SLOs) for their programs. Departments are actively involved in identifying and measuring their program learning outcomes.

Assessment of the ELOs begins in general education and introductory level courses and continues into major courses. Programs link their program learning outcomes to the ELOs and identify appropriate measurements. In this way, all departments and faculty are responsible for facilitating student achievement of these outcomes. The institution measures these outcomes as the result of the

student's entire experience at UVU. Programs have created curriculum maps in the university's assessment management system, Insight 2.0, which include general education requirements as well as program learning outcomes. The maps indicate where the ELOs are introduced, reinforced, and assessed, beginning in general education courses and continuing into the major.

Procedures for assessment of program learning outcomes are discipline specific and determined by the relevant academic departments. For example, in the School of the Arts, faculty in most programs assess outcomes annually, although there are a few programs that choose to assess only selected outcomes each year and leave others for subsequent years. Assessments consist of using rubrics to evaluate student learning via portfolios, juries, recitals, or capstone performances, all of which are evaluated by faculty members. Faculty teaching within a program then gather to review the data, draw conclusions, and determine how to improve student learning. The evaluation and goals are written and action steps are defined. Programs then review data again the next year to evaluate progress and to close the loop.

Achievement of student learning outcomes is part of the Serious core theme. The process for assessing student achievement is described in detail under this criterion in the section for that core theme.

Standard 4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

In the course of the mission fulfillment self-evaluation process, the University Planning Advisory Committee (UPAC) identifies problematic data and, in the years between self-evaluations¹, works to make these data points more reliable, valid, and appropriate for mission fulfillment evaluation. As each measure is used by UPAC to evaluate achievement, the committee identifies needed improvements to the adequacy of the data and/or the measure in allowing a reasonable judgment to be made. These are noted and then later addressed by Institutional Research (IR) and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) in conversation with UPAC.

In mid-2016, the Academic Effectiveness Committee (AEC) determined that greater specificity of ELOs was needed in order to more effectively measure student achievement of ELOs. An operational framework was adopted which identifies the ELO elements deemed most important for student mastery and referred to in some form across several ELO categories. The operational framework below shows the dominant ELO category for each selected ELO:

- Critical and Creative Thinking (Intellectual and Practical Skills) and Ethical Reasoning (People of Integrity)
- Teamwork and Collaboration (Professional Competency)
- Oral and Written Communication (Intellectual and Practical Skills)
- Civic Engagement and Global Competencies (Stewards of Place)

This framework includes all ELOs except Knowledge Foundation, which was determined to relate primarily to courses in the major rather than to general education.

UVU has used this university self-study process to evaluate its student learning assessment process. A working group on assessment emerged during this self-study cycle. Based on the working group's review of evidence from schools and college, the group concluded that assessment is a regular part of most academic programs, and is being used to promote continuous improvement at the program, school and college, and institutional levels. Reporting of results to deans and the reinforced process of ELO evaluation especially has brought significant improvement in the use of assessment results beyond the program-level. The decentralized process currently used allows programs to use assessment methods appropriate to their disciplines, especially where the programs are supported by specialized accreditation. However, it provides limited coherence to assessment efforts across the university and lacks a central repository for results at the institutional level. As a result, there may be a sense in some quarters that UVU does assessment primarily for compliance purposes and does not gain the full benefits that its assessment efforts could produce.

This working group has identified three strategies for improving assessment. First, stronger messaging from senior academic leaders is intended to reinforce a culture in which assessment is valued and used in decision making. Second, a model of assessment where the assessment instruments are embedded in the nationally accepted standards of the discipline (such as a specialized accreditation or scholarly and professional organizations) aims to encourage faculty to see accreditation as rooted in their fields rather than as an external requirement. Program reports would then be reviewed by deans and by the AEC to identify trends and make improvement recommendations at the college or school and university levels. Third, the Office of Teaching and Learning will be employed more actively, meeting with all new faculty hired each year to review a syllabus for assessment of course level learning outcomes and connections to program outcomes.

The Planning, Budget, and Assessment (PBA) process is assessed annually to evaluate its success in fostering a culture of planning, assessment, improvement and accountability at the institutional level as well as to ensure that it supports resource allocation planning based on authentic achievements that yield meaningful results and lead to improvement. The rationale for each PBA resource request is assessed based on its connection with strategic planning and assessment. The following rubric is used:

- No justification. The rationale simply describes the request in more detail (e.g., itemizing the use of funds requested) without offering any justification for it.
- Not connected. The rationale provides little justification beyond unsubstantiated assertions.
- Limited connection. The rationale mentions relevant effects or findings but without specifying them in detail or explicitly connecting findings and effects.
- Connected. The rationale identifies specific findings and planning effects or benefits, and links effects or benefits to data.
- Strongly connected. The rationale justifies the request explicitly as a response to assessment or formal SWOT exercise findings and describes specific expected effects on unit objectives.

The percentage of rationales rated as “connected” or “strongly connected” more than doubled from 17.4% in Fall of 2014 to 38.7% in 2016 across all core themes. Results for each core theme are described under this criterion in the section for that core theme.

1. University Planning Advisory Committee, “Mission Fulfillment Measure Action Items,” January 21, 2016 (pdf document).

Standard 4.B: Improvement

Standard 4.B.1

Results of core theme assessments and results of assessments of programs and services are based on meaningful institutionally identified indicators of achievement; used for improvement by informing planning, decision making, and allocation of resources and capacity; and made available to appropriate constituencies in a timely manner.

Use of meaningful institutionally identified indicators of achievement to determine the results of core theme assessments, the results of assessments of programs and services, and the communication of those results are addressed for core themes under Standards 3.B.1 and 4.A.1 and for programs and services under Standards 3.B.2, 4.A.2, 4.A.4, and 4.A.5. The process of assessing mission fulfillment establishes needs that inform the medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes, both individually and in their relationships with each other, as described in Standard 3.B.1.

Using the planning and assessment approaches described in this chapter, UVU promotes significant improvements in mission fulfillment and operations. A major outcome of the mission fulfillment self-evaluation¹ and SWOT analysis² processes conducted by the University Planning Advisory Committee (UPAC) is the annual areas of focus³ for unit strategic planning and resource allocation described in Standard 3.B.1. These areas of focus are driven by a number of considerations, including the results of the biannual UPAC SWOT analysis and self-evaluation of UVU’s mission fulfillment, accreditation requirements, legislative accountability and performance-based funding requirements, resource needs related to expected growth, and UVU’s student profile. Areas of focus use the results of core theme assessment to identify priorities for the development of new initiatives addressing matters of immediate, university-wide concern. PBA resource requests that directly support the areas of focus, especially if tied to the unit’s strategic plan, will receive priority funding consideration. The areas of focus are provided to unit leaders during the annual All-Leadership Meeting and are published on the Unit Strategic Planning website⁴. Units then develop initiatives to promote continuous improvement in those areas.

The most recent SWOT analysis and the 2017 Mission Fulfillment Self-Evaluation are publically available on IEP’s website. The annual areas of focus are provided to leaders during the Annual All-Leadership Meeting which is the launch of planning activities across campus and in annual Planning and Planning, Budget, and Assessment process guidelines.

Programs and services use assessment results to promote continuous improvement primarily through the unit strategic planning and assessment process described in Standard 3.B.2. Holistic assessment of the achievement of the unit's objectives establishes the needs for and constraints on specific strategies for achieving objectives. Units then identify strategies that will lead to achievement of the objectives given the assessment findings. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels.

1. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
2. University Planning Advisory Council, "2010–2016 UPAC SWOT Analyses," April 5, 2016 (pdf document).
3. Institutional Effectiveness, Planning, and Accreditation Support, "UVU Areas of Focus, 2014–15 through 2017–18," April 24, 2017 (pdf document).
4. Institutional Effectiveness, Planning, and Accreditation Support, "Unit Strategic Planning," <http://www.uvu.edu/insteffect/planning/strategic.html>.

Standard 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Achievement of student learning outcomes is part of the Serious core theme. Evaluation of student learning outcomes assessment is described under this criterion in the section for that core theme.

As an example, the Woodbury School of Business has been especially effective in using faculty involvement to drive improvement. Data assessment through the collection process has indicated students' oral communication skills need improvement. Faculty teaching Effective Communication, a mandatory business matriculation course, require students to video all presentations on their cell phone for critique and assessment. Videos can be reviewed by students at any time. The assessment process included creation of common rubric, which is used by all departments in the school. Students are evaluated on their oral presentations using the rubric and given feedback by their professors.

The department chairs and the dean's office in the Woodbury School of Business meet throughout the year to discuss degree program improvements with a goal to maintain an already tightly integrated set of business degree programs. The assessment committee, consisting of faculty and staff from the dean's office, reviews and updates the learning objectives and develops suggestions for improving degree programs in light of appropriate breadth, depth, sequencing of courses, and synthesis of learning across multiple classes. Suggestions are reviewed by the dean's Leadership Council for consideration and implementation. The MBA Curriculum Committee performs a similar function for their curriculum. These processes were reviewed and assessed by the Association to Advance Collegiate Schools of Business (AACSB) in October 2016 as part of a regular five-year review of the Woodbury School of Business. AACSB affirmed that these processes meet accepted norms through the granting of continuing accreditation following the visit¹.

Courses offered in University College for Literacies and Composition, Developmental Math, College Success Studies, and English Learning Language are prerequisites for higher-level course work. Literacies and Composition courses are carefully sequenced to prepare students for the argument-based and research reading and writing required in ENGL 1010 and 2010 by emphasizing the academic reading and writing tasks of summary, analysis, and synthesis. Developmental Math examines data on pass and success rates and performance on final exams. Exam questions are linked to learning outcomes and curricular adjustments made according to student performance. As the result of Commission on English Language Program Accreditation review², the ELL Program is reviewing and revising the advanced course curriculum. They are also considering an additional level of instruction to better prepare students for advanced ELL courses and ENGL 1010.

1. Association for the Advancement of Collegiate Schools of Business, “Notice of Accreditation,” February 28, 2017 (pdf document).
2. Commission on English Language Program Accreditation, “Notification of Reaccreditation,” April 19, 2017 (pdf document).

Student Success

Utah Valley University supports students in achieving their educational, professional, and personal goals. The Student Success core theme is operationalized with three objectives:

1. UVU supports students' preparation for and achievement of academic success at the University.
2. UVU provides a meaningful and well-rounded university experience.
3. UVU prepares students for success in their subsequent academic, professional and lifelong learning pursuits, including serving as leaders, people of integrity, and stewards of their communities.

UVU's integrated planning, assessment, decision-making, and resource allocation process, which operates across the comprehensive, core theme, and programs and services levels, drives achievement of the university's mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. "Planning" is shorthand for the entire complex of activities within this approach. The approach, which is common to comprehensive planning and all core themes, administrative imperatives, associated objectives, programs, and services, is described in detail in the "Planning, Assessment, and Improvement Process for All Core Themes" section of this chapter.

This section demonstrates the use of this model to plan, assess, and continuously improve achievement of the Student Success core theme and its associated objectives. The model's operation in other core themes and in comprehensive planning (as described under Institutional Planning) is useful for understanding its overall design and use in the broader context of planning, assessment, and continuous improvement at UVU. This section and the general planning process section of this chapter together demonstrate compliance with Standards 3.B and 4 with regard to the Student Success core theme.

Based on UVU's 2017 Mission Fulfillment Self-Evaluation¹, UVU has satisfactorily achieved the Student Success core theme and thus that element of mission fulfillment. Student Success Objective 3 was rated excellent with Objectives 1 and 2 rated satisfactory. UPAC found that UVU provides students with the foundations for professional and academic success as indicated by employment and continued education rates. UVU has made outstanding progress in improving retention and completion, already meeting its 2020 graduation rate goals in 2016. While, UVU's federal

Integrated Postsecondary Educational Data System (IPEDS) graduation rate declined significantly in 2017, as described in Standard 4.A.1, UVU does not believe that this represents either a significant change in the pattern of student success at the university or a general failure of the institution to promote student success. In addition to the indicators of success associated with specific objectives, UVU students across the university consistently receive top awards in major national competitions. Students interact with faculty at rates comparable to peer institutions and participate in campus activities more than in the past. Employers consistently praise UVU's graduates, which goes far toward explaining the very high employment rates among graduates.

Standard 3.B: Core Theme Planning

Standard 3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Planning for each core theme is accomplished through two planning components: extended-term institutional planning and mission fulfillment planning. Extended-term plans address specific issues across core themes. Mission fulfillment planning assesses UVU's success in achieving its objectives and fulfilling its mission, identifying areas of excellence and needs for improvement.

Extended-Term Institutional Planning. Extended-term institutional planning uses a series of medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes. Several of these support planning for the Student Success core theme. The Our Unique Educational Mission² (OEM) white paper was especially important in establishing a baseline concept of systematic and comprehensive planning and assessment, and established a sense of institutional direction based on key strategies. A critical strategy for student success was the Structured Enrollment Policy. The OEM white paper articulated a central tension between the Serious and Inclusive core themes. One aspect of Inclusive is that UVU is an open admissions institution at the undergraduate level that enrolls all students. Yet, as a Serious institution, we expect high standards for academic quality. The solution was to take steps to ensure student success for those with academic challenges on admission.

The OEM white paper articulated an innovative "Structured Enrollment" model implemented in Fall 2012. This model allows UVU to remain open to any undergraduate student while simultaneously increasing academic quality across the curriculum and enhancing student success by:

- Establishing admissions deadlines and application requirements;
- Requiring appropriate placement tests upon enrollment;
- Ensuring that underprepared students attend orientation, meet with advisors, and complete developmental coursework in a timely fashion; and
- Restricting enrollment in upper-division courses to students who have qualified for advanced standing on the basis of lower-division academic performance.

At the time, UVU President Matthew S. Holland stated, “The policies introduced now will position UVU more favorably to carry out our vital mission roles of access and teaching excellence well into the horizon. We are absolutely doing the right things to preserve a vibrant, exciting and sustainable future for UVU and the students who rely on this institution for excellent educational opportunities.” This change has been a signature success.

As part of the administrative reorganization strategy under the OEM white paper, the mission and organization of University College was revised to unify institutional leadership for academic advisement and student success. With the development of the Student Success core theme, the vital and innovative relationship between University College and the division of Student Affairs with respect to advising and student success issues required realignment to reflect the centrality of student success to the university’s mission and core themes, with Academic Affairs assuming an even more explicit and energetic responsibility for the core theme. The OEM led to University College taking on an institutional direction that is both more focused and empowered than in the past. With a reconstituted mission concentrated on student success, University College plays an important role in implementing Structured Enrollment by advising students with respect to remedial and developmental courses in math, English, reading, and other skill-building areas. It provides advising and counseling to students who have not yet selected a major, and works closely with the Academic Affairs Council, the Advisement Leadership Council and department chairs to promote best practices in advisement and consistency in advising efforts across campus. In collaboration with Student Affairs, it promotes and implements strategies to increase student retention, completion, and satisfaction.

Much of the university’s planning since 2011 expanded on the basic vision of the OEM white paper. Extended-term institutional plans related to the Student Success core theme since the OEM white paper include:

- UVU Business Engagement Strategy: Career Pathways Report³ (2013)
- UVU Strategic Inclusion Plan⁴ (2014)
- Student Retention Plan⁵ (2015)
- UVU Completion Plan⁶ (2016)
- Academic Master Plan Draft⁷ (in progress)
- UVU Student Success White Paper (in progress)
- Academic, Facilities, and Growth Integration Plan (in progress)

Central to UVU’s student success efforts has been the UVU completion and retention plans, which implement Student Success Objective 1. The retention plan is built around three strategies: a comprehensive first-year experience, early intervention and outreach, and campus culture change. Acting on these strategies, Student Success and Retention has created several successful programs such as improved student orientation including a freshman convocation, a college student success course offered by the Department of Student Leadership and Success Studies, Early Alert and Stoplight intervention systems tied to retention mentors, the “I choose to retain” marketing campaign, and enhanced cross-campus collaboration.

The UVU Completion Plan, a joint project of Student Success and Retention in Student Affairs and Academic Completion in Academic Affairs, recommends initiatives to increase the graduation of UVU students. A driving philosophy in this plan is the understanding that students generally perform better when guided deliberately through activities and courses designed for their individual needs. The plan also addresses the primary reasons UVU students leave the university before graduating. It builds on the retention programs and expands data collection and analysis, incorporates teaching and curriculum improvement, and enhances student engagement and financial support.

The Strategic Inclusion Plan developed strategies to ensure that students from disadvantaged positions would have the resources needed to succeed at UVU, not just be admitted to it. Those strategies included enhanced information and financial aid; mentoring, advising, and academic support programs; increased diversity in the curriculum and cocurricular programs; support for students at satellite campuses and in distance education; ensure accessibility of facilities, and enhance the range of course delivery times, sites, and methods to support completion. Both the retention and completion plans note the challenges associated with disadvantaged groups and integrate the student success strategies that the Strategic Inclusion Plan developed to support those groups' needs.

The Business Engagement Strategy: Career Pathways Report developed strategies to smooth transitions for students from high school to postsecondary education and into a career. A working group consisting of the Utah K-16 Alliance, community and business leaders, and the university initiated a statewide Digital Media Career Pathways program and then recommended strategies for developing additional pathways to ensure student success in their careers, consistent with Student Success Objective 3. Those recommendations are reflected in the Academic Master Plan Draft's proposed expansion of career pathways. The Academic Master Plan Draft also envisions stronger faculty mentoring and professional academic advising to support student success.

Mission Fulfillment Planning. In addition to extended-term institutional plans, the mission fulfillment self-evaluation process guides the selection of programs and services through the identification of annual areas of focus⁸ in the unit strategic planning and resource allocation process. Areas of focus related to the Student Success core theme and its objectives have included:

- Support students in completing their goals and professional preparation (AY 2014–2015)
- Improve student retention and completion (AY 2015–2016, AY 2016–2017)
- Continue to improve student retention, persistence, learning, and completion (AY 2017–2018)
- Continue to create an environment in which national prominence for excellence in engaged learning, post-graduation career pursuits, and civic responsibility is a hallmark of a UVU education (AY 2017–2018)

Over the three PBA processes completed since areas of focus were implemented, units submitted 177 resource requests in support of initiatives advancing Student Success areas of focus, in addition to those advancing the core theme outside of an area of focus described under Standard 3.B.2.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
3. Utah Valley University, “UVU Business Engagement Strategy Career Pathways Report,” January 2013 (pdf document).
4. Utah Valley University, “Strategic Inclusion Plan 2014–2018,” August 20, 2014 (pdf document).
5. First-Year Experience and Student Retention, “A Personalized Approach to Student Retention,” August 6, 2015 (pdf document).
6. Student Success and Retention, “UVU Completion Plan,” March 2017 (pdf document).
7. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
8. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).

Standard 3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Planning for core theme programs and services is primarily accomplished through the unit strategic planning and resource allocation process¹. In the AY 2016–2017 planning cycle, units with strategic plans had 115 objectives with 343 associated strategies in support of Student Success objectives. Over the three PBA processes completed since areas of focus² were implemented, units made 48 resource requests in support of initiatives advancing Student Success objectives, not including requests submitted through a Student Success-related area of focus.

Planning for improved completion rates in Academic Affairs is an example of unit planning, assessment, and resource allocation that ensures contributing components align with and support program and service objectives in the Student Success core theme. One of Academic Affairs’ objectives is to increase program completion rates in support of Student Success Objective 1. Their assessment determined that UVU’s completion rates are low compared to our peers for standard measures of completion, and that UVU needs to develop a more comprehensive model of completion as a basis for determining how well each of the different segments of its student population is doing and the reasons for non-completion and then address the reasons for non-completion. They then adopted a strategy of developing a comprehensive model of completion for each student segment to support the strategy. Academic Affairs then partnered with Student Affairs in support of adopting and implementing the Civitas student analytics suite.

1. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).

Standard 3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Utah Valley University evaluates the Student Success core theme and objectives using a triangulation approach based on 7 meaningful, appropriately defined indicators operationalized through 11 specific measures (see Table 10). Data is publically available through the UVU Institutional Indicators website¹.

Objectives are assessed holistically based on the triangulated measures; core themes are then evaluated holistically based on the evaluations of specific objectives. Evaluations are rated as either unsatisfactory, satisfactory, or excellent. An objective is considered satisfactory if, based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance.

Approaches to ensuring appropriate data use in extended-term planning for specific areas of operations within the core theme framework vary as appropriate to the plan domain. The Strategic Inclusion Plan² does not itself identify indicators or metrics, but the UVU Inclusion Committee has identified a range of data indicative of success, including student headcounts by demographic and other characteristics, student and employee survey results, and resource allocation. This data is reported in the annual Inclusion Report³ and used to plan and evaluate programs and services supporting the Student Success core theme. The Academic Master Plan Draft⁴ identifies a number of key indicators, supplementing the existing institutional indicators with more detailed data appropriate to specifically academic needs such as advising metrics, faculty-led undergraduate research projects, program maps, and career placement measures. The retention⁵ and completion⁶ plans use federally standardized IPEDS data as their primary measures of success.

Data definitions in unit strategic planning are developed by the operating unit in consultation with Institutional Research (IR); Institutional Effectiveness, Planning, and Accreditation Support (IEPA); and Academic Quality Assurance (AQA). Units are encouraged to triangulate measures for achievement of objectives and make a holistic assessment of the objective based on those measures. A critical objective for the Fulton Library is to create and strengthen avenues to support faculty and student research and teaching. The library uses 14 distinct metrics triangulating inputs, outputs, and outcomes using direct and indirect measures in its assessment plan. These measures range from traditional usage statistics to a physical evaluation⁷ of the library carried out by Accessibility Services. These measures clearly support assessment of the library's objective and through it students' academic success at the university as described in Student Success Objective 1.

Table 10: Indicators and Measures for Student Success Objectives

Objective	Indicators	Measures
1. UVU supports students' preparation for and achievement of academic success at the university.	Retention rates	IPEDS GRS cohort first-year retention rates
	Graduation rates	IPEDS GRS cohort 150% of program time graduation rates
		Number of degrees awarded annually
2. UVU provides a meaningful and well-rounded university experience.	Student participation in extracurricular activities	Total participation by activity type
		Headcount of students participating in at least one activity
	Interactions outside the classroom with faculty regarding academic ideas	NSSE "Student-Faculty Interactions" scale
3. UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits including serving as leaders, people of integrity, and stewards of their communities.	Success of graduates	Number of graduates pursuing further education
		Number of graduates employed full-time
	Graduates' evaluation of UVU's contribution to their growth	Graduating student survey "contribution to growth" items
	Employer perceptions of graduates	Employer survey "evaluation of graduates' skills" items
		Employer survey "overall assessment of quality" item

1. Institutional Research, "Institutional Indicators," https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. Utah Valley University, "Strategic Inclusion Plan 2014–2018," August 20, 2014 (pdf document).
3. Inclusion Committee, "Diverse Stories and Inclusive Approaches: UVU's 2016 Inclusion Report," September 20, 2016 (pdf document).
4. Academic Affairs, "Academic Master Plan Draft 2017–2025," January 2017 (pdf document).
5. First-Year Experience and Student Retention, "A Personalized Approach to Student Retention," August 6, 2015 (pdf document).
6. Student Success and Retention, "UVU Completion Plan," March 2017 (pdf document).
7. Assistive Technology Lab, "2016 ADA Library Assessment," May 2016 (pdf document).

Standard 4.A: Assessment

Standard 4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

UVU evaluated the Student Success core theme and its associated objectives through self-evaluations of core theme objectives conducted in the 2012–2013¹, 2014–2015², and 2016–2017 academic years using the methodology described in Standard 3.B.3. For each objective, the indicators and measures form the basis for ongoing evaluation of accomplishment of each core theme. Institutional Research (IR) and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) collaborate on the collection and management of all data used in the core theme and mission fulfillment evaluation process and make this data publically available through a series of data visualizations maintained on the Institutional Indicators website³. These visualizations present data in a consistent form and a single location where users can easily see different measures and indicators, often in different comparative contexts, with only a few clicks. This presentation allows coherent, integrated, and deliberative analysis of the multiple indicators and measures used to evaluate each core theme objective.

The 2017 self-evaluation⁴ found that the Student Success core theme was satisfactory achieved. Student Success Objective 3 was rated excellent with Objectives 1 and 2 rated satisfactory. UPAC found that UVU provides students with the foundations for professional and academic success as indicated by employment and continued education rates. UVU has made outstanding progress in improving retention and completion, already meeting its 2020 graduation rate goals. In addition to the indicators of success associated with specific objectives, UVU students across the university consistently receive top awards in major national competitions. Students interact with faculty at rates comparable to peer institutions and participate in campus activities more than in the past. Employers consistently praise UVU's graduates, which goes far toward explaining the very high employment rates among graduates.

Objective 1: UVU supports students' preparation for and achievement of academic success at the university. This objective was rated as satisfactory. UVU has demonstrated dramatic improvement in completion and graduation rates over the last six years. Six-year graduation rates for full-time, bachelor's degree-seeking students grew from 17% for the 2006 cohort to 30% for the 2009 cohort (who graduated in 2015). The overall graduation rate grew from 24% to 33% during that time, meeting what were once viewed as ambitious 2020 goals for both the overall and bachelor's degree graduation rates, four years ahead of schedule. The total number of degrees awarded annually has increased 21.9% since AY 2010–2011, and has shown the largest increase in degrees awarded since 2009-10 of any Utah System of Higher Education (USHE) institution, indicating that improvement is not limited to first-time, full-time students. Over the past five years, UVU has awarded the second largest number of undergraduate degrees among USHE institutions. Stable first-to-second-year

retention rates are enhanced by substantial growth in upper-level enrollment despite stable transfer-in enrollment, indicating that UVU has also increased persistence through the later years of students' academic careers. Graduation and retention rates do remain slightly below our currently identified peer institutions; however, UVU compares favorably to several alternative peer groups identified by IEPA that emphasized large, open enrollment, dual mission institutions with large atypical student populations. UVU is by no means content with its current graduation and retention rates, but the excellent progress made over the past five years is a point of pride for the university.

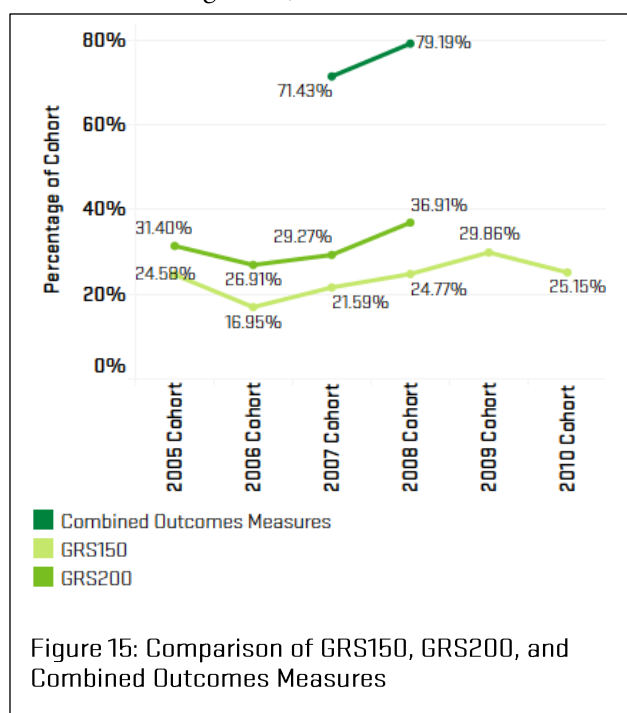
While UVU remains committed to continued progress and implementation of new graduation improvement initiatives, we recognize that, like most institutions, the typical reporting standards do a poor job of representing student success. The IPEDS graduation rates capture less than one quarter of our graduates (i.e., traditional students) and fewer than half of our peer group institutions are open admissions. Our inclusive mission, with its commitment to open admissions and second-chance students, significantly restricts the extent to which UVU can control its graduation and retention rates through selective admissions of those students most likely to be enrolled full-time, retained, and graduate on time, a response pursued by a number of institutions. The new IPEDS Outcomes Measure will likely provide a more comprehensive evaluation and will be added to the indicators for the next self-evaluation. Our increased performance came in spite of outside influences which created negative enrollment effects, such as an improved economy and a missionary age change by the Church of Jesus Christ of Latter-Day Saints (LDS), with which 73.2% of students identify.

Student Achievement Measures. Following completion of the 2017 self-evaluation, Utah Valley University reported an adjusted graduation rate for the 2010 IPEDS Graduation Rate Survey cohort (often called the “GRS150” rate, for first-time, full-time, bachelor’s degree-seeking students entering in the fall and completing within 150% of nominal program time) of 25.2%, a decline of 5.1 percentage points from the 2009 cohort. This is accompanied by a 4.6 point decline in its non-bachelor’s degree cohort GRS150 rate to 28.8%. This raises concerns about student success at UVU, particularly in light of UVU’s finding that Student Success Objective 1 was satisfactorily achieved in its 2016–2017 Mission Fulfillment Self-Evaluation. That evaluation was completed based on GRS150 rates the 2005 through 2009 cohorts prior to the availability of the 2010 cohort data.

IEPA, which has responsibilities for neither the achievement nor calculation of graduation rates, evaluated this unexpected decline to proactively ensure a thorough understanding of the issue, re-evaluate the university’s conclusion that the university is achieving Student Success Objective 1, and assess its implications for the effectiveness of its ongoing programs to improve student success, particularly in the context of the Council of Regional Accrediting Commissions (C-RAC) statement of September 21, 2016. The 2010 cohort GRS150 rate is marginally above the C-RAC standard for four-year institutions of 25%. UVU’s 2010 cohort GRS150 rate for students seeking certificates and associate degrees is 28.8%, well above the C-RAC standard of 15% for two-year institutions. The evaluation was led by the Interim Director of the office, Jeffrey Alan Johnson, a nationally recognized expert on higher education information policy who has published several works on the development of various graduation rate metrics.

Based on this analysis, UVU has concluded that the 2010 GRS150 graduation rate, while not at all satisfying, represents neither a significant change in the pattern of student success at UVU nor a general failure of the institution to promote student success. This conclusion was based on five factors:

- The causes for the decline are generally not related to changes in graduation; the driving factor is the decline in allowable exclusions. This was both expected, given the LDS missionary age change, and is inconsistent with the conclusion that UVU is failing its students in some significant way.
- The GRS150 is a poor measure of success for UVU's diverse student body. It tells the story of only a small and unrepresentative segment of UVU's student population, has significant statistical biases across student groups, and poorly evaluates fulfillment of UVU's unique educational mission.
- Alternative measures consistently support the conclusion that UVU's programs lead to student success (see Figure 2 in Student Achievement Outcomes and Figure 15). Increases in the number of degrees awarded and high levels of success in the GRS200, in Outcomes Measures, and in mission-sensitive analysis of GRS150 data are inconsistent with the conclusion reached on the GRS150 alone. The sound explanation for this is that the GRS150 lacks convergent validity as a measure of student success, and that convergence in the other measures is indicative of success.
- UVU is not burdening unsuccessful students with high tuition payments or student loan debt, and maintains low loan default rates. This is indicative of some combination of a minimal financial burdens for education and the value that even a limited college education may have in the service region.
- UVU has implemented a wide range of programs to promote student success and retention, largely after the 2010 cohort entered the university. While these programs would have had limited effect on this cohort, they are already showing signs of success with subsequent cohorts and should lead to significant gains especially after the 2013 cohort.

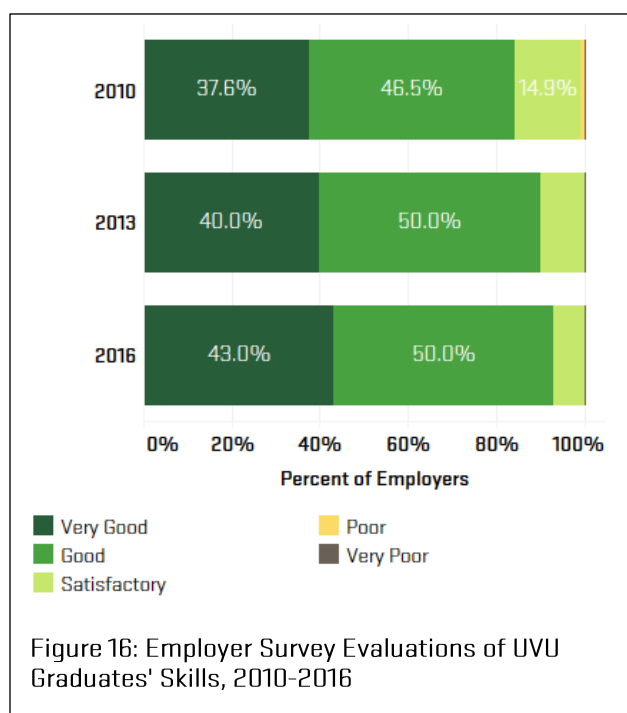


It would certainly be inappropriate for UVU to disregard the 2010 cohort graduation rate. It is well below the university's graduation rate goal for 2020 of 32%. Further monitoring is needed, and UVU will continue to strive toward improving the GRS150 rate in the context of promoting success for all students.

Objective 2: UVU provides a meaningful and well-rounded university experience. This objective was rated as satisfactory. Student-faculty interaction outside of the classroom is comparable to peer groups and increases substantially from the first year of study through students' senior years.

Approximately three-fourths of students participate in at least one student activity each semester, a high number for a non-residential institution and a noteworthy improvement over the past five years.

Objective 3: UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits including serving as leaders, people of integrity, and stewards of their communities. This objective was rated as excellent. Both employers and students believe that UVU graduates are well prepared for future success. Employer’s perception of graduates’ skills, as expressed in the UVU Employer Survey, showed most students as adequate and approaching ideal in most areas of performance (see Figure 16), and students nearly universally say that UVU made substantial contributions to growth in their personal and intellectual skills. The UVU Alumni Survey suggests that graduates’ employment rate one year following graduation continues to rise but has not fully rebounded to levels prior to the Great Recession. However, employers frequently report, for example, that the only problem with UVU graduates is that there aren’t enough of them. Recently available data from the Utah Department of Workforce Services indicates that the known limitations of survey methodologies have led UVU to underestimate employment. Utah Department of Workforce Services data shows that 75.5% of academic year 2013–2014 UVU graduates were employed in Utah in academic year 2014–2015, a higher rate than USHE institutions overall. This success reflects UVU’s responsive curricula and degree programs, driven by workforce data, active advisory boards, industry-focused strategies, and career pathways. The percentage of graduates continuing their education within one year of graduating is off of its historic peak but consistent with long-term trends and increases steadily with time since graduation.



1. University Planning Advisory Committee, “2012–2013 UPAC Evaluations of Core Theme Objectives and Administrative Imperatives,” March 21, 2013 (pdf document).
2. University Planning Advisory Committee, “2014–2015 Mission Fulfillment Self-Evaluation,” April 16, 2015 (pdf document).
3. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.
4. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).

Standards 4.A.2, 4.A.4, and 4.A.5

Standard 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Standard 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Standard 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Assessment and integration of programs and services related to each core theme is primarily accomplished through the unit strategic planning and resource allocation process¹, using the methodology described in Standard 3.B.3. This has proven effective in assessment and integrating programs and services for the Student Success core theme. For example, Academic Programs maintains an objective to support degree completion through the design, selection, and operation of academic programs. This objective implements Student Success Objective 1 at the university level. The office's assessment process uses the triangulation approach encouraged through the unit strategic planning process, basing its evaluation on student satisfaction surveys, number of credits earned, number of low-enrolled sections cancelled prior to the start of the semester, and pass rates in gateway courses. It concluded that degree completion faced significant challenges from course scheduling. Institutional Research (IR) data indicated student dissatisfaction with course scheduling. Data from course scheduling systems showed overlaps in start times that may prevent students from getting a full schedule. Qualitative data suggested possible bottlenecks for students due to insufficient numbers of sections offered or inaccurate sequencing of courses; a review of graduation plans also indicated errors in course sequencing. Data also identified courses that students may have difficulty passing. This evaluation indicated that the course scheduling component was a weakness of Academic Programs' service objective, and this service was not contributing fully to achievement of Student Success Objective 1.

Evaluation of operational aspects of educational programs is performed through the unit strategic planning process, thus directly involving faculty in the evaluation of educational programs as members of the planning unit. The Department of Art and Design pursues an objective of recruiting and retaining high achieving students who are best prepared to succeed in Art & Design programs, an objective for which retaining faculty is essential. In its assessment process, the department's faculty determined that they were having difficulty retaining faculty in graphic design and instituted a series of interviews with exiting faculty and current faculty to determine the cause. This was used in a SWOT analysis, which found that facilities quality was a significant limitation on faculty performance and thus on achievement of the retention objective.

Achievement of student learning outcomes is part of the Serious core theme. The faculty's role in that process is described under this criterion in the section for that core theme.

1. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).

Standard 4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Achievement of student learning outcomes is part of the Serious core theme. The process for assessing student achievement is described under this criterion in the section for that core theme.

Standard 4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

In the course of the mission fulfillment self-evaluation¹ process, the University Planning Advisory Committee (UPAC) identifies problematic data and, in the years between self-evaluations², works to make these data points more reliable, valid, and appropriate for mission fulfillment evaluation. This has led to several improvements in the indicators for the Student Success core theme. By far the most problematic data for student success is the IPEDS GRS cohort retention rate and the GRS150 graduation rate, which recent analysis (described in the evaluation of Student Success Objective 1) shows lacks validity in many respects. Because of the public visibility of the IPEDS data, it cannot be disregarded as an indicator. But UVU has placed greater emphasis on the number of degrees awarded (evaluated in the context of enrollment fluctuations), and UPAC has recommended that the primary measure of completion shift to the recently implemented IPEDS Outcomes Measures.

The Planning, Budget, and Assessment (PBA) process³ is assessed annually. The rationale for each PBA resource request is assessed based on its connection with strategic planning and assessment. Resource requests that were rated as “connected” or “strongly connected” to planning and assessment grew from 16.6% in 2014 to 81.8% in 2016. The total number of requests declined from 36 to 11 in that time, suggesting that improvements in the planning process were especially effective in ensuring that only sound requests rooted in effective planning and relevant assessment findings were submitted.

Achievement of student learning outcomes is part of the Serious core theme. Evaluation of student learning outcomes assessment is described under this criterion in the section for that core theme.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. University Planning Advisory Committee, “Mission Fulfillment Measure Action Items,” January 21, 2016 (pdf document).
3. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).

Standard 4.B: Improvement

Standard 4.B.1

Results of core theme assessments and results of assessments of programs and services are: based on meaningful institutionally identified indicators of achievement; used for improvement by informing planning, decision making, and allocation of resources and capacity; and made available to appropriate constituencies in a timely manner.

Use of meaningful, institutionally identified indicators of achievement to determine the results of core theme assessments, the results of assessments of programs and services, and the communication of those results has been addressed for core themes under Standards 3.B.1 and 4.A.1, and for programs and services under Standards 3.B.2, 4.A.2, 4.A.4, and 4.A.5. The process of assessing mission fulfillment establishes needs that inform the medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes, both individually and in their relationships with each other, as described in Standard 3.B.1.

Using the planning and assessment approaches described in this chapter, UVU has promoted significant improvements in mission fulfillment and operations. A major outcome of the mission fulfillment self-evaluation¹ and the SWOT analysis² is the annual areas of focus³ for unit strategic planning and resource allocation described in Standard 3.B.1. University College, for example, developed a strategy of connecting students to resources by meeting all students where they are academically while also targeting students who are traditionally underserved, first generation, first-year, undeclared, nontraditional, non-native English speakers and students with varying levels of academic preparation. This strategy supported the “Improve Student Retention and Completion” area of focus, contributing to Student Success Objective 1. To achieve this strategy, the college sought increased funding to support the growth of SI/embedded tutoring. The initiative would double the current program, which would necessitate hiring an additional full-time employee to support and supervise the additional SI leaders/embedded tutors. In Fall 2016, this group of stakeholders included over 34 faculty, 48 staff, and the 3200 students in courses covered by Supplemental Instruction /Embedded Tutoring (SI). Official SI guidelines recommend that a trained supervisor observe the first three SI sessions for all SI leaders, and then continue to observe new leaders weekly and returning leaders biweekly. With the additional SI leaders, it would take 15 full work-weeks during the semester to complete this essential best practice. Training, scheduling, tracking, and assessing the work of these 38 autonomous student SI leaders/embedded tutors would more than fill the remaining two workweeks of the semester. The initiative aimed to dramatically improve the quality of advising, an essential tool for supporting retention and completion.

Extended-term plans for specific dimensions of university operations have led to a number of significant improvements. The Structured Enrollment Policy initiated with the Our Unique Educational Mission⁴ white paper has been a major transformation in Student Success at UVU, demonstrating that Inclusion, rather than undermining seriousness, implies an obligation to promote Student Success for all students so that they can pursue their studies in a manner consistent with the Serious core theme.

Programs and services use assessment results to promote continuous improvement primarily through the unit strategic planning and assessment process⁵ described in Standard 3.B.2. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels. In 2015, President Holland focused on improving the student experience at UVU in a number of directives, with the core message being that students should be respected, inspired, connected, engaged, and safe while at UVU. Units were challenged to find ways to address this theme. Student Affairs formed an ad hoc working group to assess and plan for this vision of the student experience, which found that staff culture was a critical factor for success. The committee developed a student and staff messaging campaign around HEROICS: Empowerment, Respect, Inclusion, Connectedness, and Safety. The campaign included posters and communications from leadership in Student Affairs intended to enhance the student-experience focus of the division. The HEROICS campaign became a model for other divisions as well, allowing a broad campus effort to improve achievement of Student Success Objective 2.

Supporting completion for students with accessibility needs is a key objective for Accessibility Services, contributing to Student Success Objective 1. Their assessment process found that graduation rates for 2015 decreased for students with disabilities. There were a number of contributing factors for this. Students consistently struggled in the area of math, and math tutoring was available and was often requested. Tracking of appointments showed that students did not report academic struggles until late in the semester. Transition Specialist training indicated the need for more information about planning for higher education for students with disabilities. These findings led to several strategies improving completion for students with disabilities. The office increased faculty awareness of its services, especially for adjunct faculty, by creating online tutorials for faculty and staff. It increased tutoring opportunities for students with disabilities through the Math Lab and Service Learning. It improved data collection by including Early Alert and UV Mentor data so that counselors can intervene sooner for students needing assistance. And it improved Transition of students with disabilities from high school to higher education. Because completion interventions take effect over the course of an entire academic career, data on improvement is not yet available, but these interventions are quite likely to improve completion for students with disabilities and this achievement of Student Success Objective 1.

University Relations' Integrated Marketing Department uses sophisticated methods for measuring the efficacy of their messaging and acting on that information. In promoting a campaign, they compare audience response rates with industry benchmarks for each of the various forms of advertising. Adjustments are made if actual response rates fall below the benchmarks. As an example, last year Integrated Marketing worked in support of Enrollment Management and the "Some College, No Degree" campaign to encourage former students who were close to graduation to enroll and finish. Enrollment Management had budgeted \$8,000 for the effort. Using various sets of data, Integrated Marketing was able to optimize the format and length of time. This focused effort lowered the cost to \$1,500 and resulted in a response rate that was significantly higher than the industry benchmarks. As a result of a month-long campaign, 201 former students enrolled and, to date, about 25% of them have graduated.

Standard 4.B: Improvement

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. University Planning Advisory Council, “2010–2016 UPAC SWOT Analyses,” April 5, 2016 (pdf document).
3. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).
4. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
5. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).

Standard 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Achievement of student learning outcomes is part of the Serious core theme. Evaluation of student learning outcomes assessment is described under this criterion in the section for that core theme.

Serious

UVU fosters a culture of academic rigor and professional excellence. The Serious Core Theme is operationalized with four objectives:

- UVU champions learning through outstanding teaching in an academically rigorous environment.
- UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors.
- UVU attracts, develops, and retains high-achieving students and highly qualified faculty, staff, and administrators.
- UVU is recognized for high-quality, efficient, and effective programs and services.

Utah Valley University's integrated planning, assessment, decision-making, and resource allocation process, which operates across the comprehensive, core theme, and programs and services levels, drives achievement of the university's mission as articulated in its core themes and puts into practice in its objectives. "Planning" is shorthand for the entire complex of activities within this approach. The approach, which is common to comprehensive planning and all core themes, administrative imperatives, associated objectives, programs, and services, is described in detail in the "Planning, Assessment, and Improvement Process for All Core Themes" section of this chapter.

This section demonstrates the use of this model to plan, assess, and continuously improve achievement of the Serious core theme and its associated objectives. The model's operation in other core themes and in comprehensive planning (as described under Institutional Planning) is useful for understanding its overall design and use in the broader context of planning, assessment, and continuous improvement at UVU. This section and the general planning process section of this chapter together demonstrate compliance with Standards 3.B and 4 with regard to the Serious core theme.

Based on UVU's 2017 Mission Fulfillment Self-Evaluation¹, UVU has satisfactorily achieved the Serious core theme and thus that element of mission fulfillment. Serious Objective 4 was rated excellent with Objectives 1, 2, and 3 rated satisfactory. UPAC found that UVU is comparable with its peers in quality of instruction; has a growing culture of faculty and student scholarship and creative work; and has improved the quality of its students, faculty, and staff. This has led to a strong perception for quality among the community.

Standard 3.B: Core Theme Planning

Standard 3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Planning for each core theme is accomplished through two planning components: extended-term institutional planning and mission fulfillment planning. Extended-term plans address specific issues across core themes. Mission fulfillment planning assesses UVU's success in achieving its objectives and fulfilling its mission, identifying areas of excellence and needs for improvement.

Extended-Term Institutional Planning. Extended-term institutional planning uses a series of medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes. Several of these support planning for the Serious core theme. The Our Unique Educational Mission² (OEM) white paper was especially important in establishing a baseline concept of systematic and comprehensive planning and assessment, and established a sense of institutional direction based on key strategies. The OEM white paper articulated a central tension between the Serious and Inclusive core themes. As a Serious institution, UVU expects high standards for academic quality from its students. But a core aspect of Inclusive is that UVU is and will remain an open admissions institution at the undergraduate level thus admitting some students who are not fully prepared to perform academically at the college level. In order to ensure Student Success, the tension between the Inclusive and Serious core themes was a primary focus in the work of developing the OEM white paper. The solution was to take steps to ensure student success for those with academic challenges on admission. The OEM white paper articulated an innovative model entitled "Structured Enrollment" that was implemented in Fall 2012. This model allows UVU to remain open to any undergraduate student while simultaneously increasing academic quality across the curriculum and enhancing student success by:

- Establishing admissions deadlines and application requirements;
- Requiring appropriate placement tests upon enrollment;
- Ensuring that underprepared students attend orientation, meet with advisors, and complete developmental coursework in a timely fashion; and
- Restricting enrollment in upper-division courses to students who have qualified for advanced standing on the basis of lower-division academic performance.

At the time, UVU President Matthew S. Holland stated, “The policies introduced now will position UVU more favorably to carry out our vital mission roles of access and teaching excellence well into the horizon. We are absolutely doing the right things to preserve a vibrant, exciting and sustainable future for UVU and the students who rely on this institution for excellent educational opportunities.” This change has been a signature success.

The OEM white paper implemented several other strategies to support the Serious core theme and objectives. It strengthened the admissions process by establishing admissions deadlines, requiring transcripts from students’ high schools and previously attended institutions of higher education, requiring admissions tests to be completed before students’ initial meetings with advisors, and providing students with better information about placement assessments. Alignment of administrative structures within Academic Affairs, especially the creation of the Office of Graduate Students and later creation of the Office of Teaching and Learning, ensures that faculty have the support to provide outstanding teaching across the range of offerings and delivery modes, while the revised and integrated academic program process upholds the rigor of the curriculum. Defining and requiring terminal degrees and maintaining clear standards for rank and tenure helps UVU attract and retain quality faculty.

Much of the university’s planning since 2011 expanded on the basic vision of the OEM white paper. Extended-term institutional plans related to the Serious core theme since the OEM white paper include:

- Strategic Plan for Managing Growth, Phases I³ and II⁴ (2011, 2016)
- Business Engagement Strategy: Career Pathways Report⁵ (2013)
- Facilities Master Plan⁶ (2016)
- Academic Master Plan Draft⁷ (in progress)
- Academic, Facilities, and Growth Integration Plan (in progress)

The Strategic Plan for Managing Growth addressed general growth issues that present challenges to maintaining high quality academic programs. The most recent plan projected that UVU will have approximately 46,500 students enrolled in 2025. Already the largest institution in Utah, UVU’s growth alone will be comparable to the total current enrollment of any two of the three smallest USHE institutions. Similar to the Phase I plan, the most recent plan identified key financial and facilities resource needs required for UVU to continue to attract and retain high quality faculty, staff, and students, provide high quality programs and services, and ensure outstanding teaching. Strategic planning for growth, including the need for additional resources and efficiencies, reduces the risk that growth will undermine UVU’s ability to fulfill its Serious core theme and mission.

The Business Engagement Strategy: Career Pathways Report encouraged the development of structured academic programs moving students from academic programs to careers in seven priority fields, identifying ten elements of rigorous career pathways programs. The Academic Master Plan Draft continues the emphasis on career pathways. Both the Facilities Master Plan and the Academic Master Plan Draft prioritize maintaining the Orem Campus as the academic hub of the university

with the Academic Master Plan Draft emphasizing the need for physical connections to support interdisciplinary learning and programs. The Academic Master Plan Draft calls for rigorous evaluation of general education programs and curriculum, increased faculty and advisor mentorship, focus on the primary responsibility for teaching in full-time faculty, and using the most effective pedagogy, technology, and other innovations that enhance learning outcomes.

Mission Fulfillment Planning. In addition to extended-term institutional plans, the mission fulfillment evaluation process guides the selection and effective delivery of programs and services through the identification of annual areas of focus⁸ in the unit strategic planning and resource allocation process. Areas of Focus related to the Serious core theme and its objectives have included:

- Support students in completing their goals and professional preparation (AY 2014–2015)
- Provide access and opportunity for a broad range of students in meeting regional educational needs (AY 2014–2015)
- Foster a culture of academic rigor and professional excellence (AY 2014–2015)
- Operate effectively and efficiently through innovative use of technology and professional practices (AY 2014–2015, AY 2015–2016)

Over the three PBA processes completed since areas of focus were implemented, units submitted 98 resource requests in support of initiatives advancing Serious areas of focus, in addition to those advancing the core theme outside of an area of focus described under Standard 3.B.2.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
3. Strategic Plan for Managing Growth Task Force, “Strategic Plan for Managing Growth Phase I: Case for Action and Array of Strategies and Tools,” March 31, 2011 (pdf document).
4. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
5. Utah Valley University, “UVU Business Engagement Strategy Career Pathways Report,” January 2013 (pdf document).
6. Utah Valley University, “Campus Master Plan,” November 18, 2016 (pdf document).
7. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
8. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).

Standard 3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Planning for core theme programs and services is primarily accomplished through the unit strategic planning and resource allocation process¹. In the AY 2016–2017 planning cycle, units with strategic plans had 136 objectives with 331 associated strategies in support of Serious objectives. Over the three PBA processes completed since areas of focus² were implemented, units made 83 resource

requests in support of initiatives advancing Serious objectives not including requests submitted through a Serious-related area of focus.

Planning for UVU's library databases is an example of unit planning, assessment, and resource allocation that ensures contributing components align with and support program and service objectives in the Serious core theme. One of the Library's objectives is to provide necessary resources for students and faculty using sustainable models. Its assessment efforts determined that acquisition requests, especially for databases, were exceeding available funding. They implemented a strategy of transparent and inclusive resource prioritization. Through this process and a SWOT analysis the Library determined that access to resources that support the STEM curriculum was lacking and submitted a resource request to support additional STEM databases.

Units are also quite active in their own planning processes. The College of Health and Public Service (CHPS) leadership plays a strong role in ensuring the success of its academic programs. The leadership in the college meets frequently to discuss their goals and the means to accomplishing them. For instance, the Dean's staff meets annually to discuss the strategic plan, and this is reviewed and updated on a periodic basis. The Dean's staff also has several day-long leadership planning retreats to discuss priorities and objectives. At one meeting, the staff identified key values of civility, communication, and responsibility for their own internal operations. At another session, the College created a plan to communicate space needs to internal and external constituents (e.g., illustrating the desire to reduce their footprint in eight buildings to three or four buildings). They also hold weekly two-hour meetings and other ad-hoc meetings to discuss various issues ranging from scholarships and development to internships and advising. The Dean holds at least two annual planning retreats and a meeting every two weeks with the Department Chairs to identify objectives and strategies. There are also two college wide meetings a year to relay expectations and review progress to faculty and staff. The College leadership has participated in several industry focus groups to better understand the needs of health care and the public administration sector.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, "UVU Areas of Focus, 2014–15 through 2017–18," April 24, 2017 (pdf document).

Standard 3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Utah Valley University evaluates the Serious core theme and objectives using a triangulation approach based on 12 meaningful, appropriately defined indicators operationalized through 13 specific measures (see Table 11). Data is publically available through the UVU Institutional Indicators website¹.

Table 11: Indicators and Measures for Serious Objectives

Objective	Indicators	Measures
1. UVU champions learning through outstanding teaching in an academically rigorous environment.	Evaluation of faculty teaching	NSSE “Effective Teaching Practices” scale Student rating of instructors (SRIs)
	Utilization of active and collaborative learning techniques	NSSE “Active and Collaborative Learning” scale
	Level of academic challenge	NSSE “Level of Academic Challenge” scale
	Achievement of Essential Learning Outcomes	Academic Effectiveness Committee self-evaluation of ELOs
2. UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic and co-curricular/extramural endeavors.	Faculty/staff involvement in scholarship and creative work	Evidence of faculty participation in scholarship and creative work
	Student involvement in scholarship and creative work	Evidence of student participation in scholarship and creative work including UCUR and NCUR presentations
3. UVU attracts, develops and retains high achieving students and highly qualified faculty, staff, and administrators.	College of choice assessment	ACT Survey college preference data
	Faculty/staff profile	Headcount of faculty and staff by highest degree held
	Employee satisfaction	Great Colleges to Work For Survey employee satisfaction items
	Employee retention	Employee voluntary terminations
4. UVU is recognized for high quality, efficient, and effective programs and services.	Community perception of UVU	Community survey “willingness to recommend UVU” and “impression” items
	Regional and national industry recognition	Specialized accreditations and industry recognitions

Objectives are assessed holistically based on the triangulated measures; core themes are then evaluated holistically based on the evaluations of specific objectives. Evaluations are rated as either unsatisfactory, satisfactory, or excellent. An objective is considered satisfactory if, based on the

indicator data, performance on this objective meets a minimum threshold of acceptable performance.

Approaches to ensuring appropriate data use in extended-term planning for specific areas of operations within the core theme framework vary as appropriate to the plan domain. The Academic Master Plan Draft² identifies a number of key indicators, supplementing the existing institutional indicators with more detailed data appropriate to specific academic needs such as service area educational attainment and employment projections. The Strategic Plan for Managing Growth 2016–2025 Update's³ enrollment projections are based on projections of population growth, current K-12 enrollments, and demand for higher education that have been reviewed by the institutional research staffs of all other USHE institutions. Accompanying resource projections are based on the enrollment projections and various resource benchmarks such as percent of instruction delivered by full-time faculty. The needs driving the Facilities Master Plan⁴ reflect the growth data presented in the Strategic Plan for Managing Growth and are informed by the Academic Master Plan Draft objectives.

Data definitions in unit strategic planning are developed by the operating unit in consultation with Institutional Research (IR); Institutional Effectiveness, Planning, and Accreditation Support (IEPA); and Academic Quality Assurance (AQA). Units are encouraged to triangulate measures for achievement of objectives and make a holistic assessment of the objective based on those measures. For example, the Woodbury School of Business (WSB) aims to produce and promote research that improves business education and practice. This objective supports Serious Objective 2 regarding scholarly and creative work. As required by the accreditation process of the Association to Advance Collegiate Schools of Business⁵ (AACSB), WSB collects data on the number of peer reviewed presentations with the AACSB benchmark of two to three peer reviewed articles every five years as a standard of performance. This data supported the conclusion that faculty meet the benchmark, but was insufficient to determine whether the research had impact on business education and practice. The school has added impact as an additional performance indicator and is developing means of assessing it to complement number of publications in a holistic evaluation.

1. Institutional Research, "Institutional Indicators," https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. Academic Affairs, "Academic Master Plan Draft 2017–2025," January 2017 (pdf document).
3. Institutional Effectiveness, Planning, and Accreditation Support, "Strategic Plan for Managing Growth 2016–2025 Update," December 1, 2016 (pdf document).
4. Utah Valley University, "Campus Master Plan," November 18, 2016 (pdf document).
5. Association for the Advancement of Collegiate Schools of Business, "Notice of Accreditation," February 28, 2017 (pdf document).

Standard 4.A: Assessment

Standard 4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

UVU evaluated the Serious core theme and its associated objectives through self-evaluations of core theme objectives conducted in the 2012–2013¹, 2014–2015², and 2016–2017³ academic years using the methodology described in Standard 3.B.3. For each objective, the indicators and measures form the basis for ongoing evaluation of accomplishment of each core theme. Institutional Research (IR) and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) collaborate on the collection and management of all data used in the core theme and mission fulfillment evaluation process and make this data publically available through a series of data visualizations maintained on the Institutional Indicators website⁴. These visualizations present data in a consistent form and a single location where users can easily see different measures and indicators, often in different comparative contexts, with only a few clicks. This presentation allows coherent, integrated, and deliberative analysis of the multiple indicators and measures used to evaluate each core theme objective.

The 2017 self-evaluation³ found that the Serious core theme was satisfactory achieved. UPAC found that UVU is comparable with its peers in quality of instruction; has a growing culture of faculty and student scholarship and creative work; and has improved the quality of its students, faculty, and staff. This has led to a strong perception for quality among the community.

Objective 1: UVU champions learning through outstanding teaching in an academically rigorous environment. This objective was rated as satisfactory. NSSE data indicates that UVU is consistent with comparable institutions in effective teaching practices and active and collaborative learning, and slightly below them on level of academic challenge. Student Ratings of Instruction results show generally strong performance from faculty, though there are concerns that the data may suffer from several biases pulling results in competing directions. To remedy this, UVU is in the process of developing direct measures of Essential Learning Outcomes and expects to have this in place for the next Self-Evaluation.

The UPAC self-evaluation did not consider evidence of assessment activities within individual schools, colleges, and departments rather than through institution-wide processes. Assessment of student learning at UVU occurs broadly through five primary methods: assessment of learning outcomes for academic programs, assessment of Essential Learning Outcomes (ELOs) for general education, academic program reviews, specialized accreditations, and advisory boards. As most of these processes are focused below the institutional level and specific procedures vary across colleges or schools, UPAC faces some challenges in gaining a full picture for assessing this objective as it relates to student learning outcomes. UPAC is working with the Academic Effectiveness Committee; Academic Quality Assurance; and Institutional Effectiveness, Planning, and Accreditation Support

to develop an annual report on student learning assessment that will provide a more comprehensive picture of student learning assessment.

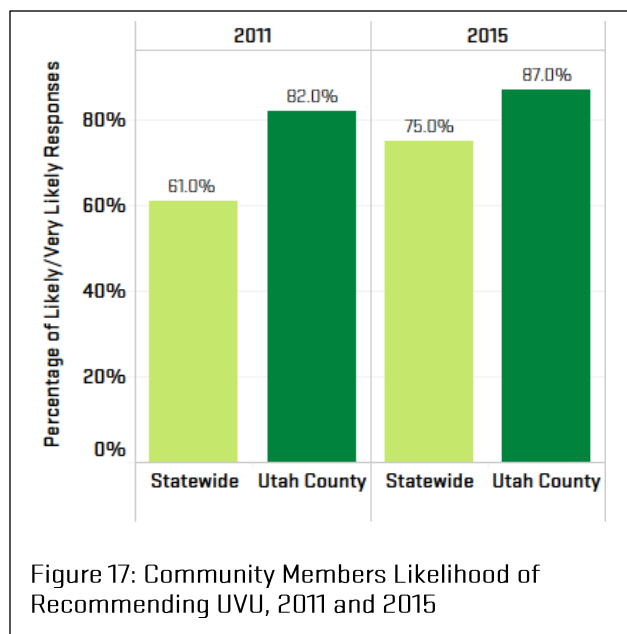
The NWCCU self-study process is thus a necessary complement to the UPAC self-evaluation of student learning assessment process. The response to Standard 4.A3 for the Serious core theme demonstrates that assessment is a regular part of most academic programs and is being used to promote continuous improvement at the program, school and college, and institutional levels. Reporting the results to deans and the reinforced process of ELO evaluation especially has brought significant improvement in the use of assessment results beyond the program-level. The decentralized process currently used allows programs to use assessment methods appropriate to their disciplines, especially where the programs are supported by specialized accreditation; however, this decentralized process provides limited coherence to assessment efforts across the university and lacks a central repository for results at the institutional level. A working group formed during the current NWCCU self-study process is developing strategies to systematize assessment processes and increase availability of results for institutional improvement.

Objective 2: UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic and co-curricular/extramural endeavors. This objective was rated as satisfactory. There is strong evidence of a culture of scholarship and creative work. Faculty regularly publish and present at conferences, students frequently present at conferences such as NCUR and UCUR, and UVU students are consistently winning awards at major competitions. NSSE data show strong student participation with faculty members. Systematic indicators are not available yet due to inconsistent implementation of the Digital Measures system for tracking faculty scholarly and creative activity and the lack of centralized administration of scholarship and creative work. UPAC strongly believes that measurement of this area is not in itself a valid reason to pursue organizational restructuring but will encourage colleges and schools, as well as Vice Presidents outside of Academic Affairs, to provide summaries of scholarship and creative work performed in their areas.

Objective 3: UVU attracts, develops and retains high achieving students and highly qualified faculty, staff, and administrators. This objective was rated as satisfactory. UVU has maintained the percentage of students for whom UVU was their first or second choice while admitting more highly qualified students. While the percentage of full-time faculty with doctorate degrees has declined slightly, the combined percentage with either doctorate or masters' degrees has remained steady. UVU rates equal or, in some cases, above peers in employee satisfaction, and the trend since the last rating period suggests that the lower values of 2014 are simply statistical fluctuation. Voluntary employee terminations are up over the six-year period, likely due to the improving economy increasing opportunities, but down somewhat from 2015 to 2016, with most of the change attributable to employees other than faculty.

Objective 4. UVU is recognized for high quality, efficient, and effective programs and services. This objective was rated as excellent.

The community perception of UVU has dramatically increased since we became a University in 2008. In 2015, 87% of Utah County residents and 75% of residents statewide were “likely” or “very likely” to select or recommend UVU (see Figure 17); 83% of county residents and 64% of state residents said that their impression of UVU had improved in the past 10 years. Nearly two thirds of the State of Utah and 90% of Utah County look highly on UVU. In addition to being regionally accredited by the Northwest Commission on Colleges and Universities, UVU maintains 19 specialized accreditations.



1. University Planning Advisory Committee, “2012–2013 UPAC Evaluations of Core Theme Objectives and Administrative Imperatives,” March 21, 2013 (pdf document).
2. University Planning Advisory Committee, “2014–2015 Mission Fulfillment Self-Evaluation,” April 16, 2015 (pdf document).
3. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
4. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.

Standards 4.A.2, 4.A.4, and 4.A.5

Standard 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Standard 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Standard 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Assessment and integration of programs and services related to each core theme is primarily accomplished through the unit strategic planning and resource allocation process¹, using the methodology described in Standard 3.B.3. This has proven effective in assessment and integrating programs and services for the Serious core theme. For example, a key objective for International Student Services (ISS) is to assist international students in maintaining legal immigration status for the duration of their studies at UVU. This supports Serious Objective 3 by retaining high quality

international students. Their assessment plan involved maintaining a log of staff errors in managing student immigration status. The assessment found a low error rate but nonetheless observed that complex and frequently changing U.S. Immigration Regulations required ISS personnel to stay abreast of changes to U.S. Immigration rules and regulations. The office adopted a strategy to improve ISS advisor knowledge by attending NAFSA regional and local UBIE Conferences. ISS thus requested additional resources to support this professional development initiative.

Evaluation of operational aspects of educational programs is performed through the unit strategic planning process, thus directly involving faculty in the evaluation of educational programs as members of the planning unit. Many programs use department meetings or retreats involving all faculty and staff to carry out assessment of operational and instructional aspects of their programs and services. The Department of Developmental Mathematics holds an annual retreat in which they review all assessment data and conduct a SWOT analysis to evaluate achievement of program objectives. When the Department of Community Health moved from the College of Science and Health to the College of Health and Public Service as part of a restructuring of the two colleges, they held a department-wide meeting to develop a new strategic and assessment plan appropriate to the new organizational context.

Student achievement of learning outcomes is assessed under Serious Objective 1 through procedures appropriate to each discipline. Through the integrated assessment approach at UVU, faculty play a key role in the development and assessment of student achievement of learning outcomes. Faculty are responsible for establishing student learning outcomes (SLOs) for their programs. Departments are actively involved in identifying and measuring their program learning outcomes. In addition, academic programs routinely evaluate their programs through a formal and recently redesigned program review process in which faculty have a primary role.

In the School of the Arts, faculty in most programs assess outcomes annually, although there are a few programs that choose to assess only selected outcomes each year and leave others for subsequent years. Assessments consist of using rubrics to evaluate student learning via portfolios, juries, recitals or capstone performances, all of which are evaluated by faculty members. Faculty teaching within a program then gather to review the data, draw conclusions and determine how to improve student learning. The evaluation and goals are written and action steps are defined. Programs then review data again the next year to evaluate progress and to close the loop.

Faculty in University College have responsibility for assessing student learning for each section as they follow the approved curriculum that has been designed by the designated faculty. They must submit the measures of assessment for each course to the faculty member who is coordinating assessment and then participate in the evaluation of the data to suggest changes and improvements.

The Woodbury School of Business has been especially effective in using faculty involvement to drive improvement. Data assessment through the collection process has indicated students' oral communication skills need improvement. Faculty teaching Effective Communication, a mandatory business matriculation course, require students to video all presentations on their cell phone for

critique and assessment. Videos can be reviewed by students at any time. The assessment process included creation of common rubric, which is used by all departments in the school. Students are evaluated on their oral presentations using the rubric and given feedback by their professors.

Faculty have a strong role in the evaluation of general education programs. Student achievement in general education is oriented toward the ELOs. Achievement of the ELOs begins in general education and introductory level courses and continues into major courses. Programs link their program learning outcomes to the ELOs and identify appropriate measurements. In this way, all departments and faculty are responsible for facilitating student achievement of these outcomes.

Each core and distribution general education course is reviewed regularly by the General Education Committee to ensure that the courses have identifiable and assessable learning outcomes appropriate to a general education courses and its designated general education category. This committee is comprised of faculty representing each college/school. This course review process is a triangulated approach based on an information form completed by the department chair or lead instructor, collection of course syllabi across sections, and student surveys.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).

Standard 4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Student achievement of learning outcomes is assessed under Serious Objective 1 through procedures appropriate to each discipline. The Director of Academic Quality Assurance (AQA) and members of the Academic Effectiveness Committee continue to train and support department chairs and faculty in ensuring that all programs have clear, measurable program outcomes, assessment methods, and complete assessment plans. Documentation of assessment, a responsibility of faculty, is intended to be maintained in UVU's planning and assessment software, Insight 2.0. This is maintained jointly by Institutional Effectiveness, Planning, and Accreditation Support (IEPA) and Academic Quality Assurance. AQA has determined that programs typically had all the necessary elements for their assessment reports but had not used the Insight 2.0 system to document their assessment efforts. Academic Quality Assurance has identified those programs with the largest reporting issues and is working with them to increase their level of participation in the assessment reporting system.

Procedures for assessment of learning outcomes are discipline-specific and determined by the relevant academic departments. Assessment of student learning occurs broadly through five primary methods: (a) assessment of program Student Learning Outcomes (SLOs) for academic programs, (b) assessment of Essential Learning Outcomes (ELOs) for general education; (c) academic program reviews; (d) specialized accreditation, and (e) advisory boards.

Program Outcomes. All new programs are developed in accordance with approved in accordance with UVU Policy 605¹, *Curriculum Approval Process*, which requires that all curriculum complies with USHE and NWCCU requirements before approval by the University Curriculum Committee. Regents Policy R401², *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*, requires approval of the UVU Board of Trustees, external review by other USHE institutions, and review by USHE Commissioner's Office. (Recent changes in this process have streamlined the program approval process by eliminating the requirement for approval of new programs by the State Board of Regents.) Program outcomes are required in the USHE R401 new program approval document³ before new programs are reviewed at the system level or approved by the Board of Trustees to ensure that the programs lead to collegiate-level credentials consistent with program content in recognized fields of study.

Academic Quality Assurance (AQA) ensures that all programs have identified program learning outcomes, that program learning outcomes are achieved through the achievement of course learning outcomes across the programs, that program outcomes are linked to university-wide Essential Learning Outcomes⁴ (ELOs), that all programs are assessing these outcomes on a regular basis, and that program learning outcomes are clearly identified on each program's website. The Director of Academic Quality Assurance and members of the Academic Effectiveness Committee continue to train and support department chairs and faculty in ensuring that all programs have clear, measurable program outcomes, assessment methods, and complete assessment plans.

Assessment of student learning outcomes for programs is a joint effort between academic units and AQA. Specific procedures vary across colleges or schools. The College of Health and Public Service (CHPS) requires that each program area (degree/certificate) develop an annual plan for assessing Program Learning Outcomes (PLOs). In addition, CHPS requires each program area to generate an annual assessment report. A faculty member in each program area is assigned as the Assessment Coordinator and works with faculty to develop the plans and reports. The Associate Dean reviews the plans and reports and works with the Assessment Coordinator and faculty within each program area to improve assessment plans and ensure that results/findings are used to help improve programs. For the past several academic years, program assessment within CHPS as improved considerably.

The Criminal Justice program is an effective example of the CHPS assessment process. Criminal Justice assessed five program learning outcomes (PLOs) during the AY 2015–2016 academic year. The Associate Dean noted that the assessment coordinator and faculty continue to do a good job of analyzing results, determining needed program changes, and reassessing PLOs. He found that the assessment report includes evidence of loop closing statements and an increased awareness of assessment improvements through standardized instruments and improved method. For example, PLO 1 was assessed in AY 2014–2015 and found to have discrepancies in assessment results among instructors. The course was reevaluated and instructional procedures as well as assessment methods were improved. Assessment of this PLO during the AY 2015–2016 academic year indicated improvement in assessment result consistency and indicated that the benchmark for success was achieved. A review of the annual assessment report indicates continued improvements in both

methods and results. Criminal Justice is establishing a culture of assessment with increased acceptance and participation by faculty.

The Departments of Mathematics and Developmental Mathematics share responsibility for the quantitative literacy requirement. UVU has recently implemented ALEKS, a broad-based assessment tool for determining the mathematical skills and deficiencies students have when they enter the university. This serves as an initial assessment for placement, then for determining the success of students throughout the progress of a course (MATH 100R) that uses ALEKS as an integral part of the course, and finally at the conclusion of the course to assess competency for enrollment in courses that meet the general education quantitative literacy requirement and for mathematics courses that serve as prerequisite gateways into the required curriculum for degrees in STEM disciplines and business. Such an assessment is critical because all students must meet basic quantitative literacy requirements and students in STEM programs in two colleges must take a series of mathematics courses, several of which serve as prerequisites for courses within each specific degree program.

Essential Learning Outcomes. Student achievement in general education is oriented toward the university's Essential Learning Outcomes (ELOs). UVU's Essential Learning Outcomes are university-wide outcomes adopted in 2012. They reflect the ELOs developed by the Association of American Colleges and Universities (AAC&U) as part of the Liberal Education and America's Promise (LEAP) initiative. All general education courses have been mapped to the ELOs. The ELOs are assessed throughout each university program.

The ELOs are a comprehensive set of aspirational learning goals that are fostered and developed across a student's entire educational experience. They reflect the knowledge, skills, and competencies needed to meet the challenges of an ever-changing and complex world. The ELOs prepare students for future employment, life, and citizenship. With the achievement of these outcomes, UVU graduates will possess breadth and depth of knowledge, highly developed intellectual and practical skills, commitment to personal and social responsibility, awareness of the interdependence of communities, and the ability to synthesize and apply their learning to solve complex real-world problems.

The six ELOs adopted in 2012 are:

- **Integrative and Applied Learning:** A student will engage in discipline-appropriate experiences with the academic and broader community through integrated and applied learning.
- **Intellectual and Practical Skills Foundation:** A student will acquire a foundation of intellectual and practical skills including communication, quantitative reasoning, qualitative reasoning, and technical and information literacies.
- **People of Integrity:** A student will become personally and socially responsible by acquiring, developing, and demonstrating skills in ethical reasoning and understanding.
- **Professional Competency:** A student will demonstrate professional competence by meeting the established standards of the discipline, working as a valued member of a team, effectively formulating and solving problems, and actively seeking and honing lifelong learning skills.

- Stewards of Place: A student will demonstrate stewardship of local, national and global communities by cultivating awareness of: interdependence among those communities; issues within those communities; and organizations and skills that address such issues.
- Knowledge Foundation: A student will demonstrate knowledge of human cultures and the physical and natural world in the following areas of essential study: arts, history, humanities, languages, science and mathematics, and social sciences. Knowledge Foundation refers to general education Distribution courses and other courses and experiences within the major.

In mid-2016, the Academic Effectiveness Committee (AEC) determined that greater specificity of ELOs was needed in order to more effectively measure student achievement of ELOs. An operational framework was adopted which identifies the ELO elements deemed most important for student mastery and referred to in some form across several ELO categories. The operational framework below shows the dominant ELO category for each selected ELO:

- Critical and Creative Thinking (Intellectual and Practical Skills) and Ethical Reasoning (People of Integrity)
- Teamwork and Collaboration (Professional Competency)
- Oral and Written Communication (Intellectual and Practical Skills)
- Civic Engagement and Global Competencies (Stewards of Place)

This framework includes all ELOs except Knowledge Foundation, which was determined to relate primarily to courses in the major rather than to general education.

Assessment of the ELOs begins in general education and introductory level courses and continues into major courses. Programs link their program learning outcomes to the ELOs and identify appropriate measurements. In this way, all departments and faculty are responsible for facilitating student achievement of these outcomes. The institution measures these outcomes as the result of the student's entire experience at UVU. Programs have created curriculum maps in the university's assessment management system, Insight 2.0, which include general education requirements as well as program learning outcomes. The maps indicate where the ELOs are introduced, reinforced, and assessed, beginning in general education courses and continuing into the major. These maps are being revised to reflect the operationalized ELOs referred to above.

Each core and distribution general education course is reviewed regularly by the General Education Committee to ensure that the courses have identifiable and assessable learning outcomes appropriate to a general education courses and its designated general education category. This committee is comprised of faculty representing each college/school. This course review process is a triangulated approach based on an information form completed by the department chair or lead instructor, collection of course syllabi across sections, and student surveys. The information form requests information about how the course meets the mission of general education and the specific criteria for the general education area, addresses the ELOs, how consistency is maintained across sections, and evidence for how faculty use engaging pedagogical practices. Course syllabi across sections are collected to substantiate this information. The student perspective is obtained through a survey in which students indicate to what degree they feel a course addressed the general education mission,

criteria, and the ELOs. These three sources of information provide a robust examination of general education course quality. Several courses have been placed on probation and have been given a chance to either meet the criteria by a certain date or lose their general education designation.

Academic Program Reviews. Cyclical program reviews are required by Regents Policy R411⁵, *Cyclical Institutional Program Reviews*, and UVU Policy 603⁶, *Academic Program Review*. One of the criteria for program review is “Quality Outcomes,” in which the programs are asked for evidence of exemplary student performance and the use of results of learning outcomes assessment. In 2015–2016 The College of Humanities and Social Sciences underwent a review of all programs based on the new criteria, including an evaluation by an external evaluator and an internal review committee. UVU’s programs are also accredited or certified through 19 accrediting or certifying organizations (see Table 12). For these programs, identification and assessment of program learning outcomes is supported by specialized accreditation requirements and processes.

Academic Quality Assurance (AQA) has significantly improved the program review process. Previously state-required program reviews were disconnected from assessment efforts. Now, assessment and program review fall under the responsibility of AQA. In addition, UVU has redesigned the program review process to make it more effective. A consultant was brought in during the AY 2012–2013 academic year to help UVU in developing criteria, a rubric-based scoring system, and a new process. One of the criteria is “Quality Outcomes” in which the programs are asked for evidence of exemplary student performance and the use of results of learning outcomes assessment. Several departments piloted the revamped process during AY 2014–2015. Based on feedback received during the initial pilot, several modifications and improvements were made to the process. In AY 2015–2016, the College of Humanities and Social Sciences (CHSS) underwent a review of all programs based on the new criteria, including an evaluation by an external evaluator. Furthermore, an internal review committee, a sub-committee of the Academic Effectiveness Committee, conducted an internal review and provided a summary of program strengths and weaknesses to the Senior Vice President of Academic Affairs and the Dean of CHSS, and provided feedback to department chairs within the college. Lastly, the assessment and program review cycles shifted their dates to better coincide with the strategic planning and PBA cycles so that PBA requests are informed by assessment and program review findings.

Specialized Accreditation. Currently, UVU’s programs have been accredited or certified through 19 accrediting or certifying organizations⁷ (see Table 12). For these programs, identification and assessment of program learning outcomes is supported by specialized accreditation requirements and processes. The School of Education has a teacher preparation program based on the principles and criteria outlined in the revised Interstate Teacher Assessment and Support Consortium’s (INTASC) Model Core Teaching Standards (Council of Chief State School Officers [CCSSO], 2011). The certificate and licensure programs are based on learning and performance outcomes established by the field and accepted nationally as standards for professional preparation. The baccalaureate programs follow the (INTASC) standards, and the Early Care and Education program is based on National Association for Education of Young Children (NAEYC) standards. The Master of Education program uses scholarship standards that support learning, performance, and research

common in the field and supportive of the education community served by the university. Candidates for the initial teaching license in the State of Utah receive training in, and show competence in, the INTASC standards. Utah’s Professional Teaching Standards were primarily derived from the INTASC standards, thus both the School of Education and the State have an intense interest in and focus on these standards. By assessing essential performances, and the understanding and application of knowledge and skills, the School claims that it can verify that candidates meet Utah State Professional Teaching Standards, and the INTASC standards, and by so doing, also meet Teacher Education Accreditation council (TEAC) Quality Principle 1, and Council for the Accreditation of Educator Preparation (CAEP) Standard 1.

Table 12: Specialized Accreditations and Certifications of UVU Programs

Organizations	UVU Programs
Accreditation Board for Engineering and Technology	Computer Science, Information Systems, and Information Technology
Engineering Accreditation Commission	Computer Engineering
Accreditation Commission for Education in Nursing	Nursing
American Bar Association	Paralegal Studies
Association to Advance Collegiate Schools of Business	Woodbury School of Business
College Reading and Learning Association International Tutoring Training Program	Tutors
Commission on Accreditation of Allied Health Education Programs	Paramedic
Commission on Dental Accreditation	Dental Hygiene
Commission on English Language Program Accreditation	English Language
Council for the Accreditation of Educator Preparation	School of Education
Teacher Education Accreditation Council	Initial Licensure Program in Elementary and Secondary Education
Council on Social Work Education	Social Work
Federal Aviation Administration Regulation Part 61	Aviation Science
International Fire Service Accreditation Congress	Emergency Services
National Association of Concurrent Enrollment Partnerships	Concurrent Enrollment
National Association of Schools of Music	Department of Music
National Collegiate Athletic Association	Athletics
National Council on Family Relations	Behavioral Science - Family Studies

The Department of Chemistry is closely allied with the American Chemical Society (ACS), which provides a set of standardized curriculum, and a set of standardized final exams. UVU follows the

ACS guidelines for curricular design and uses the standardized final exams as the final exams for the second-semester courses in inorganic and organic chemistry. This allows the department to determine how well its students perform relative to students in the same courses at universities throughout the United States and identify areas that require improvement. The Department of Chemistry is currently in the initial stages of preparation for accreditation by the ACS, which will provide additional external assessment of its programs and achievement of learning outcomes.

Programs in the College of Technology and Computing have clearly defined mission statements that form the basis of student learning outcomes in each program. Computer Engineering, Computer Science, Information Systems, and Information Technology programs are all accredited⁸ by the Computing Accreditation Commission of the Accreditation Board of Engineering and Technology (ABET). These programs have established program-level student outcomes and assessment practices in accordance with the criteria established by ABET.

Advisory Boards. Advisory boards offer a valuable perspective, as professionals in the community who volunteer their knowledge to review programs and suggest changes to help students acquire current information and skills that are needed in today's graduates. These boards for academic programs include:

- Accounting Advisory Board
- Center for the Advancement of Leadership Advisory Board
- College of Humanities and Social Sciences Advisory Board
- College of Science Advisory Board
- Community Advisory Board, Center for the Study of Ethics
- Computer Science Advisory Board
- Construction Technology Advisory Board
- Culinary Arts Institute Advisory Board
- Cyber Security Advisory Board
- Digital Media Advisory Board
- Electrical Automation and Robotic Technology Advisory Board
- Engineering Design Advisory Board
- Geomatics Advisory Board
- Information Systems and Technology Advisory Board
- International and Multicultural Studies Advisory Board
- Interreligious Engagement Advisory Council
- Legal Studies Advisory Board
- National Advisory Council to the Melisa Nellesen Autism Center
- Peace and Justice Studies Advisory Board
- Technology Management Advisory Board
- Women's Success Center Advisory Board
- Woodbury School of Business National Advisory Board
- Writing for Social Change Advisory Board

These boards meet regularly and are active in advising programs so that student achievements are appropriate to the needs of the broader social and economic environment. These boards also provide input into new programs and courses.

1. UVU Policy 605, Curriculum Approval Process
2. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports
3. Utah System of Higher Education, “New Academic Program Proposal,” July 2016 (pdf document).
4. Student Services, “Graduate and Undergraduate Catalog: Essential Learning Outcomes,” 2017 (pdf document).
5. Regents Policy R411, Cyclical Institutional Program Reviews
6. UVU Policy 603, Academic Program Review
7. Institutional Effectiveness, Planning, and Accreditation Support, “Specialized and Programmatic Accreditations and Certifications,” September 5, 2017 (pdf document).
8. ABET Computing Accreditation Commission, “Summary of Accreditation Actions for the AY 2014–2015 Accreditation Cycle,” August 19, 2015 (pdf document).

Standard 4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

In the course of the mission fulfillment self-evaluation¹ process, the University Planning Advisory Committee (UPAC) identifies problematic data and, in the years between self-evaluations², works to make these data points more reliable, valid, and appropriate for mission fulfillment evaluation. This has led to several improvements in the indicators for the Serious core theme. UPAC has had great difficulty developing appropriate measures for Serious Objective 2. Since research at UVU is largely not externally funded and is not a focus of faculty evaluations, there is no organizational need for centralized management of faculty research; centralizing simply for the sake of assessment inverts the proper relationship between operations and assessment. Noting that UVU encourages scholarly and creative activity primarily because it supports the university’s teaching mission, UPAC determined that a minimum acceptable threshold of performance could be identified by noting exemplary scholarly and creative activity, research rather than quantifying the total amount of activity on campus, and is developing a scholarly and creative activity portfolio process driven by department, college, and school annual reports.

The Planning, Budget, and Assessment (PBA) process is assessed annually. The rationale for each PBA resource request is assessed based on its connection with strategic planning and assessment. In the AY 2016–2017 PBA cycle, 50% of requests connected to the Serious core theme were connected or strongly connected to assessment and strategic planning considerations, a significant increase from 9.3% in AY 2014–2015.

Assessment of Student Learning. Student achievement of learning outcomes is assessed under Serious Objective 1 through procedures appropriate to each discipline as well as general institutional assessments.

Meta-Assessment. A meta-assessment³ regarding the quality of assessment report elements in Insight 2.0 for AY 2015–2016, was conducted by three assessors in late May 2017. The assessment rubric was keyed to 13 elements that are considered best practices for reporting assessment activities.

- Program learning outcomes (PLOs)
- Clarity and specificity of PLO long descriptions
- Student-centered orientation of PLOs
- PLOs linked to Essential Learning Outcomes (ELOs)
- Relationship between means of assessment and objectives
- Types of measures
- Specification of desired criteria for success for objectives
- Data collection and research design integrity
- Presentation of results
- Analysis of results
- Loop closings
- Improvement of assessment process
- Communication of results

Each element was assessed to be in one of four states: beginning; developing; good; or, exemplary. This meta-assessment revealed, at that time, that:

- 15% of programs had not entered their outcomes into the system.
- 84% of learning outcomes were student centered.
- Only 31% of outcomes listed in the system had been linked properly to ELOs.
- 60% of programs had from developing to excellent in their relationship between their means of assessment and their learning outcomes.
- A similar percentage had from developing to excellent in the appropriateness of the measures they were using.

Areas needing significant improvement across all programs are in the criteria for success for each measure, written data collection procedures and research methodology, presentation of their results to appropriate audiences, analysis of results efforts, loop closings, documentation of improvements made based on assessment, and associate dean and dean awareness of assessment reporting.

Further investigation revealed that the programs indeed had learning outcomes but hadn't fully complied with the reporting requirement. It was also found through investigation that programs typically had all the necessary elements for their assessment reports but had not used the Insight 2.0 system to document their assessment efforts. The Office of Academic Quality Assurance has identified those programs with the largest reporting issues and is working with them to increase their level of participation in the assessment reporting system. The meta assessment for AY 2016–2017 will be conducted in September 2017. Several programs have already shown an improvement in their assessment reporting practices from AY 2015–2016.

School and College Assessment. Schools and Colleges often undertake their own evaluations of assessment processes. As part of their AY 2015–2016 assessment process, the then-College of Aviation and Public Services (CAPS, which was restructured into CHPS in 2017) reviewed department assessment reports. The review found that plans and reports improved but that work was needed to enhance plans and reports. The review recommended that CHPS:

- Re-evaluate program learning outcome statements to ensure they are appropriate and indicate clear outcomes.
- Determine if means of assessment is appropriate and provide information to make informed decisions about attainment of the PLO.
- Look at criteria for success to ensure appropriateness.
- Consider using standardized assessment instruments and rubrics across all course sections
- Enhance analysis/summary of results toward informing degree improvement plans and loop closing statements.
- Additional specific recommendations to each department in CHPS were made in the report.
- The report also made specific recommendations to each department in CHPS.

CHPS has taken steps to improve its assessment processes over several years. Through its strategic planning process, CHPS determined that faculty awareness of the importance of and need to conduct PLO assessment and understanding of basic assessment techniques was a weakness in CHPS in the past. Over recent years, the Associate Dean has worked with Assessment Coordinators, Chairs, and faculty to explain the importance and needs as well as assist with assessment plan development and assessment report review. Within the Associate Dean’s Assessment Report to the Dean, guidance is provided on how to improve both program assessment plans and reports. The ultimate goal is to have loop-closing statements within each report that indicate how results were used to improve the program.

Following its 2011 Association to Advance Collegiate Schools of Business (AACSB) Peer Review Team visit, strategic planning in the Woodbury School of Business has undergone significant revisions to better serve its students. In 2012, the school developed a new strategic plan with input from faculty, staff, and the business community as represented on their National Advisory Council. The plan focused on building up flagship programs, changing in light of technology developments, improving educational rigor, connecting globally, and connecting with the Utah business community. The plan was supplemented by a faculty and staff contextual review in 2013 and a task force on trends and directions in business education in 2014.

That effort resulted in an updated plan in 2015, which was built specifically around the school’s updated mission and core themes of Delta, Placement, Impact, and Reach. The school is now working with a local consulting group to implement their strategic management approach. It also conducted a SWOT analysis; this drove a number of recommendations and thoughts about additions to its multi-year plan as well as modifications that might better help the school meet its mission. Going forward, this will become a regular part of the school’s fall meeting and will facilitate a review of its strategic position and planning with its National Advisory Board (NAB).

University College found that some departments assigned assessment to a single member who may complete the assessing of student learning outcomes in relative isolation. When changes are proposed based upon an analysis of the data, some members of the department may be unaware of the context and not understand the need for proposed changes. In order to avoid this weakness, the college asked that all full-time faculty members of the department examine the data together so that there is shared understanding of results and needed changes to organizational, operational, and pedagogical practices.

The general education program and the Essential Learning Outcomes (ELO) assessment procedures are regularly examined. Each core and distribution general education course is reviewed regularly by the General Education Committee to ensure that the courses have identifiable and assessable learning outcomes appropriate to a general education course and its designated general education category. This committee is comprised of faculty representing each college/school. This course review process is a triangulated approach based on an information form completed by the department chair or lead instructor, collection of course syllabi across sections, and student surveys. The information form requests information about how the course meets the mission of general education and the specific criteria for the general education area, addresses the ELOs, how consistency is maintained across sections, and evidence for how faculty use engaging pedagogical practices. Course syllabi across sections are collected to substantiate this information. The student perspective is obtained through a survey in which students indicate to what degree they feel a course addressed the general education mission, criteria, and the ELOs. These three sources of information provide a robust examination of general education course quality. Several courses have been placed on probation and have been given a chance to either meet the criteria by a certain date or lose their general education designation. Departments that wish to add courses to the general education system must have those classes reviewed and approved by the General Education Committee.

Essential Learning Outcomes. UVU's Essential Learning Outcomes are university-wide outcomes adopted in 2012. They reflect the ELOs developed by the Association of American Colleges and Universities (AAC&U) as part of the Liberal Education and America's Promise (LEAP) initiative. All general education courses have been mapped to the ELOs. The ELOs are assessed throughout each university program. The latest revision was in mid-2016 when the Academic Effectiveness Committee (AEC) determined that greater specificity of ELOs was needed in order to more effectively measure student achievement of ELOs. An operational framework was adopted which identifies the ELO elements deemed most important for student mastery and referred to in some form across several ELO categories:

- Critical and Creative Thinking (Intellectual and Practical Skills) and Ethical Reasoning (People of Integrity)
- Teamwork and Collaboration (Professional Competency)
- Oral and Written Communication (Intellectual and Practical Skills)
- Civic Engagement and Global Competencies (Stewards of Place)

Program SLO assessment processes are maintained, monitored, and reviewed under the auspices of the Academic Quality Assurance office and the General Education Committee.

Year Seven Self-Evaluation. UVU has used this university self-study process to evaluate its student learning assessment process. A working group on assessment emerged during this self-study cycle. Based on this working groups' review of evidence from schools and colleges, the group concluded that assessment is a regular part of most academic programs and is being used to promote continuous improvement at the program, school and college, and institutional levels. Reporting of results to deans and the reinforced process of ELO evaluation especially has brought significant improvement in the use of assessment results beyond the program-level. The decentralized process currently used allows programs to use assessment methods appropriate to their disciplines, especially where the programs are supported by specialized accreditation. However, it brings limited coherence to assessment efforts across the university and lacks a central repository for results at the institutional level. As a result, there may be a sense in some quarters that UVU does assessment primarily for compliance purposes and does not gain the full benefits that its assessment efforts could produce.

The working group has identified three strategies for improving assessment. First, stronger messaging from senior academic leaders intended to reinforce a culture in which assessment is valued and used in decision making. Second, a model of assessment where the assessment instruments are embedded in the nationally accepted standards of the discipline (such as a specialized accreditation or scholarly and professional organizations) aims to encourage faculty to see accreditation as rooted in their fields rather than as an external requirement. Program reports would be reviewed by deans and by the Academic Effectiveness Council to identify trends and make improvement recommendations at the college or school and university levels. Third, the Office of Teaching and Learning will be employed more actively, meeting with all new faculty hired each year to review a syllabus for assessment of course level learning outcomes and connections to program outcomes.

1. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
2. University Planning Advisory Committee, "Mission Fulfillment Measure Action Items," January 21, 2016 (pdf document).
3. Academic Quality Assurance, "Meta-Assessment of 2015–2016 Campus-Wide Assessment Efforts," August 25, 2017 (pdf document).

Standard 4.B: Improvement

Standard 4.B.1

Results of core theme assessments and results of assessments of programs and services are: based on meaningful institutionally identified indicators of achievement; used for improvement by informing planning, decision making, and allocation of resources and capacity; and made available to appropriate constituencies in a timely manner.

Use of meaningful institutionally identified indicators of achievement to determine the results of core theme assessments, the results of assessments of programs and services, and the communication of those results has been addressed for core themes under Standards 3.B.1 and 4.A.1, and for

programs and services under Standards 3.B.2, 4.A.2, 4.A.4, and 4.A.5. The process of assessing mission fulfillment establishes needs that inform the medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes, both individually and in their relationships with each other, as described in Standard 3.B.1.

Using the planning and assessment approaches described in this chapter, UVU has promoted significant improvements in mission fulfillment and operations. A major outcome of the UPAC mission fulfillment self-evaluation¹ and SWOT Analysis² is the annual areas of focus³ for unit strategic planning and resource allocation described in Standard 3.B.1. Areas of focus use the results of core theme assessment to identify priorities for the development of new initiatives addressing matters of immediate, university-wide concern. Units then develop initiatives to promote continuous improvement in those areas. In support of the AY 2015–2016 Operate Effectively area of focus which was linked to Serious Objective 1, and its strategy of collaboratively identifying and implementing best-practice technological solutions to support teaching and learning, Academic Administration submitted a resource request for alternate licensing structures for Adobe Creative Cloud. This software package supports greater collaboration, advanced graphics and apps, and portfolio developments. UVU now offers the package at minimal monthly subscription costs for faculty, staff, and students.

Extended-term plans for specific dimensions of university operations have led to a number of significant improvements. The Structured Enrollment Policy initiated with the Our Unique Educational Mission⁴ white paper has been a major transformation in the Serious core theme at UVU, demonstrating that an institution is, rather than compromising academic rigor with an open admissions policy, accepting an obligation toward helping all students pursue their studies in a manner consistent with the Serious core theme if they are to achieve student success. UVU is continuously increasing the number of programs that are part of defined career pathways as proposed in the Business Engagement Strategy⁵ and reinforced in the Academic Master Plan Draft⁶ with programs in the Woodbury School of Business, among others, offering programs that scaffold from certificates to graduate degrees.

Programs and services use assessment results to promote continuous improvement primarily through the unit strategic planning and assessment process⁷ described in Standard 3.B.2. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels. For example, the School of the Arts identified that it was struggling to achieve its objective to attract, retain, and assist those with sufficient talent and passion for a career in the arts to complete their chosen degree program because scholarships to attract and retain the high achieving arts students are not sufficient in number or amount to compete with scholarship offers from other schools. A previous resource request for additional scholarships was not funded. The school thus requested funding to eliminate course fees, receiving repair and replacement funding for equipment and \$75,000 for music performance instruction; this prevented a significant fee increase. The strategy was successful in making scholarship funding go further, reducing competition from other institutions.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. University Planning Advisory Council, “2010–2016 UPAC SWOT Analyses,” April 5, 2016 (pdf document).
3. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).
4. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
5. Utah Valley University, “UVU Business Engagement Strategy Career Pathways Report,” January 2013 (pdf document).
6. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
7. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).

Standard 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Student achievement of learning outcomes is assessed under Serious Objective 1. UVU programs have made substantial improvements to student learning as a result of feedback from the five sources of assessment mentioned in Serious Standard 4.A.3 above. Various assessment practices can be found across Academic Affairs. Instructional units have consistently used the results of those assessment practices to improve student learning.

The Earth Science Department has been developing strong assessment practices, including the use of results. Assessments include student final exams; graduate and employer surveys; and student performance in the capstone course, student research and internships. A recent report notes that “Outcomes from the graduated student and employer surveys indicate that our students are well prepared for the jobs they are entering after graduation. Moreover . . . we know that students are having a high rate of success at job placement and graduate school entrance immediately following graduation.” The report notes, however, five areas in need of improvement that have since been acted upon.

The Department of Chemistry and the Department of Biology are currently participating in a national-level initiative on the effect of flipped classrooms in the sciences through the POGIL project. There is ample evidence that the flipped classroom model is a more effective way to achieve learning outcomes in the sciences. The POGIL project is a nationwide effort to assess the activities in flipped classrooms to determine the most effective designs and teaching activities for such courses. The results of student learning in flipped classrooms implemented with POGIL structure is being compared with similar cases throughout the United States to determine how flipped classrooms can be most effective in science teaching.

The Bachelor of Fine Arts in Graphic Design received the highest evaluation on its assessment documentation for AY 2016–2017 by the Director of Academic Quality Assurance. “Close the loop” actions are indicated for each program learning outcome including revising the curriculum to add

greater proficiency in a greater variety of design styles, adding additional emphasis on ethics, and improving interdisciplinary collaboration within the sub-disciplines.

For the last decade the Department of Literacies and Composition has used three primary assessment methods to evaluate student success and satisfaction. Decisions about the revision of curriculum, departmental requirements and policies, and student resources are made based on these results. In 2014 results of the final ePortfolio evaluations and questionnaire results revealed that nearly 20% of students completing English 1000 had struggled to successfully meet the requirements in the digital literacy component of the course. With course revisions in 2015, students' satisfaction and performance in the digital literacy component of the course have increased. Other examples include a greater focus on rhetorical sensitivity, more "authentic" reading and writing assignments, revised requirements regarding the teaching of sentence-level accuracy, and revised policies regarding Writing Center attendance.

During the AY 2015–2016 academic year, the Elementary Education program piloted a new performance assessment entitled the edTPA (educative Teacher Performance Assessment) developed by the Stanford Center for Assessment, Learning, and Equity. Students are assessed during their capstone semester using rubrics covering 18 different factors of teacher performance. During the pilot year, assessment data informed that students generally needed improvement in the use of academic language in the various content areas. As a result, the faculty, with feedback from UVU students and their K-12 collaborators, made a number of changes including training for faculty, more effective mentoring for our students, and a redesign of the lesson plan template used by all faculty. The most recent assessment summary shows an improvement but it will be continually monitored.

The Department of History and Political Science has made changes based on assessment of student learning. History faculty discovered students' writing abilities needed improvement through their assessment process. The faculty developed rubrics with targets of performance for each year, as students' develop their skills from freshman through senior year. The rubrics helped faculty, including adjunct instructors, to appropriately emphasize, assign, and assess writing assignments. Thus far, there has been an overall improvement in students' writing.

The Aviation Science Bachelor of Science degree (Aviation Administration emphasis) uses its capstone course, AVSC 4900, to assess their program learning outcomes. For the AY 2016–2017 academic year, they found that their students were largely successful in being able to "demonstrate knowledge, skills and procedures to manage private and public aviation organizations" through a comprehensive exit examination. However, through their assessment they discovered that students were below the success criterion target for areas related to two courses in the program, AVSC 3060 and AVSC 2710, for the fourth semester in a row. This has resulted in modifying both courses to shore up the noted issues.

As described in the most recent Computer Science ABET self-study report, the curriculum improvement process includes assessment information from learning outcomes assessment, alumni

surveys, employer surveys, advisory board reviews, and the Major Field Achievement Test (MFAT) results. A number of changes have been made as a result, including refining and focusing the learning outcomes themselves, increasing emphasis on programming algorithms (for which reassessment showed improvement), and requiring a course (CS 3450: Principles and Patterns of Software Design) based on industry input and alumni surveys.

Results of student assessment have been used to make a number of improvements beyond the program-level. Colleges and schools are using both program-level assessment and assessment projects at the college or school level to identify and remedy needs for improvement. In the Woodbury School of Business (WSB), assessment of students' writing several years ago found less than satisfactory results. Over the last few years they initiated a number of changes to include the establishment of a writing center in the school, development and implementation of a common rubric to be used by all faculty in courses with major writing assignments, and increasing the number of courses with writing assignments. Significant improvement in the students' writing is attributed to those changes.

In 2011, the WSB faculty developed a senior exam to measure student learning outcomes. Assessment results of the Woodbury Senior Exam from 2012 through 2016 have shown increases in the areas of Statistics (16%), and Finance (10%). The largest general loop closing factor was to introduce the concept of lead faculty in each of the multiple sections of statistics and finance courses. This approach was intended to tighten the consistency of course readings, assignments, and testing while continuing to allow for some variance according to faculty expertise. Second, a concerted effort to increase pass rates in several courses that were previously bottleneck courses, particularly statistics, business calculus, economics, accounting, and finance. Students who visited the tutoring labs 10 or more times during a semester had correspondingly higher GPAs by a full half grade compared with their peers. Students who attended supplemental instruction three or more times for a specific course raised their grade by almost a full grade, reducing failing grades by 92%.

The CHPS strategic plan stresses constant program assessment and improvement. In addition, the Dean and Department Chairs meet each month with student representatives to better understand their views of teaching performance and curriculum needs. The data obtained through focus groups and surveys is then shared with Department Chairs and faculty to improve course content and delivery. The information is then acted on at both the program and college level. For instance, the Department of Aviation Sciences has worked hard to reduce the number of incompletes and increase throughput of students completing stage checks on time. Forensic Science has added a new Crime Scene House as part of the program. Emergency Services has made changes to the curriculum (e.g., working to revise the Emergency Services Administration program). Ongoing assessments of professional and community need have allowed the college to start several new programs (i.e., Masters of Public Service and undergraduate Respiratory Therapy).

Inclusive

UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs. The Inclusive Core Theme is operationalized with four objectives:

1. UVU provides accessible and equitable educational opportunities and resources for all students.
2. UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.
3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.
4. UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.

Utah Valley University's integrated planning, assessment, decision-making, and resource allocation process, which operates across the comprehensive, core theme, and programs and services levels, drives achievement of the university's mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. "Planning" is shorthand for the entire complex of activities within this approach. The approach, which is common to comprehensive planning and all core themes, administrative imperatives, associated objectives, programs, and services, is described in detail in the "Planning, Assessment, and Improvement Process for All Core Themes" section of this chapter.

This section demonstrates the use of this model to plan, assess, and continuously improve achievement of the Inclusive core theme and its associated objectives. The model's operation in other core themes and in comprehensive planning (as described under Institutional Planning) is useful for understanding its overall design and use in the broader context of planning, assessment, and continuous improvement at UVU. This section and the general planning process section of this chapter together demonstrate compliance with Standards 3.B and 4 with regard to the Inclusive core theme.

Based on UVU's 2017 Mission Fulfillment Self-Evaluation¹, UVU has satisfactorily achieved the Inclusive core theme and thus that element of mission fulfillment. Inclusive Objectives 1 and 4 were rated as excellent with Objectives 2 and 3 rated satisfactory. UPAC found that UVU continues to make substantial efforts to improve educational opportunities for underserved groups and expand its educational offerings driven by the campus-wide Inclusion Plan. These efforts have been generally successful in ensuring a representative student body, providing a safe environment, and meeting students' and the region's educational needs. There are concerns that a small but significant minority of students may feel disrespected by classmates or instructors.

Standard 3.B: Core Theme Planning

Standard 3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Planning for each core theme is accomplished through two planning components: extended-term institutional planning and mission fulfillment planning. Extended-term plans address specific issues across core themes. Mission fulfillment planning assesses UVU's success in achieving its objectives and fulfilling its mission, identifying areas of excellence and needs for improvement.

Extended-Term Institutional Planning. Extended-term institutional planning uses a series of medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes. Several of these support planning for the Inclusive core theme. The Our Unique Educational Mission² (OEM) white paper was especially important in establishing a baseline concept of systematic and comprehensive planning and assessment, and established a sense of institutional direction based on key strategies. The OEM white paper articulated a central tension between the Serious and Inclusive core themes. One aspect of Inclusive is that UVU is an open admissions institution at the undergraduate level that enrolls all students. Yet, as a Serious institution, we expect high standards for academic quality. The OEM white paper articulated an innovative model entitled "Structured Enrollment" which was implemented in Fall 2012. This model allows UVU to remain open to any undergraduate student while simultaneously increasing academic quality across the curriculum and enhancing student success by:

- Establishing admissions deadlines and application requirements;
- Requiring appropriate placement tests upon enrollment;
- Ensuring that underprepared students attend orientation, meet with advisors, and complete developmental coursework in a timely fashion; and
- Restricting enrollment in upper-division courses to students who have qualified for advanced standing on the basis of lower-division academic performance.

At the time, UVU President Matthew S. Holland stated, in a press release: "The policies introduced now will position UVU more favorably to carry out our vital mission roles of access and teaching

excellence well into the horizon. We are absolutely doing the right things to preserve a vibrant, exciting and sustainable future for UVU and the students who rely on this institution for excellent educational opportunities.” This change has been a signature success.

A second key contribution of the OEM white paper was its strategy of educating the community about the value of higher education in general and UVU specifically. Despite a strong local community emphasis on the value of education generally, students often arrive on campus with limited knowledge of the relative value of specific higher education opportunities. This is especially true of the many potential first-generation students in UVU’s service region. The OEM white paper called for a comprehensive strategy to inform students and the public concerning the life-enriching benefits and career opportunities associated with the complete range of academic programs offered at UVU, with access to this information readily available with touch points that are highly visible on websites, in recruiting materials, and in student advisement offices.

The OEM white paper also addressed resources, seeking new resources while maximizing existing resources. Resources affect the Inclusive core theme in two ways. In general, resource use has a direct relationship with costs to students and their families through tuition and fees. More efficient use of resources and securing new resources from non-tuition sources reduces tuition and fees (or limits the need for tuition and fee increases) and thus mitigates one of the most significant barriers to admission and persistence. Ensuring academic programs, curricula, and policies are geared to timely completion reduces costs in the most direct way possible, by reducing the number of semesters for which students pay tuition rather than earn a salary commensurate with their educational attainment. Beyond these general effects, the strategies for maximizing existing resources also had a significant direct effect on Inclusive Objective 4, related to expanded program options. Strategies such as expanding distance education, summer, weekend, and evening offerings and revising practices and processes for class scheduling create more options that meet the needs of a more diverse group of students.

Extended-term institutional plans related to the Inclusive core theme since the OEM white paper include:

- UVU Strategic Inclusion Plan³ (2014)
- Strategic Plan for Managing Growth, Phases I⁴ and II⁵ (2016 and 2011)
- Facilities Master Plan⁶ (2016)
- Academic Master Plan Draft⁷ (in progress)
- Academic, Facilities, and Growth Integration Plan (in progress)

In the summer of 2013, President Holland called for the development of a Strategic Inclusion Plan for UVU. Utah Valley University had taken significant strides to create a more inclusive learning and working environment. However, UVU recognized that initiatives implementing the Inclusive core theme were initially piecemeal and did not fully reflect the importance placed on inclusion in President Holland’s vision of the university and in the core themes. With the development of a plan for inclusion, leaders at Utah Valley University sought to engage a campus-wide, comprehensive

dialogue about the need for and value of inclusivity as well as actions to create a more inclusive learning and working environment.

UVU INCLUSION PLAN FRAMEWORK			
<p>OBJECTIVE #1 Access, Equity, & Opportunity</p> <p>UVU provides accessible and equitable educational opportunities and resources for all students.</p>	<p>OBJECTIVE #2 Curriculum & Learning for Intercultural Competence</p> <p>UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.</p>	<p>OBJECTIVE #3 Supportive Campus Environment</p> <p>UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.</p>	<p>OBJECTIVE #4 Academic Inclusivity & Regional Stewardship</p> <p>UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.</p>
<p>GOAL #1 Increase and improve access to UVU for underrepresented students and students with varying levels of academic preparation.</p>	<p>GOAL #1 Increase student intercultural competencies through curricular and co-curricular learning opportunities with diverse courses, individuals, and communities.</p>	<p>GOAL #1 Improve students' and employees' sense of validation, belonging, and personal safety.</p>	<p>GOAL #1 Maintain and continue development of a robust set of academic courses, programs, and offerings that reflect students' interests and the region's educational needs.</p>
<p>GOAL #2 Increase academic success and support for underrepresented UVU students and UVU students with varying levels of academic preparation.</p>	<p>GOAL #2 Increase the intercultural competencies of faculty and staff through intercultural engagement opportunities.</p>	<p>GOAL #2 Increase recruitment, retention, and advancement of underrepresented faculty and staff at all levels of the university to enrich university life and provide role models.</p>	<p>GOAL #2 Maintain and strategically build out a robust set of course delivery times, sites, and methods responsive to students' needs.</p>

Figure 18: Strategic Inclusion Plan Objectives and Goals

The Strategic Inclusion Plan established a clear vision statement for inclusion at UVU:

UVU is committed to preparing all students and employees for success in an increasingly complex, diverse, and globalized society. We promote civility and respect for the dignity and potential of each individual. We seek to advance the understanding of diverse perspectives. We value and promote collegial relationships and mutual respect among students, faculty, and staff. We acknowledge and seek to address the needs of populations who are underrepresented and students with varying levels of academic preparation, even as we strive to provide access and support for all students and employees in ways that are culturally relevant and responsible.

The plan expanded on the existing core theme objectives, establishing four objectives with concrete goals for implementation (see Figure 18). Those goals are the focus of strategies implemented by the

university Inclusion Committee, which includes representatives from across campus who share a commitment to inclusion at UVU.

A central conclusion of the Strategic Plan for Managing Growth (SPMG) in both phases is the expected population diversification of UVU's service region. While the regional population today is disproportionately White compared to metropolitan regions nationally, projections from multiple sources suggest that by 2060, racial and ethnic diversity in the service region will resemble the typical American metropolitan region of 2017, matching particularly well with today's demographics of Salt Lake County. This will be a significant shift in the population dynamics of UVU's service region.

Racial and ethnic diversity is not the only aspect of diversification relevant to inclusion at UVU. The Strategic Plan for Managing Growth found that UVU could expect significant growth in nontraditional students, already a substantial portion of UVU's population, especially among those over 40. This will diversify program needs, expanding pressure on the full range of academic programs from Career and Technical Education (CTE) certificates and applied associate's degrees to graduate and professional degrees.

While inclusion is not a primary focus of the Facilities Master Plan, the plan facilitates the Inclusive core theme in four ways: by ensuring adequate space for projected growth, by promoting a safe environment, by maximizing resource efficiencies, and by developing a wide range of transportation options. The plan includes a full buildout of 225 university-owned acres in Vineyard, approximately 2 miles from the Orem campus; conversion of low-intensity usages on the main campus to additional academic and support space; and the development of locations at Thanksgiving Point in fast-growing northern Utah County and in Payson in the southern part of the county.

Transportation is a significant factor affecting Inclusive Objectives 1 and 3. The Facilities Master Plan is premised on and a driver of significant expansion of public transportation in Utah County. This is driven both by the limited space for parking and by the expected increasing need for public transportation in a more densely populated and economically diverse region. The Main and West Campuses in Orem are currently served by the existing UTA Orem Intermodal Center, located at the West Campus directly across Interstate Highway 15 from the Main Campus. Connection between the center and the Main Campus, currently provided by two UTA bus routes, will be enhanced by a pedestrian bridge across the interstate highway. In conversation with the Utah Transit Authority, planned commuter rail, light rail, and bus hubs will serve UVU's Vineyard and Thanksgiving Point sites and eventually Payson. At the same time, additional parking will be provided at the Main and Vineyard Campuses to support commuter students, an especially important consideration for working students who must fit education into complex work schedules.

The Academic Master Plan Draft begins by reinforcing the place of all core themes in guiding academic efforts at UVU. Several dimensions of the plan support the Inclusive core theme. Under the plan, UVU will expand enrollment and programs across a full spectrum of credit, non-credit and alternative forms of education that will enable the people of the service area and others who come to UVU to enjoy a higher quality of life and to meet the workforce needs of the region. Faculty

mentors and professional academic advisors will guide and support students in their pursuit of success, an essential need for all students but especially for the many first-generation students expected to come to college as needs for higher education grow. Deans and their respective faculty will actively engage relevant sectors of the community in their growth and development needs.

The Academic Master Plan Draft, Facilities Master Plan, and Strategic Plan for Managing Growth 2016–2025 Update will be integrated through an operationalization and integration process during Fall 2017. The process will review existing planning materials, operationalize the Academic Master Plan Draft in light of findings in the Facilities Master Plan and Strategic Plan for Managing Growth, and suggest opportunities for continuing efforts in academic, facilities, and growth planning at UVU. The resulting plan will be consistent with UVU’s current mission, core themes, and administrative imperatives, and aims to synthesize work across the plans to reinforce all core themes with Inclusive as a vital element of the plans.

Mission Fulfillment Planning. In addition to extended-term institutional plans, the mission fulfillment evaluation process guides the selection of programs and services through the identification of annual areas of focus in the unit strategic planning and resource allocation process. Areas of focus⁸ related to the Inclusive core theme and its objectives have included:

- Provide access and opportunity for a broad range of students in meeting regional educational needs (AY 2014–2015, AY 2015–2016)
- Expand and enhance the array of courses, programs, and delivery methods to meet students’ goals and the region’s educational needs (AY 2016–2017)
- Continue to increase outreach and support at UVU for students from historically underrepresented cultural backgrounds and those who are first-generation and low-income (AY 2017–2018)

Over the three PBA processes completed since areas of focus were implemented, units submitted 263 resource requests in support of initiatives advancing Inclusive-related areas of focus, in addition to those advancing the core theme outside of an area of focus described under Standard 3.B.2.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
3. Utah Valley University, “Strategic Inclusion Plan 2014–2018,” August 20, 2014 (pdf document).
4. Strategic Plan for Managing Growth Task Force, “Strategic Plan for Managing Growth Phase I: Case for Action and Array of Strategies and Tools,” March 31, 2011 (pdf document).
5. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
6. Utah Valley University, “Campus Master Plan,” November 18, 2016 (pdf document).
7. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
8. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).

Standard 3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Planning for core theme programs and services is primarily accomplished through the unit strategic planning and resource allocation process¹. In the AY 2016–2017 planning cycle, units with strategic plans had 85 objectives with 280 associated strategies in support of Inclusive objectives. Over the three PBA processes completed since areas of focus² were implemented, units made 27 resource requests in support of initiatives advancing Inclusive objectives, not including requests submitted through an Inclusive-related area of focus.

Planning for UVU’s Latino Initiative is an example of unit planning, assessment, and resource allocation that ensures contributing components align with and support program and service objectives in the Inclusive core theme. One of Multicultural Student Services’ (MSS) strategic plan service objectives is to support outreach and recruiting efforts seeking to increase student representation, particularly from populations that are historically underrepresented or underserved. This objective supports Inclusive Objective 2 at the university level. Their assessment efforts identified an increase of 11.5% in the region’s Latino population. To implement this objective, MSS implemented its Latino Initiative. This program has earned national recognition and has demonstrated consistent involvement in the community. They requested funding for the program’s signature annual event, *Celebracion*, and hourly support, to ensure that the Latino Initiative would have appropriate support from appropriately aligned contributing components.

1. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).

Standard 3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Utah Valley University evaluates the Inclusive core theme and objectives using a triangulation approach based on 11 meaningful, appropriately defined indicators operationalized through 14 specific measures (see Table 13). Data is publically available through the UVU Institutional Indicators website¹.

Table 13: Indicators and Measures for Inclusive Core Theme

Objective	Indicators	Measures
1. UVU provides accessible and equitable educational opportunities and resources for all students.	Demographic representation	Headcount by gender, race and ethnicity, and age
	Student characteristics	Headcount by remedial, part-time enrollment, employment, and financial aid status
2. UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.	Interactions with diverse students	NSSE “Interactions with Diverse Others” scale
	Growth in intercultural competence	Graduating student survey “UVU contribution to growth in intercultural competence” items
3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.	Student perceptions of campus environment	NSSE “Supportive Campus Environment” items
	Employee perceptions of campus environment	Student campus climate assessment “students treated with respect” and “respectful class dialogue” items
		Employee campus climate assessment “perception of inclusiveness” items
4. UVU offers an array of courses, programs, and delivery methods designed to reflect students’ goals and the region’s educational needs.	Demand for desired courses by time, day, and semester	Continuing and non-returning student surveys “availability of courses and programs” items
	Delivery of programs and courses by time, day, semester, delivery method, and location	Headcount by delivery of programs and courses by time, day, semester, delivery method, and location
	Participation in existing programs	Degree programs offered
		Enrollment by degree type
	Demand for programs not offered	Student omnibus survey “missing degree programs” item
		Employer survey “what degrees should UVU offer” item
Regional employment demand	Burning Glass “Top Jobs in Provo-Orem Area” report	

Objectives are assessed holistically based on the triangulated measures; core themes are then evaluated holistically based on the evaluations of specific objectives. Evaluations are rated as either unsatisfactory, satisfactory, or excellent. An objective is considered satisfactory if, based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance.

Approaches to ensuring appropriate data use in extended-term planning for specific areas of operations within the core theme framework vary as appropriate to the plan domain. The Strategic Inclusion Plan² does not itself identify indicators or metrics, but the UVU Inclusion Committee has identified a range of data indicative of success, including student headcounts by demographic and other characteristics, student and employee survey results, resource allocation, and Strategic Inclusion Plan completion. This data is reported in the annual Inclusion Report³ and used to plan and evaluate programs and services supporting the Inclusive core theme. The Academic Master Plan Draft⁴ identifies a number of key indicators, supplementing the existing institutional indicators with more detailed data appropriate to specifically academic needs such as service area educational attainment and employment projections.

Data definitions in unit strategic planning are developed by the operating unit in consultation with Institutional Research (IR); Institutional Effectiveness, Planning, and Accreditation Support (IEPA); and Academic Quality Assurance (AQA). Units are encouraged to triangulate measures for achievement of objectives and make a holistic assessment of the objective based on those measures. This approach is used by the School, College, University Partnership (SCUP) program. SCUP includes an objective to promote literacy programs, in part to improve educational access for all K-16 students. The program uses counts of tutors, tutoring sessions, and clients in the America Counts and Reads program; headcounts and grades in the private tutoring program; and enrollment and attendance in GED programs for Spanish speakers in its strategic planning process. This allowed them to identify needs for expanding the America Counts and Reads program, focusing the private tutoring program on specific courses, and continue the Spanish GED program.

1. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. Utah Valley University, “Strategic Inclusion Plan 2014–2018,” August 20, 2014 (pdf document).
3. Inclusion Committee, “Diverse Stories and Inclusive Approaches: UVU’s 2016 Inclusion Report,” September 20, 2016 (pdf document).
4. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).

Standard 4.A: Assessment

Standard 4.A.1

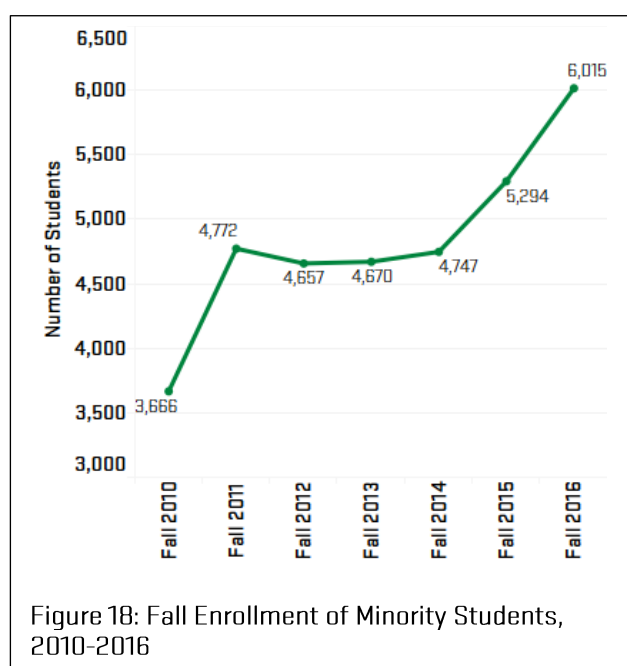
The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

UVU evaluated the Inclusive core theme and its associated objectives through self-evaluations of core theme objectives conducted in the 2012–2013¹, 2014–2015², and 2016–2017 academic years using the methodology described in Standard 3.B.3. For each objective, the indicators and measures form the basis for ongoing evaluation of accomplishment of each core theme. Institutional Research (IR) and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) collaborate on the collection and management of all data used in the core theme and mission fulfillment evaluation process and make this data publically available through a series of data visualizations maintained on the Institutional Indicators website³. These visualizations present data in a consistent form and a single location where users can easily see different measures and indicators, often in different comparative contexts, with only a few clicks. This presentation allows coherent, integrated, and deliberative analysis of the multiple indicators and measures used to evaluate each core theme objective.

The 2017 self-evaluation⁴ found that the Inclusive core theme was satisfactory achieved.

UPAC found that UVU continues to make substantial efforts to improve educational opportunities for underserved groups and expand its educational offerings driven by the Strategic Inclusion Plan⁵. These efforts have been generally successful in ensuring a representative student body, providing a safe environment, and meeting students' and the region's educational needs. There are concerns that a small but significant minority of students may feel disrespected by classmates or instructors.

Objective 1: UVU provides accessible and equitable educational opportunities and resources for all students. This objective was rated as excellent. UVU's demographics are representative of Utah County, and significant increases in enrollment of racial or ethnic minorities reflect the demographic changes in the service region. Minorities make up 17% of the UVU student body in Fall 2016, with approximately half of the growth coming among Latino students. Minority enrollment at UVU has grown by 223% since 2001, while total enrollment grew by 47% (see Figure 19). Enrollment of



minorities will need to continue to increase to keep pace with expected regional demographic changes. UVU has also slightly but consistently increased its percentage of women since 2011, though the proportion of women at UVU remains among the lowest of USHE institutions and well below the national average of 57%. UVU continues to enroll a large number of nontraditional students, with the long-term trend in average non-high school concurrent enrollment student age increasing along with an ageing regional population. The number of students under 18 years old has also increased from 16% to 21% due to expansion of concurrent enrollment, also an important nontraditional population. Increases in the percentage of students receiving financial aid and decreases in the percentage of students needing developmental coursework are believed to reflect structural changes at the university that increase the utilization of the former and provide alternatives to the latter, both of which enhance educational access at UVU.

Objective 2: UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society. This objective was rated as satisfactory. UVU is somewhat below peers in the “NSSE Discussions with Diverse Others” indicator, which likely reflects the relatively low diversity of its student body and service region population. Graduates consistently report moderate growth in global perspective and understanding diversity. Neither indicator provides a clear measure of opportunities to develop awareness, understanding, and appreciation of differences among students. While UVU does not show significant problems in this area, more can be done, and the programming efforts of the campus Inclusion Committee are hoped to improve such opportunities significantly beginning in the 2017–2018 academic year.

Objective 3: UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives. This objective was rated as satisfactory. Results from the 2016 Great Colleges to Work For survey indicate that 72% of employees agree or strongly agree that UVU has a safe and supportive environment. Most students report a positive environment in line with peers throughout the region and within UVU’s Carnegie classification. Thirteen percent of students report that classmates do not always treat them with respect, and one in four report that instructors do not always facilitate respectful class dialog when differences of opinion are expressed. Supporting data provided by Institutional Research suggests that these views do not correspond strongly to membership in ethnic or racial minority groups. But there is limited data regarding religious identification, sexual orientation, and gender identity, and underreporting of circumstances creating a hostile environment for some students is to be expected. While there is insufficient evidence to substantiate serious problems in this area, continued attention is necessary to better understand the nature of those students who have negative experiences. UVU’s efforts to improve support for students and employees in this area—exemplified by the creation of an office dedicated to equal opportunity, affirmative action, and Title IX compliance and opening the Multicultural Student Services and LGBT Student Services centers—are expected to enhance inclusivity in the university’s operating environment.

Objective 4: UVU offers an array of courses, programs, and delivery methods designed to reflect students’ goals and the region’s educational needs. This objective was rated as excellent. UVU continues to be especially effective in meeting these needs. Students are generally satisfied with

course availability by location, time, and semester, but satellite locations appear to be underutilized. About one-third of students would like additional degree offerings, primarily in academic subjects where UVU has added degrees recently, such as social work and psychology or graduate studies. UVU's STEM offerings correspond to regional employment needs; regional non-STEM job demand in areas typically requiring higher education, such as management and sales, are consistent with recent changes in UVU's degree offerings. While there is significant student demand for engineering degrees, UVU's ability to add such degrees was until recently constrained by USHE and appropriate resources. Following changes in the Regents Policy R401³, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*, that take effect in the 2017-2018 academic year and enhance UVU's authority to institute new programs, UVU is initiating the development of a program in mechanical engineering expected to be available in the 2018-2019 academic year.

1. University Planning Advisory Committee, "2012–2013 UPAC Evaluations of Core Theme Objectives and Administrative Imperatives," March 21, 2013 (pdf document).
2. University Planning Advisory Committee, "2014–2015 Mission Fulfillment Self-Evaluation," April 16, 2015 (pdf document).
3. Institutional Research, "Institutional Indicators," https://www.uvu.edu/iri/academicprograms/core_themes.html.
4. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
5. Utah Valley University, "Strategic Inclusion Plan 2014–2018," August 20, 2014 (pdf document).
6. Regents Policy R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

Standards 4.A.2, 4.A.4, and 4.A.5

Standard 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Standard 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Standard 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Assessment and integration of programs and services related to each core theme is primarily accomplished through the unit strategic planning and resource allocation process, using the methodology described in Standard 3.B.3. This has proven effective in assessment and integrating programs and services for the Inclusive core theme.

Academic Administration and Information Technology maintains an objective of developing and sustaining an inclusive hiring and retention culture that reflects core institutional values. Assessment data suggests that a significant obstacle to this is perceived cultural fit among faculty members from underrepresented groups (whether traditionally underrepresented groups nationally or groups underrepresented within the local culture). Beginning this year, Academic Administration will implement interventions to assist highly qualified faculty most at risk of leaving due to perceived

cultural fit. It will also collaborate with the Office of Teaching and Learning and the Office of Inclusion and Diversity to create a standardized faculty on-boarding process. This will increase the hiring and retention of faculty from underrepresented groups in support of Inclusive Objective 3. With faculty diversity reflecting increasing student diversity, these program and service improvements will also support Inclusive Objective 1.

Evaluation of operational aspects of educational programs is performed through the unit strategic planning process, thus directly involving faculty in the evaluation of educational programs as members of the planning unit. The College of Health and Public Service includes an objective committing it to attracting students from a wide variety of backgrounds and perspectives and promoting their academic success and professional preparation. Their assessment efforts found that many of the college's existing professional programs are male-dominated and that no targeted marketing plan had been created. Programs thus required a focused effort to increase diversity. CHPS adopted an Inclusion Initiative to improve the diversity of the faculty, staff, and students. The initiative includes developing a marketing plan, widening the applicant pools for faculty and staff openings, and partnering with the university Inclusion committee. This was implemented with a resource request for a minority targeted marketing campaign by the Department of Aviation Sciences in 2015.

Achievement of student learning outcomes is part of the Serious core theme. The faculty's role in that process is described under this criterion in the section for that core theme.

Standard 4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Achievement of student learning outcomes is part of the Serious core theme. The process for assessing student achievement is described under this criterion in the section for that core theme.

Standard 4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

In the course of the mission fulfillment self-evaluation¹ process, the University Planning Advisory Committee (UPAC) identifies problematic data and, in the years between self-evaluations², works to make these data points more reliable, valid, and appropriate for mission fulfillment evaluation. This has led to several improvements in the indicators for the Inclusive core theme. UPAC identified difficulties in interpreting representativeness in the absence of population comparison data and in understanding the NSSE Discussions with Diverse Others scale. The indicators were updated to

include more appropriate regional population data and the individual items that comprise the NSSE scale.

The Planning, Budget, and Assessment (PBA) process³ is assessed annually. The rationale for each PBA resource request is assessed based on its connection with strategic planning and assessment. Generally, a relatively small number of requests are tied to Inclusive, as many initiatives are implemented without additional resources while most Inclusive initiatives requiring additional resources are connected to an area of focus⁴ and reported there. However, the percentage of Inclusive-related requests rated “connected” or “strongly connected” rose from 0% in 2014 to 87.5% in 2016.

Achievement of student learning outcomes is part of the Serious core theme. Evaluation of student learning outcomes assessment is described under this criterion in the section for that core theme.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. University Planning Advisory Committee, “Mission Fulfillment Measure Action Items,” January 21, 2016 (pdf document).
3. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).
4. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).

Standard 4.B: Improvement

Standard 4.B.1

Results of core theme assessments and results of assessments of programs and services are: based on meaningful institutionally identified indicators of achievement; used for improvement by informing planning, decision making, and allocation of resources and capacity; and made available to appropriate constituencies in a timely manner.

Use of meaningful institutionally identified indicators of achievement to determine the results of core theme assessments, the results of assessments of programs and services, and the communication of those results has been addressed for core themes under Standards 3.B.1 and 4.A.1, and for programs and services under Standards 3.B.2, 4.A.2, 4.A.4, and 4.A.5. The process of assessing mission fulfillment establishes needs that inform the medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes, both individually and in their relationships with each other, as described in Standard 3.B.1.

Using the planning and assessment approaches described in this chapter, UVU has promoted significant improvements in mission fulfillment and operations. A major outcome of the UPAC mission fulfillment self-evaluation¹ and SWOT Analysis² is the annual areas of focus³ for unit strategic planning and resource allocation described in Standard 3.B.1. Areas of focus use the results of core theme assessment to identify priorities for the development of new initiatives addressing matters of immediate, university-wide concern. Units then develop initiatives to promote continuous

improvement in those areas. Because most resource requests for the Inclusive core theme come through areas of focus related to access and program delivery, this has been an especially important means of improvement. Examples of such initiatives include Student Success and Retention programs to expand outreach and increase persistence among LGBT students and participation among Pacific Islander students, the addition of a cognitive science faculty member teaching in psychology programs, and a shift to using electronic course materials in the Woodbury School of Business. These improvements in educational programs and university services demonstrate the effectiveness of the areas of focus in using the assessment results for core themes to promote continuous improvement.

Extended-term plans for specific dimensions of university operations have led to a number of significant improvements. The Structured Enrollment Policy initiated with the Our Unique Educational Mission⁴ white paper has been a major transformation in Inclusion at UVU, demonstrating that Inclusion, rather than undermining seriousness, implies an obligation toward helping all students pursue their studies in a manner consistent with the Serious core theme if they are to achieve student success. The Strategic Inclusion Plan⁵ has promoted many campus improvements, creating a safer and more supportive environment by creating family/unisex bathrooms and mothers' lounges, building more robust curriculum standards for courses meeting the Global/Intercultural general education requirement, and establishing a diversity and inclusion certification program for faculty and staff. Based on the Strategic Plan for Managing Growth 2016–2025 Update's⁶ resource projections, it has become clear to the university leadership that while UVU will not meet growth pressures without additional state support, neither is it likely to fully meet those pressures with state support alone. This led UVU to add an affordability and efficiency component⁷ to the unit strategic planning process beginning in the 2017–2018 academic year, which will encourage resource efficiencies and revenue generation that further reduce tuition pressures.

Programs and services use assessment results to promote continuous improvement primarily through the unit strategic planning and assessment process⁸ described in Standard 3.B.2. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels. Academic Affairs identified, through its assessment processes, a need to increase both the quality and availability of flexible learning options for students. The Faculty Center of Teaching Excellence was combined with Distance Education in 2014 and redesigned to create an innovative Office of Teaching and Learning (OTL). Targets for engagement with faculty have been exceeded with 60% of full-time faculty having worked with OTL. As a result, there has been a dramatic increase in online and hybrid course development projects from 29 in 2014 to 219 in 2016. This increases course availability across delivery methods in support of Inclusive Objective 4.

1. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
2. University Planning Advisory Council, "2010–2016 UPAC SWOT Analyses," April 5, 2016 (pdf document).
3. Institutional Effectiveness, Planning, and Accreditation Support, "UVU Areas of Focus, 2014–15 through 2017–18," April 24, 2017 (pdf document).
4. Utah Valley University, "Our Unique Educational Mission," August 2011 (pdf document).

5. Utah Valley University, “Strategic Inclusion Plan 2014–2018,” August 20, 2014 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
7. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan Affordability and Efficiency Component,” February 2017 (pdf document).
8. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).

Standard 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Achievement of student learning outcomes is part of the Serious core theme. Evaluation of student learning outcomes assessment is described under this criterion in the section for that core theme.

Engaged

UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning. The Engaged Core Theme is operationalized with three objectives:

1. UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.
2. UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.
3. UVU serves as a portal of civic engagement and an engine of regional economic and business development.

Utah Valley University's integrated planning, assessment, decision-making, and resource allocation process, which operates across the comprehensive, core theme, and programs and services levels, drives achievement of the university's mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. "Planning" is shorthand for the entire complex of activities within this approach. The approach, which is common to comprehensive planning and all core themes, administrative imperatives, associated objectives, programs, and services, is described in detail in the "Planning, Assessment, and Improvement Process for All Core Themes" section of this chapter and merely summarized here.

This section demonstrates the use of this model to plan, assess, and continuously improve achievement of the Engaged core theme and its associated objectives. The model's operation in other core themes and in comprehensive planning (as described under Institutional Planning) is useful for understanding its overall design and use in the broader context of planning, assessment, and continuous improvement at UVU. This section and the general planning process section of this chapter together demonstrate compliance with Standards 3.B and 4 with regard to the Engaged core theme.

Based on UVU's 2017 Mission Fulfillment Self-Evaluation¹, UVU has satisfactorily achieved the Engaged core theme and thus that element of mission fulfillment. Engaged Objective 3 was rated excellent with Objectives 1 and 2 rated satisfactory. UPAC found that UVU is a major contributor to Utah's economy. UVU students are increasingly participating in engaged learning activities, and they make important contributions to Utah's communities and economy following graduation. UVU's commitment to community engagement is recognized by the Carnegie Foundation. However, there are some concerns about the extent to which engagement is consistent and some indications of decline in business development and civic engagement.

Standard 3.B: Core Theme Planning

Standard 3.B.1

Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Planning for each core theme is accomplished through two planning components: extended-term institutional planning and mission fulfillment planning. Extended-term plans address specific issues across core themes. Mission fulfillment planning assesses UVU's success in achieving its objectives and fulfilling its mission, identifying areas of excellence and needs for improvement.

Extended-Term Institutional Planning. Extended-term institutional planning uses a series of medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes. Several of these support planning for the Engaged core theme. The Our Unique Educational Mission² (OEM) white paper was especially important in establishing a baseline concept of systematic and comprehensive planning and assessment, and established a sense of institutional direction based on key strategies. It thus provides the baseline for the extended-term plans in Engaged. Extended-term institutional plans related to the Engaged core theme include:

- UVU Business Engagement Strategy: Career Pathways Report, Phases I and II³ (2013 and 2014)
- Five Pillars of Engagement⁴ (2016)
- Academic Master Plan Draft⁵ (in progress)
- Academic, Facilities, and Growth Integration Plan (in progress)

The Five Pillars of Engagement, developed by the Office of Engaged Learning (OEL), guide planning for the Engaged core theme. The pillars are internships, community engagement, global and intercultural programs, undergraduate research and creative works, and engaged curriculum. These pillars are supported by the work of OEL and are implemented across multiple academic and student service areas such as the general education program, Volunteer and Service Learning, Academic Outreach and Economic Development, and individual academic departments.

The Office of Engaged Learning is in the process of implementing a Civic Action Plan to support the Five Pillars approach. The plan focuses on enhancing UVU's capacity to provide opportunities

for community partnerships and projects, engaged learning, and civic involvement for students, faculty, and staff. The plan emphasizes three outcomes: make organizational adjustments to increase community engagement potential, diminish barriers, and develop strategies as an anchor institution in the avenues of engagement (civic, government, and corporate).

The Academic Master Plan Draft begins by reinforcing the place of the core themes in guiding academic efforts at UVU. Under the plan, student success is to be achieved through providing students with the deeper understanding of the material that comes from taking it beyond theory and applying it as appropriate for each academic and professional discipline. The plan calls for faculty-led teams of students to work with relevant sectors of the community in their growth and development needs, both as a means of meeting regional needs and as an opportunity for faculty and students to practice engaged learning.

Mission Fulfillment Planning. In addition to extended-term institutional plans, the mission fulfillment evaluation process guides the selection of programs and services through the identification of annual areas of focus in the unit strategic planning and resource allocation process. Areas of focus⁶ related to the Engaged core theme and its objectives have included:

- Support students in completing their goals and professional preparation (AY 2014–2015)
- Operate effectively and efficiently through innovative use of technology and professional practices (AY 2014–2015)

Over the three PBA processes completed since areas of focus were implemented, units submitted 66 resource requests in support of initiatives advancing Engaged areas of focus, in addition to those advancing the core theme outside of an area of focus described under Standard 3.B.2.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. Utah Valley University, “Our Unique Educational Mission,” August 2011 (pdf document).
3. Utah Valley University, “UVU Business Engagement Strategy Career Pathways Report,” January 2013 (pdf document).
4. Office of Engaged Learning, “5 Pillars of Engagement,” 2017 (pdf document).
5. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, “UVU Areas of Focus, 2014–15 through 2017–18,” April 24, 2017 (pdf document).

Standard 3.B.2

Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Planning for core theme programs and services is primarily accomplished through the unit strategic planning and resource allocation process¹. In the 2016–2017 academic year planning cycle, units with strategic plans had 53 objectives with 137 associated strategies in support of Engaged objectives and associated administrative imperative objectives. Over the three PBA processes completed since

areas of focus² were implemented, units made 33 resource requests in support of initiatives advancing Engaged, not including requests submitted through an Engaged-related area of focus.

Planning for the Roots of Knowledge Project³ is an example of unit planning, assessment, and resource allocation that ensures contributing components align with and support program and service objectives in the Engaged core theme. Roots of Knowledge anchors an undulating wall of windows in the Ira A. and Mary Lou Fulton Library's Bingham Gallery, comprising 80 individual panes totaling 200 feet in length. A fusion of art, education, and public space, Roots of Knowledge starts with the dawn of humanity and ends with the present day. Conceived by Utah artist Tom Holdman and Utah Valley University President Matthew S. Holland, Roots of Knowledge combines the work, guidance, and study of more than 40 professional artists, 26 UVU scholars, and hundreds of UVU students. The project provides a unique academic resource for students, faculty, and the community to participate in engaged learning.

Creating and supporting the Roots of Knowledge project is a key part of the Fulton Library strategic plan. One of the Library's Objectives is "create and strengthen avenues to support faculty and student research and teaching." This objective supports Engaged Objective 2 at the university level. Funding was requested to launch the project and acquire personnel to help manage the project, including hiring a librarian for Roots of Knowledge to ensure that the project would have appropriate support. The Roots of Knowledge Windows were unveiled to international acclaim in December 2016 as part of the university's 75th anniversary celebration.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, "UVU Areas of Focus, 2014–15 through 2017–18," April 24, 2017 (pdf document).
3. Fulton Library, "Roots of Knowledge," <http://www.uvu.edu/rootsofknowledge/>.

Standard 3.B.3

Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Utah Valley University evaluates the Engaged core theme and objectives using a triangulation approach based on 7 meaningful, appropriately defined indicators operationalized through 13 specific measures (see Table 14). Data is publically available through the UVU Institutional Indicators website¹.

Objectives are assessed holistically based on the triangulated measures; core themes are then evaluated holistically based on the evaluations of specific objectives. Evaluations are rated as either unsatisfactory, satisfactory, or excellent. An objective is considered satisfactory if, based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance.

Table 14: Indicators and Measures for Engaged Core Theme

Objective	Indicators	Measures
1. UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.	Enriching educational experiences	NSSE “High Impact Practices” scale
	Enrollment in project/service based courses	Student participation in service learning courses
		Total student FTE enrolled in “engaged” courses
2. UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.	Carnegie Foundation Community Engagement Classification	Award and retention of classification
3. UVU serves as a portal of civic engagement and an engine of regional economic and business development.	Graduates living/employed in the region/state	Graduates’ residence one-year after graduation
		Graduates’ employment location one year after graduation
	Economic Impact and the return on investment of state dollars	Return on state investment
		Total employment supported by UVU
		Total economic impact in Utah
	UVU business development and support	Business mentorship hours;
		New business creation
Job creation and retention		
Student participation in community engagement	Utah Campus Compact Survey	

Approaches to ensuring appropriate data use in extended-term planning for specific areas of operations within the core theme framework vary as appropriate to the plan domain. The Academic Master Plan Draft² identifies a number of key indicators, supplementing the existing institutional indicators with more detailed data appropriate to specifically academic needs including the percentage of students participating in a high-impact engaged learning experience. The Office of Engaged Learning is developing a database to record activity in the Five Pillars of Engagement³. The database will document information on student characteristics and engaged curriculum and evaluate achievement in the five pillars.

Data definitions in unit strategic planning are developed by the operating unit in consultation with Institutional Research (IR); Institutional Effectiveness, Planning, and Accreditation Support (IEPA); and Academic Quality Assurance (AQA). Units are encouraged to triangulate measures for achievement of objectives and make a holistic assessment of the objective based on those measures. Academic Service Learning includes an objective to provide service-learning courses for

nontraditional students in support of Engaged Objective 1. In the strategic planning process, the department documents the number of service learning courses available, students registered, and service learning hours completed. They also utilize a number of surveys including pre/post-test attitudinal, student opinion, and community partner surveys. This allows them to identify programmatic needs and assess the economic impact of service-learning engagement on the community. Results demonstrate increased participation and positive impact on the community.

1. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. Academic Affairs, “Academic Master Plan Draft 2017–2025,” January 2017 (pdf document).
3. Office of Engaged Learning, “5 Pillars of Engagement,” 2017 (pdf document).

Standard 4.A: Assessment

Standard 4.A.1

The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

UVU evaluated the Engaged core theme and its associated objectives through self-evaluations of core theme objectives conducted in the 2012–2013¹, 2014–2015², and 2016–2017³ academic years using the methodology described in Standard 3.B.3. For each objective, the indicators and measures form the basis for ongoing evaluation of accomplishment of each core theme. Institutional Research (IR) and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) collaborate on the collection and management of all data used in the core theme and mission fulfillment evaluation process and make this data publically available through a series of data visualizations maintained on the Institutional Indicators website⁴. These visualizations present data in a consistent form and a single location where users can easily see different measures and indicators, often in different comparative contexts, with only a few clicks. This presentation allows coherent, integrated, and deliberative analysis of the multiple indicators and measures used to evaluate each core theme objective.

The 2017 self-evaluation found that the Engaged core theme was satisfactory achieved. UPAC found that UVU is a major contributor to Utah’s economy. UVU students are increasingly participating in engaged learning activities, and they make important contributions to Utah’s communities and economy following graduation. UVU’s commitment to community engagement is recognized by the Carnegie Foundation. However, there are some concerns about the extent to which engagement is consistent and some indications of decline in business development and civic engagement.

Objective 1: UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence. This objective was rated satisfactory. Participation in high-impact learning practices among seniors is nearly universal and comparable to various peer groups. Nearly one-third of UVU students participated in volunteer and service learning in the 2015–2016 academic year, though this

is a decline over the past five years. A preliminary measure indicates only 4.9% of Fall 2015 enrollment came in courses with significant engaged components. This would indicate that, at most, 40% of students enroll in at least one such course over their academic careers. However, a significant number of engaged courses is likely excluded from this measure, which is based solely on catalog descriptions rather than pedagogical practices. As part of a Title III grant, the Office of Engaged Learning and Institutional Research is working to build a more direct, valid, and reliable quantitative assessment process for engaged courses that is expected to be available for the next self-evaluation.

Objective 2: UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities. This objective was rated satisfactory. UVU maintains designation as a Carnegie Engaged Institution, demonstrating its success in developing and maintaining community partnerships. Utah Valley University was one of the first in Utah to receive an Elective Community Engagement designation from the Carnegie Foundation for the Advancement of Teaching in 2008. As recipients of this designation, Utah Valley University has demonstrated commitment to community engagement, and has worked diligently to develop organizational structures, policies, and programming that facilitate student, faculty, and staff involvement in the community. In 2015, Utah Valley University received this designation for a second time, one of 361 colleges and universities who have been given the designation. The foundation praised UVU's alignment of mission, culture, leadership, resources, and practices, as well as its documented evidence of community engagement.

Objective 3: UVU serves as a portal of civic engagement and an engine of regional economic and business development. This objective was rated excellent. UVU continues to make a major contribution to the regional and statewide economy and to the quality of life in its community. The majority of UVU graduates live and work in Utah, but an increasing number take jobs out of state. This is likely due to increased admission of students from out of state. UVU's economic impact for students remains substantial. Based on the most recent data available, UVU generated \$8.04 in statewide economic activity for every dollar of appropriated state tax funding. Evaluation of business and civic engagement was challenging during this evaluation period due to significant changes in data reporting standards for both business development and student civic engagement. UVU continues to offer significant business development services and helps create new businesses through its Business Resource Center. While the indicator for this objective appears to show that job creation declined, this is due entirely to a new state methodology for calculating job creation; the underlying data remains consistent. Student civic engagement also appears to have declined, but this is due to a change in the Utah Campus Compact survey methodology; supplementary data provided by Student Affairs shows no change in the activities that contribute to the survey. Further monitoring and clarifying of measures for this area is recommended, but overall, the indicators support continued excellence in this area consistent with the 2015 self-evaluation.

1. University Planning Advisory Committee, "2012–2013 UPAC Evaluations of Core Theme Objectives and Administrative Imperatives," March 21, 2013 (pdf document).
2. University Planning Advisory Committee, "2014–2015 Mission Fulfillment Self-Evaluation," April 16, 2015 (pdf document).

3. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
4. Institutional Research, “Institutional Indicators,” https://www.uvu.edu/iri/academicprograms/core_themes.html.

Standards 4.A.2, 4.A.4, and 4.A.5

Standard 4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Standard 4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Standard 4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Assessment of programs and services related to each core theme is primarily accomplished through the unit strategic planning and resource allocation process¹, using the methodology described in Standard 3.B.3. The unit strategic planning and resource allocation component ensures that programs and services support clearly identified programmatic and service objectives. The Math Lab strategic plan includes an objective to provide students with the opportunity to engage in the learning process by hiring and training tutors and giving them hands-on experiences in mathematics. To ensure that this objective is met with appropriate quality engagement opportunities, it maintains certification of the tutor training program through the College Reading and Learning Association (CRLA). This certification is renewed every five years through a process that evaluates the effectiveness of the training program in the Math Lab to ensure that tutors are provided the necessary skills to engage students in the learning process. It is also implementing a tutor observation and evaluation program. The assessment found that tutors are engaged daily as they help students learn mathematical concepts but additional self and peer evaluations are needed to gain a better understanding of the ways in which tutors engage with students through the learning process. This conclusion demonstrates that the tutoring program achieves its objectives and is appropriately aligned with Engaged Objective 1.

Evaluation of operational aspects of educational programs is performed through the unit strategic planning process, thus directly involving faculty in the evaluation of educational programs as members of the planning unit. The Woodbury School of Business (WSB) includes an objective to maximize student improvement through engaged learning. Assessment efforts in the strategic planning process, including faculty input, were based on the number of activities, the number of students involved, and the success of students involved in each activity. This data identified a need to increase student participation in and opportunity for engaged experiences relative to the business program goals. In the past five years, WSB has made a number of improvements to facilitate achievement of this objective. WSB instituted an academic initiative to enhance business writing abilities, increased tutoring lab use, and implemented consulting courses in undergraduate and study

abroad programs. WSB also increased opportunities for participation in various competitions and utilizes an Enactus chapter to provide practical experience for students.

Achievement of student learning outcomes is part of the Serious core theme. The faculty's role in that process is described under this criterion in the section for that core theme.

1. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).

Standard 4.A.3

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Achievement of student learning outcomes is part of the Serious core theme. The process for assessing student achievement is described under this criterion in the section for that core theme.

Standard 4.A.6

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

In the course of the mission fulfillment self-evaluation¹ process, the University Planning Advisory Committee (UPAC) identifies problematic data and, in the years between self-evaluations², works to make these data points more reliable, valid, and appropriate for mission fulfillment evaluation. This has led to several improvements in the indicators for the Engaged core theme. In the past, UPAC identified lack of data and adequate measures for this area, despite UVU's active pursuit of the Engaged objectives. In 2015, the Carnegie Community Engagement designation was adopted as an indicator for Engaged Objective 2, as detailed in Standard 4.A.1. Additionally, the NSSE "Engaged Educational Experiences" data was re-evaluated to adjust for changes in the survey methodology by the administering organization which eliminated this benchmark, leading to local development of a "High Impact Practices" scale using individual NSSE items.

The Planning, Budget, and Assessment (PBA) process is assessed annually. The rationale for each PBA resource request is assessed based on its connection with strategic planning and assessment. Resource requests for the Engaged core theme that were rated as "connected" or "strongly connected" to planning and assessment grew from 19.0% in 2014 to 50.0% in 2016.

Achievement of student learning outcomes is part of the Serious core theme. Evaluation of student learning outcomes assessment is described under this criterion in the section for that core theme.

1. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).

2. University Planning Advisory Committee, “Mission Fulfillment Measure Action Items,” January 21, 2016 (pdf document).

Standard 4.B: Improvement

Standard 4.B.1

Results of core theme assessments and results of assessments of programs and services are: based on meaningful institutionally identified indicators of achievement; used for improvement by informing planning, decision making, and allocation of resources and capacity; and made available to appropriate constituencies in a timely manner.

Use of meaningful institutionally identified indicators of achievement to determine the results of core theme assessments, the results of assessments of programs and services, and the communication of those results has been addressed for core themes under Standards 3.B.1 and 4.A.1, and for programs and services under Standards 3.B.2, 4.A.2, 4.A.4, and 4.A.5. The process of assessing mission fulfillment establishes needs that inform the medium- and long-term plans for specific dimensions of university operations in the context of the mission and core themes, both individually and in their relationships with each other, as described in Standard 3.B.1.

Using the planning and assessment approaches described in this chapter, UVU has promoted significant improvements in mission fulfillment and operations. A major outcome of the UPAC mission fulfillment self-evaluation¹ and SWOT Analysis² is the annual areas of focus³ for unit strategic planning and resource allocation described in Standard 3.B.1. In 2014 and 2015, several units made requests to support internships as part of an area of focus on supporting students in completing their educational goals and professional preparation through expanded engaged learning and career exploration opportunities. This presented units with an opportunity to be creative in meeting organizational needs while supporting the Engaged core theme. The Business Resource Center recognized a need to assist business startups and accelerate small- and medium-sized business clients that could be met by MBA student internships. Interns would examine client financials, prepare loan documents, apply for business expansion funds, screen/mentor clients, and become certified instructors in various organizational development and business essentials curricula. Facilities, recognizing the excellent work being done by its GIS intern, also sought to expand its internship programs. Students employed by Internal Audit assessed risk, developed an audit plan, performed sampling and control tests, evaluated processes, and wrote reports. The student interns contributed significantly to the completion of several audits each year, thus furthering Internal Audit’s efforts to complete 16 new risk based audits each year while providing an engaged learning opportunity and promoting student success.

Extended-term plans for specific dimensions of university operations have led to a number of significant improvements. The Five Pillars⁴ approach has been a significant improvement in UVU’s ability to identify and measure student engagement efforts. The Office of Engaged Learning has been reorganized around the five pillars to better support student engagement. Directors now are responsible for each pillar and work collaboratively to increase opportunities. For example, the development of international internships is a joint effort between two pillars. The Academic Master

Plan Draft⁵ has made community needs resulting from rapid growth and urbanization a priority, which is expected to guide the development of engaged learning opportunities for students and community engagement efforts for faculty as the plan is implemented, increasing the number of engagement efforts and their quality.

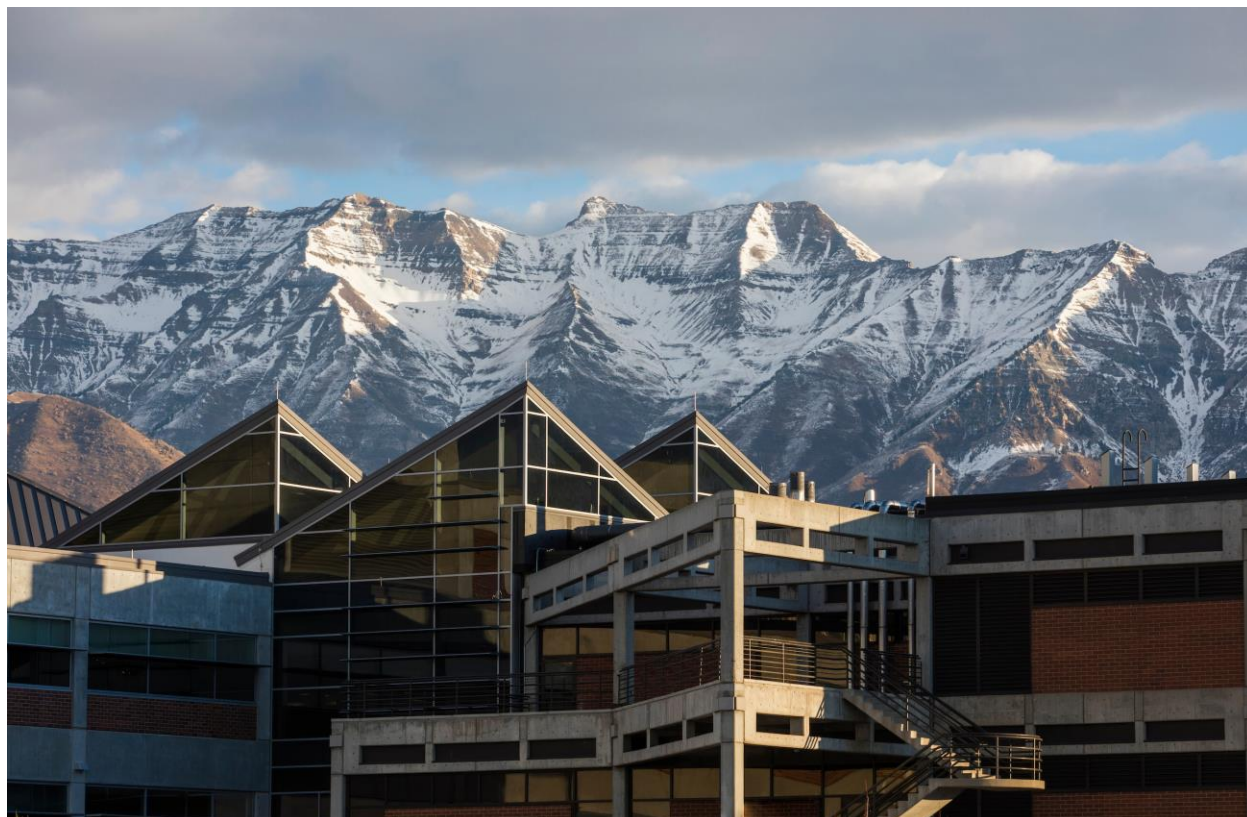
Programs and services use assessment results to promote continuous improvement primarily through the unit strategic planning and assessment process described in Standard 3.B.2. The objective-assessment-strategy cycle repeats annually, driving continuous improvement at both the unit and institutional levels. The School, College, University Partnership (SCUP) program maintains an objective to develop, expand, and promote the UVU PREP program locally and state-wide. The program provides opportunities for underrepresented students to develop knowledge and prepare for careers related to STEM. Through their assessment processes, SCUP identified the need to hire additional staff to support increased student participation and expansion of the program throughout the state. In 2016, SCUP received a National Science Foundation grant to help facilitate the program's objective. The grant will be used to expand opportunities and community outreach in support of Engaged Objective 2.

1. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
2. University Planning Advisory Council, "2010–2016 UPAC SWOT Analyses," April 5, 2016 (pdf document).
3. Institutional Effectiveness, Planning, and Accreditation Support, "UVU Areas of Focus, 2014–15 through 2017–18," April 24, 2017 (pdf document).
4. Office of Engaged Learning, "5 Pillars of Engagement," 2017 (pdf document).
5. Academic Affairs, "Academic Master Plan Draft 2017–2025," January 2017 (pdf document).

Standard 4.B.2

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Achievement of student learning outcomes is part of the Serious core theme. Evaluation of student learning outcomes assessment is described under this criterion in the section for that core theme.



MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY



Mission Fulfillment, Adaptation, Sustainability

Eligibility Requirement 24: Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

Utah Valley University satisfies this eligibility requirement by complying with Standards 2 and 5.B.1. UVU evaluates its resources, capacity, and effectiveness of operations through the use of administrative imperatives in its integrated planning, assessment, decision-making, and resource allocation process and through the periodic update of the Strategic Plan for Managing Growth (SPMG). Self-evaluation ratings and summaries for each of the administrative imperatives' objectives are included in the 2016–2017 Mission Fulfillment Self-Evaluation. UVU's Strategic Plan for Managing Growth addresses general growth issues that present challenges to maintaining high quality academic programs and support services. Enrollment projections are based on projections of population growth, current K-12 enrollments, and demand for higher education that have been reviewed by the institutional research staffs of all other USHE institutions. Accompanying key resource need projections are based on the enrollment projections and various resource benchmarks (such as percent of instruction delivered by full-time faculty) to ensure high quality programs and services.

Standard 5.A: Mission Fulfillment

Standard 5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

UVU has a strong tradition of institutional planning that has been developed for over ten years under two different presidents. The foundation of all assessment of accomplishment is the institution's mission as articulated by its four core themes and their objectives; accomplishments are meaningful only in the context of the mission and core themes. The mission, core themes and administrative imperatives, and associated objectives are assessed by the institution using meaningful, appropriately defined indicators¹ to determine the level of achievement of the objectives, and thereby of the core themes and mission fulfillment. The primary body responsible for this is the campus-wide University Planning Advisory Committee (UPAC). UPAC is established under the direction of the president and serves in an advisory capacity to the president and his Cabinet on assessment of mission fulfillment. UPAC consists of the president; all vice presidents; representatives from divisions and schools/colleges; representatives of key institutional functions including offices with primary responsibility for planning for individual core themes; and representatives of campus organizations including the Faculty Senate President, President of the Professional Association of Campus Employees (PACE), and the President of the UVU Student Association (UVUSA). One of the two primary responsibilities of UPAC is the self-evaluation of mission fulfillment.

Self-evaluations of core theme and administrative imperative objectives have been conducted in the academic years ending in 2013², 2015³, and 2017⁴. The self-evaluation uses a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators. Core themes are then evaluated holistically based on the evaluations of specific objectives.

Evaluations are rated as either unsatisfactory, satisfactory, or excellent. An objective is considered satisfactory if, based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance. The threshold is the minimum level at which we expect to perform in order to fulfill this part of our mission. The target threshold may be determined by absolute measures or by relative comparisons to other institutions. Satisfactory performance reflects effort and outcomes that meet a minimum threshold; in many cases, UVU has identified further improvements to be sought even for objectives that have been rated as satisfactory.

A rating of unsatisfactory is given when it is judged that the institution is falling below a minimum level of performance that meets student, community, or institutional needs. A rating of excellent is used when achievement clearly exceeds minimum acceptable performance and is recognized as a point of pride for the university. Holistic determinations are used in judging performance for each core theme based on the evaluations of each objective. UVU considers itself to have fulfilled its mission if, and only if, all core themes have been evaluated as at least satisfactory. (Findings of the core theme self-evaluations are summarized in Table 9 under Planning, Assessment, and

Improvement Process for All Core Themes Standard 4.A.1 and described in detail under each core theme; findings of the administrative imperative self-evaluations are summarized in Table 15 under Standard 5.B.1 and detailed in that section.)

Following completion of the self-evaluation by UPAC, it is reviewed by President's Council and revised in further discussion with UPAC. Once approved by the council, it is submitted to the Board of Trustees for review and final approval. It is published on the Unit Strategic Planning⁵ and the UPAC⁶ webpages and included in the documentation provided to unit leaders⁷ in the annual unit strategic planning process.

1. Institutional Research, "Institutional Indicators," https://www.uvu.edu/iri/academicprograms/core_themes.html.
2. University Planning Advisory Committee, "2012–2013 UPAC Evaluations of Core Theme Objectives and Administrative Imperatives," March 21, 2013 (pdf document).
3. University Planning Advisory Committee, "2014–2015 Mission Fulfillment Self-Evaluation," April 16, 2015 (pdf document).
4. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
5. Institutional Effectiveness, Planning, and Accreditation Support, "Unit Strategic Planning," <http://www.uvu.edu/insteffect/planning/strategic.html>.
6. University Planning Advisory Council, "Sessions," <http://www.uvu.edu/insteffect/upac-sessions.html>
7. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).

Standard 5.A.2

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

UVU considers itself to have fulfilled its mission if, and only if, all core themes have been evaluated as at least satisfactory. Based on this self-evaluation, the most recent mission fulfillment self-evaluation¹ found that UVU continues to effectively fulfill its mission. UVU performs at least satisfactory on all core themes and administrative imperatives. The self-evaluation identified several areas in which UVU has excelled as well as some areas of concern for which further improvement is needed.

Administrative Imperatives. UVU showed excellence in all three administrative imperatives including in 10 of 11 objectives. In its mid-cycle evaluation, NWCCU identified UVU as a model for strategic planning and resource allocation. The Academic Master Plan Draft², the Facilities Master Plan³, and the Strategic Plan for Managing Growth 2016–2025 Update⁴ will ensure that UVU will be able to work sustainably to meet regional needs in the face of the growth anticipated in the service region, supporting the continuous expansion of UVU's facilities, courses, and programs to keep pace. UVU has secured significant additional public and private resources, highlighted by acute equity funding and several new privately funded buildings, allowing it to remain one of the nation's true educational values by keeping tuition low. The success in meeting the administrative imperatives provides a firm foundation for ongoing fulfillment of UVU's mission.

Recognition of Institutional Quality. Serious Objective 4 regarding recognition of UVU's programs and services as high quality and Student Success Objective 3 regarding post-graduation success were rated excellent. This reflects ongoing improvement both in the inherent quality of programs and in community perceptions since it became a university in 2008. UVU students continually win major awards in regional and national competitions and the university itself has been recognized by accreditation associations, national associations, and the media as a model for innovation and student success. This success is also recognized by employers who consistently praise the quality of UVU's graduates, contrary to the common narrative of higher education producing students with degrees but not skills.

Faculty and Programs. UVU's efforts to expand academic programs as a response to regional educational needs formed the basis of excellent ratings for Inclusive Objective 4 regarding the diversity of academic offerings and Manage Growth Objective 2 regarding ongoing adaptation to student and community needs. UVU has added new majors to meet new economic demands and offers an increasingly inclusive array of programs to meet the unique situations of UVU's diverse student body. It has done so while increasing the percentage of instructional credit hours to over 55% and ensuring strategic use of adjunct faculty to support educational needs, contrary to the trend toward reliance on adjunct instructors as a purely cost-cutting measure in contemporary higher education.

Completion and Retention. UVU has made outstanding progress in achievement of Student Success Objective 1 regarding academic success. UVU's graduation rate for bachelor's degree-seeking students nearly doubled from the 2005 cohort (AY 2010–2011 graduates) to the 2009 cohort (AY 2014–2015 graduates) and the overall rate grew by 38%. UVU had already met its 2020 goals for both graduation rates. During that time, the total number of degrees awarded increased by 22%. UVU led all USHE non-research institutions in undergraduate award production between 2009 and 2016. Stable retention and growth among juniors and seniors points to significantly improved upper-level student persistence.

This excellent progress does not mean that UVU is content with current achievement. There remain concerns that student retention and completion are below peers. Retention has remained stable for the past five years, below the goal for 2015. In the 2015⁵ Self-Evaluation there was concern that this might affect future graduation rates. While this concern has not been born out, the lack of retention growth may eventually limit completion growth. To some extent this reflects differing admissions policies; many of UVU's peer institutions maintain selective admissions policies that support retention and completion at the expense of inclusion. UVU has also faced some environmental pressures, such as a strong economy and changes in missionary service practices among college-aged members of the LDS Church that would be expected to reduce retention.

Following completion of the AY 2016–2017 evaluation, Utah Valley University reported an adjusted graduation rate for the 2010 IPEDS Graduation Rate Survey cohort of 25.2% for bachelor's degree-seeking students, a decline of 5.1 percentage points from the 2009 cohort. This is accompanied by a 4.6 point decline in its non-bachelor's degree cohort GRS150 rate to 28.8%.

UVU's Institutional Effectiveness, Planning, and Accreditation Support office, which has responsibilities for neither the achievement nor calculation of graduation rates, evaluated this unexpected decline to proactively ensure a thorough understanding of the issue, re-evaluate the university's conclusion that the university is achieving Student Success Objective 1, and assess its implications for the effectiveness of its ongoing programs to improve student success. Based on this analysis, UVU has concluded that the 2010 GRS150 graduation rate, while not at all satisfying, represents neither a significant change in the overall pattern of student success at UVU nor a general failure of the institution to promote student success. This review is discussed in detail in the response to Standard 4.A.1 under the Student Success core theme.

Learning Assessment. UPAC observed that evaluation of Serious Objective 1 regarding teaching and learning, is based largely on indirect measures such as the NSSE and SRI data. This working group has identified three strategies for improving assessment. First, stronger messaging from senior academic leaders is intended to reinforce a culture in which assessment is valued and used in decision making. Second, a model of assessment where the assessment instruments are embedded in the nationally accepted standards of the discipline (such as a specialized accreditation or scholarly and professional organizations) aims to encourage faculty to see accreditation as rooted in their fields rather than as an external requirement. Program reports would then be reviewed by deans and by the Academic Effectiveness Council to identify trends and make improvement recommendations at the college or school and university levels. Third, the Office of Teaching and Learning will be employed more actively, meeting with all new faculty hired each year to review a syllabus for assessment of course level learning outcomes and connections to program outcomes.

Evidence-Driven Success. UPAC found that, across many objectives, UVU is using data strategically to support mission fulfillment. Academic Affairs and Student Affairs have adopted Civitas, predictive analytics suite, to identify students at risk of not continuing at UVU. The Office of Engaged Learning is deploying a quantitative course assessment tool to identify courses with strong engaged learning practices. Over time, the UPAC self-evaluation process itself has been strengthened with sufficient data to evaluate all objectives.

Mission fulfillment and assessment results are communicated extensively. The mission fulfillment self-evaluation is approved by the Board of Trustees and published on the Institutional Effectiveness, Planning, and Accreditation Support⁶ and UPAC⁷ websites. The President produces an annual Presidential Report⁸ that is shared with the community, advisory boards, and stakeholders. This report reinforces for the community UVU's commitment to and efforts toward mission fulfillment. Organized around the core themes, the report highlights not only the data on which assessments are based but also the institutional accomplishments and stories of students, faculty, and staff who actually fulfill the university's mission.

1. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
2. Academic Affairs, "Academic Master Plan Draft 2017–2025," January 2017 (pdf document).
3. Utah Valley University, "Campus Master Plan," November 18, 2016 (pdf document).

4. Institutional Effectiveness, Planning, and Accreditation Support, “Strategic Plan for Managing Growth 2016–2025 Update,” December 1, 2016 (pdf document).
5. University Planning Advisory Committee, “2014–2015 Mission Fulfillment Self-Evaluation,” April 16, 2015 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, “Unit Strategic Planning,” <http://www.uvu.edu/insteffect/planning/strategic.html>.
7. University Planning Advisory Council, “Sessions,” <http://www.uvu.edu/insteffect/upac-sessions.html>
8. President Matthew S. Holland, “Presidential Report 2015–2016,” 2017 (pdf document).

Standard 5.B: Adaptation and Sustainability

Standard 5.B.1

Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Utah Valley University regularly evaluates the adequacy of its resources, capacity, and effectiveness of operations through the use of administrative imperatives in its integrated planning, assessment, decision-making, and resource allocation process; its periodic review of NWCCU Standard 2; and the periodic update of the Strategic Plan for Managing Growth (SPMG). These findings are integrated into ongoing activities through the Planning, Budget, and Assessment and Unit Strategic Planning processes.

Administrative Imperatives. In addition to the core themes, the university utilizes three administrative imperatives (Operate Ethically and Effectively, Manage Growth, and Secure Resources) with associated objectives that identify key practices and principles critical for sustained fulfillment of the university’s mission and core themes. The administrative imperatives have indicators and measures that are evaluated concurrently with the core themes as part of the mission fulfillment self-evaluation processes. The core themes are the foundation for mission fulfillment and the administrative imperatives provide form for mission sustainability. Self-evaluation ratings and summaries for each of the administrative imperatives’ objectives are included in the 2016–2017 Mission Fulfillment Self-Evaluation¹.

UPAC rated all three administrative imperatives as excellent, and provided summary analysis of each administrative imperative in the 2017 self-evaluation (see UPAC Evaluations of Administrative Imperatives, 2013-2017).

Operate Effectively. UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources. UVU’s culture of planning and decision-making processes as exemplary, though improvements in compliance remain desirable. The PBA process ensures that UVU allocates its resources toward its Core Themes and Administrative Imperative, and was especially successful in ensuring that the acute equity funding received in 2014 was allocated to support institutional objectives. UVU continues to ensure that growth in administrative expenses

does not exceed that of instructional expenses. However, while UVU’s efforts to include all stakeholders in decisions are exemplary and generally satisfy employees, increasing compliance expectations, regulatory burdens, and political demands on higher education are constraining the institution’s ability to operate transparently and straining the university’s resources.

Table 15: UPAC Evaluations of Administrative Imperatives, 2013-2017

Administrative Imperatives and Objectives				2013	2015	2017
Key :	Excellent	Satisfactory	Unsatisfactory	In Development	Not Evaluated	
Operate Effectively: UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources.						
Operate Effectively 1: UVU fosters a culture of planning, assessment, improvement and accountability.						
Operate Effectively 2: UVU strategically allocates resources to achieve institutional objectives.						
Operate Effectively 3: UVU utilizes transparent and collaborative decision-making processes.						
Note: The Operate Effectively administrative imperative was revised in Fall 2016 to “Operate Ethically and Effectively,” with an additional objective added and minor revisions to the existing objective. It will be evaluated as revised in the next self-evaluation.						
Manage Growth: UVU anticipates and appropriately responds to the region’s higher education needs.						
Manage Growth 1: UVU anticipates and plans for future regional educational needs.						
Manage Growth 2: UVU adapts to meet student and community needs consistent with its educational mission.						
Secure Resources: UVU seeks and obtains public and private resources to fulfill its mission.						
Secure Resources 1: UVU communicates its resource requirements and secures appropriate state tax fund support to fulfill its role within the Utah System of Higher Education						
Secure Resources 2: UVU establishes tuition and fees consistent with the economic environment and its mission.						
Secure Resources 3: UVU strategically pursues and acquires private and public resources beyond state appropriations.						

UVU has also made considerable progress in effective compliance with federal, state, and accreditation mandates. It has hired a general counsel, created the Office of Equal Opportunity and Affirmative Action/Title IX with responsibility for investigating violations of a range of anti-discrimination requirements including Title IX, and strengthened the University Compliance and Risk Management office. This has culminated in a revision of this administrative imperative to “Operate Ethically and Effectively²” and added a new objective regarding ethical behavior. The revised administrative imperative will be evaluated beginning with the next self-evaluation cycle.

Manage Growth. UVU anticipates and appropriately responds to the region’s higher education needs. UVU continues to aggressively and effectively plan for growing demand for higher education in the service region, updating its Strategic Plan for Managing Growth and developing its Facilities Master Plans. The university added 54 new degree programs since 2010 while ensuring that the majority of instruction is provided by full-time faculty, contrary to the national trend toward increasing reliance on adjunct instructors.

Major expansions of facilities have kept pace with but not eliminated pressures resulting from enrollment growth.

Secure Resources. UVU seeks and obtains public and private resources to fulfill its mission.

UVU’s combined state and tuition revenue has fluctuated, with tuition revenue generally growing fast over time due to enrollment

Resource	Current	Benchmark	Additional Need
State Tax Funds	\$96.4 million	47.2% of total appropriated revenue	\$36.5 million
Salaried Faculty	627 FTE	55% of instructional credit hours taught by salaried faculty	180 FTE
Other Faculty	648 FTE		149 FTE
Staff	1,120 FTE	1.4 staff FTE per salaried faculty FTE	145 FTE
Physical Facilities (needs may be offset by possible efficiencies)	2.6 million gross sq. ft.	73.6 net academic sq. ft. (less auxiliary space) per FTE	1 million gross sq. ft.

Table 1: Estimated Additional Resource Needs from 2016-2025

growth. Recently we have experienced growth in state tax revenue from a historic \$21 million appropriation of ongoing acute equity funds appropriated in 2014. State tax funding growth to support projected enrollment growth and programmatic expansion is part of USHE’s annual budget request though legislative funding is, of course, always uncertain. Tuition remains the dominant revenue source for UVU rather than state tax funds, with UVU having the second-lowest percentage of state tax funding of any non-research institution in the state, but UVU’s level of state support is significantly better than institutions in many other states, reflecting Utah’s generally consistent commitment to public higher education. Considering the conditions, UVU’s performance in this area is commendable, having played an important role in moving forward the statewide acute equity funding initiative.

Internal Standard 2 Reviews. Recognizing UVU must be in compliance with NWCCU standards at all times, UVU conducts regular periodic updates and gap analyses on the Standard 2 requirements

for resources and capacity in between comprehensive NWCCU evaluations. Key leaders record or update responses to the various elements of Standard 2 focusing on practices where there are limits to success or opportunities for improvement. The responsible Vice President and Institutional Effectiveness, Planning, and Accreditation Support review each response and encourage action toward improvement. This gap analysis is supported by accreditation documentation software. This process has facilitated ongoing focus on resource and capacity requirements, ensured continuity during turnover of leaders and/or organizational realignment, and informed areas for improvement in policies and practices.

Strategic Plan for Managing Growth. UVU further evaluates its resources, capacity, and effectiveness of operations through the periodic update of Strategic Plan for Managing Growth. It was initially developed in 2011³, with its conclusions being incorporated into the Our Unique Educational Mission⁴ white paper. It was updated in AY 2015–2016⁵. UVU's Strategic Plan for Managing Growth addresses general growth issues that present challenges to maintaining high quality academic programs and support services. Enrollment projections are based on projections of population growth, current K-12 enrollments, and demand for higher education that have been reviewed by the institutional research staffs of all other USHE institutions. Accompanying key resource need projections are based on the enrollment projections and various resource benchmarks (such as percent of instruction delivered by full-time faculty) to ensure high quality programs and services.

The Strategic Plan for Managing Growth 2016–2025 Update's resource projections confirms to university leadership and stakeholders that while UVU will not meet growth pressures without additional state support, neither is it likely to fully meet those pressures with state support alone. This clarity aligned with UVU's Operate Ethically and Effectively administrative imperative contributed to the addition of an affordability and efficiency component⁶ to the unit strategic planning process beginning in AY 2017–2018. This addition encourages resource efficiencies and revenue generation that further reduce tuition pressures. UVU will, of course, continue to work with the state legislature to secure ongoing funding needed to accommodate its expected growth in students and programs.

PBA Process Integration. UVU's PBA process⁷ provides an annual opportunity for evaluating the adequacy of resources, capacity, and effectiveness of operations as well as identify initiatives and accompanying resource needs for program and service expansion and quality improvement. The PBA process facilitates the alignment and prioritization of initiatives throughout the university. Initiatives developed in the unit strategic planning and assessment process are prioritized for resource allocation. Resource requests must be tied to a unit strategy and can then be connected to both the unit's mission and the university's mission and core themes through links within the PBA Resource Request System. Ultimately, every resource request can be directly traced to both unit programmatic and service objectives and to core theme objectives through a demonstrated assessment need, connecting resource allocation to unit strategic planning, program and service planning, core theme planning, and comprehensive planning. Resource allocations identify a core theme or administrative

imperative objective directly, further supporting the integration of the planning, assessment, resource allocation, and decision-making processes.

Integration of planning and resource allocation is strengthened by the prioritization process and PBA Conversations. Deans, associate vice presidents, vice presidents, and ultimately the President's Cabinet prioritize resource requests in support of comprehensive and core theme assessment and planning. The fall PBA Conversations provide a public forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the allocation of resources. Each Vice President is allocated time at a series of campus-wide meetings to present their strategic plans and resource needs. Presentations include a brief overview of the college, school, or division mission and objectives from their four-year strategic plan. Leaders present their highest priority strategies and PBA requests with particular attention to those that align with the annual Areas of Focus⁸. Decisions are announced by the President in April at a campus-wide lunch meeting known as "Hoagies with Holland⁹." The PBA Conversations and Hoagies with Holland ensure that divisional plans are shared with constituencies across campus, a key component of transparency in UVU's comprehensive planning and assessment processes.

1. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
2. Institutional Effectiveness, Planning, and Accreditation Support, "'Operate Ethically and Effectively' Administrative Imperative," September 29, 2016 (pdf document).
3. Strategic Plan for Managing Growth Task Force, "Strategic Plan for Managing Growth Phase I: Case for Action and Array of Strategies and Tools," March 31, 2011 (pdf document).
4. Utah Valley University, "Our Unique Educational Mission," August 2011 (pdf document).
5. Institutional Effectiveness, Planning, and Accreditation Support, "Strategic Plan for Managing Growth 2016–2025 Update," December 1, 2016 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, "Strategic Plan Affordability and Efficiency Component," February 2017 (pdf document).
7. Planning, Budget, and Human Resources, "UVU Strategic Planning and PBA Process Guide 2017–18," April 2017 (pdf document).
8. Institutional Effectiveness, Planning, and Accreditation Support, "UVU Areas of Focus, 2014–15 through 2017–18," April 24, 2017 (pdf document).
9. President Matthew S. Holland, "Hoagies with Holland," April 19, 2017 (pdf document).

Standard 5.B.2

The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Utah Valley University's integrated planning, assessment, decision-making, and resource allocation process, which operates across the comprehensive, core theme, and programs and services levels, drives achievement of the university's mission as articulated in its core themes and administrative imperatives and put into practice in its objectives. UVU's planning process, in this broad sense, consists of three components: assessment of the mission and core themes, extended-term institutional plans for specific dimensions of the mission and core themes, and the annual unit

strategic planning and Planning, Budget, and Assessment (PBA) process. All of these components utilize integrated planning, assessment, decision-making, and, where appropriate, resource allocation processes that should not be understood separately. Similarly, comprehensive, core theme, and program and service planning are fully integrated and should not be understood as distinct processes. UVU's Integrated Planning Model, based on an Aim-Assess-Plan-Act methodology, is illustrated in Figure 12 (see Standard 3.A.1).

Mission Fulfillment Assessment. The mission, core themes and administrative imperatives, and associated objectives are assessed by the institution using meaningful, appropriately defined indicators to determine the level of achievement of the objectives, and thereby of the core themes and mission fulfillment. The primary body responsible for this is the campus-wide University Planning Advisory Committee (UPAC). The self-evaluation uses a triangulation methodology in which objectives are assessed holistically based on multiple measures of the institutional indicators. Core themes are then evaluated holistically based on the evaluations of specific objectives. UVU considers itself to have fulfilled its mission if and only if all core themes have been evaluated as at least satisfactory. Results of this evaluation is used both institutionally, especially through the identification of areas of focus within the PBA process, and in unit planning to support continuous improvement.

In the course of the mission fulfillment self-evaluation¹ process, the University Planning Advisory Committee (UPAC) identifies problematic data and, in the years between self-evaluations², works to make these data points more reliable, valid, and appropriate for mission fulfillment evaluation. As each measure is used by UPAC to evaluate achievement, the committee identifies needed improvements to the adequacy of the data and/or the measure in allowing a reasonable judgment to be made. These are noted and then later addressed by Institutional Research (IR) and Institutional Effectiveness, Planning, and Accreditation Support (IEPA) in conversation with UPAC.

PBA Process. The Planning, Budget, and Assessment (PBA) process is assessed annually to evaluate its success in fostering a culture of planning, assessment, improvement and accountability at the institutional level as well as to ensure that it supports resource allocation planning based on authentic achievements that yield meaningful results and lead to improvement. The rationale for each PBA resource request is assessed based on its connection with strategic planning and assessment. The following rubric is used:

- No Justification. The rationale simply describes the request in more detail (e.g., itemizing the use of funds requested) without offering any justification for it.
- Not connected. The rationale provides little justification beyond unsubstantiated assertions.
- Limited connection. The rationale mentions relevant effects or findings but without specifying them in detail or explicitly connecting findings and effects.
- Connected. The rationale identifies specific findings and planning effects or benefits, and links effects or benefits to data
- Strongly connected. The rationale justifies the request explicitly as a response to assessment or formal SWOT exercise findings and describes specific expected effects on unit objectives.

The percentage of rationales rated as “connected” or “strongly connected” more than doubled from 17.4% in fall of 2014 to 38.7% in 2016 across all core themes. Results for each core theme are described under this criterion in the section for that core theme.

At the end of each PBA cycle³, the last campus-wide scheduled conversation is the “post PBA conversation and observations” in which the president asks for feedback on how the process worked that year. This is followed up with feedback sessions involving UPAC, Faculty Senate, and President’s Council and an analysis of the quality of planning by Institutional Effectiveness, Planning, and Accreditation Support. This annual assessment is central to the administrative imperative objective: UVU fosters a culture of planning, assessment, improvement and accountability. The end result is the preparation of the PBA guidelines for the following year. An examination of changes to the guidelines over the years demonstrates the desire to continually improve the process and ensure its sustainability.

All Leadership Meeting. One outcome of this annual PBA assessment was the implementation of an Annual All-Leadership Meeting⁴. Academic leaders expressed concern that the planning cycle was primarily occurring after faculty had left for the Summer. In response, in February or March of each year, the president convenes an All Leadership Meeting involving leaders from vice presidents to department chairs to review UVU’s planning model, mission, core themes and administrative imperatives and identify key areas of focus for the annual planning, budgeting, and assessment efforts. Shortly after this meeting, the annual Strategic Planning and PBA Process Guide⁵ is published and then, by August, the annual PBA guidelines are published and posted to the Planning⁶ and PBA⁷ websites.

1. University Planning Advisory Committee, “2016–2017 Mission Fulfillment Self-Evaluation,” February 23, 2017 (pdf document).
2. University Planning Advisory Committee, “Mission Fulfillment Measure Action Items,” January 21, 2016 (pdf document).
3. Budget Office, “PBA Guidelines AY 2017–2018,” August 3, 2017 (pdf document).
4. President Matthew S. Holland, “All Leadership Meeting,” February 28, 2017 (pdf document).
5. Planning, Budget, and Human Resources, “UVU Strategic Planning and PBA Process Guide 2017–18,” April 2017 (pdf document).
6. Institutional Effectiveness, Planning, and Accreditation Support, “Unit Strategic Planning,” <http://www.uvu.edu/insteffect/planning/strategic.html>.
7. Budget Office, “Current PBA Cycle,” <https://www.uvu.edu/pba/current.html>.

Standard 5.B.3

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

The campus-wide University Planning Advisory Committee (UPAC) is the primary group responsible for monitoring internal and external environments for patterns, trends, and expectations that could affect mission fulfillment and operations. UPAC conducts SWOT analyses¹ biannually,

alternating with the mission fulfillment self-evaluation. The most recent mission fulfillment self-evaluation² becomes the starting point for each SWOT analysis.

In the SWOT analysis, UPAC considers the range of factors that affect UVU's ability to sustainably fulfill its mission, core themes, and administrative imperatives. The identified range of factors are classified as furthering or challenging mission fulfillment and as being internal or external to the university. The resulting matrix identifies the strengths, weaknesses, opportunities, and threats involved in sustainable mission fulfillment. UPAC identifies the top priority items based on likely effect on mission fulfillment. These are reviewed and revised in further discussion with President's Council, and ultimately approved by the council. This information is used both institutionally, especially through the identification of areas of focus within the PBA process, and in unit planning to support continuous improvement.

UPAC and the Presidential Lecture Series frequently bring speakers to campus who address the future of higher education. UPAC routinely brings representatives of the Office of the Commissioner of Higher Education and the Governor's office to address state higher education policy issues. Noted demographer Pamela Perlich, director of demographic research at the Kem C. Gardner Policy Institute at the University of Utah, and other community representatives have joined UPAC and the Inclusion Committee to address the changing population, social structure, and community needs of the service region. The Presidential Lecture Series has included presentations by internationally prominent figures such as philosopher Martha Nussbaum speaking on the importance of liberal education, business professor Clay Christiansen addressing the potential disruption of the higher education sector, and political scientist Robert Putnam speaking to the implications of changing class and social structures for public education.

UPAC regularly participates in the development of major institutional plans. The Utah Valley University Strategic Plan for Managing Growth 2016–2025 Update³; an updated Campus Master Plan⁴ (2016); the UVU Strategic Inclusion Plan⁵, 2014–2018; and a Academic Master Plan Draft⁶ (2017) have played important roles in monitoring and planning for developments in the internal and external environments. The Academic Master Plan Draft, Facilities Master Plan, and Strategic Plan for Managing Growth will be integrated through an operationalization and integration process during Fall 2017. The process will review existing planning materials, operationalize the Academic Master Plan Draft in light of findings in the Facilities Master Plan and Strategic Plan for Managing Growth, and suggest opportunities for continuing efforts in academic, facilities, and growth planning at UVU consistent with UVU's mission. President Holland meets twice yearly with UVU's National Presidential Advisory Board to discuss national issues of relevance to the university.

UVU understands the dynamic nature of higher education and regularly assesses the need to change and adapt. While the mission statement and core themes remain stable, other changes have been made. In addition to relatively minor changes to the measures, two more significant changes have been made to institutional objectives. The first impacted the inclusive core theme. Previously, the objectives dealt mostly with being inclusive of all types of learners in terms of accessibility. However, these objectives lacked any reference to the level of intercultural competence of the students. In

2013, a year-long campus-wide effort was launched to examine inclusiveness at UVU. One of the many outcomes was a revised Inclusive objective which was reviewed by various campus leadership groups, University Planning Advisory Committee, and President's Council. The Board of Trustees approved the changes in June 2014.

The most recent change to an institutional objective is the addition of ethical responsibility in 2016 to the Operate Effectively administrative imperative. The imperative is now renamed to Operate Ethically and Effectively⁷. Under this imperative, UVU operates responsibly through ethical conduct and best practices in planning, decision making, and resource management. An additional objective, "UVU upholds an environment of ethical behavior and expects honesty, integrity, legal compliance, financial stewardship, and accountability in the performance of employees' UVU-related responsibilities," was added. UPAC will develop indicators and measures for this new objective imperative during AY 2017–2018, and will begin to evaluate it in the AY 2018–2019 self-evaluation.

1. University Planning Advisory Council, "2010–2016 UPAC SWOT Analyses," April 5, 2016 (pdf document).
2. University Planning Advisory Committee, "2016–2017 Mission Fulfillment Self-Evaluation," February 23, 2017 (pdf document).
3. Institutional Effectiveness, Planning, and Accreditation Support, "Strategic Plan for Managing Growth 2016–2025 Update," December 1, 2016 (pdf document).
4. Utah Valley University, "Campus Master Plan," November 18, 2016 (pdf document).
5. Utah Valley University, "Strategic Inclusion Plan 2014–2018," August 20, 2014 (pdf document).
6. Academic Affairs, "Academic Master Plan Draft 2017–2025," January 2017 (pdf document).
7. Institutional Effectiveness, Planning, and Accreditation Support, "'Operate Ethically and Effectively' Administrative Imperative," September 29, 2016 (pdf document).



Conclusion



Conclusion

As Utah Valley University looks back on its first 75 years of continual growth and transformation and forward to its future as the nation's very best open admissions platform for student success, our commitment to providing an academic environment that is serious, engaged, and inclusive is stronger than ever. This Year Seven Self-Evaluation Report and the 2010 Comprehensive Evaluation Self-Study bracket a critical period for higher education in Utah Valley, one in which the educational needs of a changing region were met by an institution ready to create an innovative model of public higher education. UVU's ongoing transformation has been nothing less than revolutionary and has been recognized regionally, nationally, and internationally.

In 2010, the Commission noted in its recommendations two particular challenges to the transformation that UVU knew it needed to make. UVU has risen to meet those challenges, thanks in no small part to its success in addressing those recommendations. The Commission recommended first that UVU identify and secure the additional resources needed to support its expected growth. As described in the response to Recommendation 1, UVU has made effective growth management and resource acquisition top institutional priorities over the past seven years, ensuring that it can continue to support its open access mission in a region experiencing dramatic growth. The university's 2017 Mission Fulfillment Self-Evaluation identified the Manage Growth and Secure Resources administrative imperatives as areas of excellence that provide a firm foundation for ongoing fulfillment of UVU's mission.

The Commission also recommended that UVU improve its efforts to assess student learning. UVU firmly believes that a growing university must also be a serious one. The response to Recommendation 2 shows that UVU has worked tirelessly to ensure that all programs identify and assess learning outcomes for courses, programs, and the institution overall through a wide range of approaches, effectively combining direct and indirect measures with process improvements. These improvements have made assessment of student learning a key tool of continuous improvement at

UVU. With these improvements, UVU now has a robust process that ensures all programs have student learning outcomes that are assessed regularly and used for improvement.

These critical issues for the transformation that then lay ahead for UVU were joined by a recommendation regarding faculty workload. As the response to Recommendation 3 unequivocally demonstrates, UVU remains fully compliant with state policies for assigning, evaluating, and monitoring faculty workload. Faculty workload at UVU is entirely consistent with that at other USHE institutions fulfilling similar roles, which have not received recommendations from the Commission. The university will continue to ensure that it operates within the policies and well established norms of the Utah System of Higher Education.

That UVU has met the recommendations of the commission in 2010 is not to say that UVU is without room for improvement in 2017. Its commitment to continuous improvement involves a readiness to acknowledge challenges, many of which are common to the current American higher education environment. Assessment of student learning remains a critical area in which more can be done. UVU faces challenges typical of managing a deliberately decentralized process. As described in this self-study, it has remedied issues by establishing and publishing learning outcomes (Standards 2.C.2 and 2.C.10), can demonstrate widespread assessment of those outcomes (Standard 2.C.5 and Standard 4.A.3 under the Serious core theme), and can show that they are used to improve student learning in academic programs and schools or colleges (Standard 4.B.2 under the Serious core theme). Room for improvement exists in making appropriately systematic given disciplinary differences and ensuring that results are being reported and compiled at the institutional level so they can be used to promote further institutional improvement. Successfully implementing the improved management of the learning assessment process envisioned in Standard 4.A.6 under the Serious core theme will take UVU from being merely complaint with standards to being a model of demonstrated student achievement.

UVU takes completion very seriously as part of its Student Success core theme and is aware of the recent decline in its IPEDS GRS150 graduation rate. Nonetheless, as described in the response to the C-RAC statement and in Standard 4.A.1 under the Student Success core theme, UVU has deep concerns about the value of this data point for evaluating a large, public, open admissions university. As the Council of Regional Accrediting Commissions recognized, “one or two data points are insufficient to make a qualified judgment as to the educational quality of an institution.” UVU has seen that this year’s data reflects both statistical anomalies and serious methodological flaws in the GRS150 that undermine both its reliability and its validity as a measure of institutional effectiveness. UVU’s effectiveness on other widely accepted measures, such as number of completions and the IPEDS Outcomes Measures, demonstrates that UVU is promoting success for all of its students, not just the small minority included in the GRS150 metric. And it has implemented student success programs that, while they have limited effects on the 2010 cohort as expected, should improve completion for more recent cohorts. It would certainly be inappropriate for UVU to disregard the 2010 cohort graduation rate; we must continue to improve completion as part of our Student Success core theme. UVU concluded that the 2010 GRS150 graduation rate, while not at all satisfying, represents neither a significant change in the pattern of student success at UVU nor a

general failure of the institution to promote student success. That conclusion should be viewed within a larger commitment to institutional responsibility for student success as UVU reiterates its commitment to completion.

Like many universities, ensuring adequate faculty review remains a challenge. This is inherent in the basic principle of shared governance: administrations are obligated to ensure instructional quality but the ability to use evaluation as a political tool is a rare but legitimate risk to the academic freedom to which UVU is steadfastly committed. As described in Standard 2.B.6, UVU is working diligently to balance these considerations. It has approved a number of policy revisions and new policies to establish more systematic annual review and post-tenure review processes for faculty members. While these updates are now being implemented, current practice varies across colleges or schools. Existing practices are providing substantive compliance with NWCCU standards, but these processes are not consistent across the university. These new policies will ensure practices that are regular and consistent and provide centralized reporting of results.

Even as we take stock of our need for continuous improvement, UVU is proud of its achievements over the past seven years. There is no measure of mission fulfillment more critical than Student Success. As detailed in the Student Success core theme (Standard 4.A.1), UVU has manifested success in a number of ways consistent with the core theme objectives. It continues to improve completion and graduation rates well beyond what would be expected from an open admissions, dual mission university. Its students consistently find success in the workplace, and their employers are overwhelmingly satisfied with their skills and performance. They make vital contributions to their communities every day. And semester after semester, UVU's students bring home awards from major national and international competitions, bettering many universities conventionally held to be the best in the country. The kind of success promoted by UVU, a university of first choices and second chances, is vital to strong economies and communities in an era when some level of post-secondary education is essential for everyone. The university will leverage this success further as it pursues the charge to be the nation's very best open admissions platform for student success as described in the President's Message.

A key contributor to student success at UVU is the Ira A. and Mary Lou Fulton Library. The Fulton Library is a showpiece of excellence. Its physical facility remains a state-of-the-art space for collections, study, and campus events, especially with the addition of the Roots of Knowledge windows (Standard 2.G.1). It has worked ceaselessly to expand its collections within resource constraints by expanding digital collections targeted toward resources that support UVU's teaching mission (Standard 2.E.1). Its engagement with faculty and students is exemplary, offering research and teaching support, courses in traditional library use (e.g., library orientation and research) and contemporary information literacy, and support for Open Educational Research and open access publishing. Most of these services are offered digitally to support the university's programs and services wherever offered and however delivered (Standard 2.E.3). The naming of the library in honor of Ira A. and Mary Lou Fulton shows the effectiveness of UVU's efforts to secure private resources to support the university (Recommendation 1). And the Fulton Library is a model of

effective planning and assessment, collecting and using a wide range of data from all user groups to effectively manage collections and services (Standards 2.E.2 and 2.E.4).

If post-secondary education is a necessity in today's economy, it must be open to all; it is simply not possible to have an information economy where higher education is a luxury good. UVU can demonstrate a strong commitment to the Inclusive core theme and great success in its pursuit (Standards 3.B.1 and 4.B.1 under the Inclusive core theme). UVU is proud that its efforts to make meaningful progress on the Strategic Inclusion Plan are being noticed nationally (such as honors by the White House Initiative on Educational Excellence for Hispanics in 2015) and, more importantly, are having a positive impact on students, employees, and community members (Standard 4.A.1 under the Inclusive core theme). Several additional units have been established to implement services and programs in support of this core theme. The Inclusive core theme is reinforced by success in the Secure Resources and Manage Growth administrative imperatives (Standard 5.B.1) through their effects on tuition. The commitment to make UVU a place where all feel welcomed and supported in their academic pursuits is imperative to the success of its students and employees, individually and collectively. Its dedication to inclusion is key to UVU's ability to cultivate and foster student engagement and success across a diverse demographic and do so on a magnitude of few institutions in the nation.

UVU's success has not come by accident; across the institution there is a consistent dedication to making UVU one of the most organizationally effective universities in the country. UVU's progress on securing resources and managing growth (Standard 5.B.1 and Standard 4.A.1 under the Inclusive core theme) has been exceptional. The university has been successful in every respect: securing and strategically allocating \$21.1 million acute equity funding (Standard 2.F.1), generating significant growth in private fundraising (Standard 2.F.8), opening a new building nearly annually and approximately doubling UVU's physical footprint (Standard 2.G.1), adding 151 new full-time faculty members since 2010 (Standard 2.B.4), integrating planning and resource management (Standard 2.F.2), and planning for future growth (Standards 2.F.2, 2.G.3, and 3.B.1). Together they show that our growth leading us to become the largest student body in Utah continues to be consistent with both UVU's mission and its resources.

The means of UVU's success is its integrated strategic planning, assessment, resource allocation, and continuous improvement model. UVU's planning approach has already been praised informally by NWCCU during the Mid-Cycle Review. The responses to Standards 3 and 4 demonstrate an organic and fully integrated planning, assessment, decision-making, and resource allocation process that operates across comprehensive, core theme, program and service levels; drives achievement of the university's mission as articulated in its core themes and administrative imperatives; and puts its objectives into practice. UVU is a model of, as Standard 3 states, "ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission," and that model is what leads UVU's mission fulfillment.

In his 2017 commencement address, UVU President Matthew S. Holland used the recently unveiled Roots of Knowledge stained glass windows as a metaphor for students' experiences at UVU:

No doubt there were many of your assignments, classes, semesters, and years at UVU that, at times, felt long and tedious. But, tonight is the night you get to look back and see something grander than the world's most beautifully woven tapestry or set of stained glass windows. You get to see a newly fashioned human you. You may have come here with ordinary abilities, wondering if you could even finish something as daunting as a college degree. But, you've done it! And because the effects have been developed so painstakingly, you may not even see fully tonight what has happened to you in the course of your education. But, I can tell you. You see with wider eyes, and speak with clearer tongues. You think with more depth, and analyze with more clarity. You hear with more sensitive ears, and walk with a more confident step.

The same is true of the accreditation process. By careful attention to the many details of running a world class university—not only its mission and core themes but the division of authority and responsibility between the system and the institution; the coherent design of degree programs wherever and however delivered; the financial stability needed to support its programs and services; or the alignment, correlation, and integration of programs and services—UVU ensures the remarkable transformation of students that so impressed President Holland and will continue to impress UVU's students throughout their lives.

Utah Valley University profoundly thanks Dr. Doug Abbott, chair, and the other members of the NWCCU evaluation team for their generous efforts in making UVU a better university. The work of the accreditation evaluation team is essential to UVU's continuous improvement and sustainable mission fulfillment. We invite the evaluation committee and the Commission to take as much pride in the success of UVU's students, in which they may now rightly claim a share, as UVU does.

Acknowledgements

The work required to carry out UVU's continuous improvement approach to accreditation is well worth the payoff, both in the quality of the resulting reports and in the enhanced effectiveness of the university in fulfilling its mission. But it is nonetheless a great deal of work. The university expresses its deep gratitude to the many people who have, over the course of this accreditation cycle, contributed to this report and the processes that made it possible.

Accreditation Leadership Team, 2010–2017

Matthew S. Holland, President

Linda Makin, Accreditation Liaison Officer (2012–2017) and Vice President for Planning, Budget, and Human Resources

Mohammed El-Saidi, Accreditation Liaison Officer (2010–2012) and Associate Vice President for Academic Affairs

David Connelly, Interim Associate Vice President of Academic Programs (2017)

Maureen Andrade, Associate Vice President of Academic Programs (2012–2017)

Jeffrey Alan Johnson, Director of Institutional Effectiveness, Planning, and Accreditation Support (2017); Assistant Director of Institutional Effectiveness and Planning (2013–2017)

Marcus Jorgensen, Director of Institutional Effectiveness and Planning (2010–2016)

Timothy Stanley, Director of Institutional Research (2017); Assistant Director of Institutional Effectiveness and Planning (2010–2012)

Robert Loveridge, Director of Institutional Research and Information (2010–2016)

Susan Seymour, Assistant Director of Institutional Effectiveness and Planning (2012–2013)

Stacy Fowler, Accreditation Administrative Manager and Administrative Assistant to Planning, Budget, and Human Resources (2013–2017)

Michelle Durham, Accreditation Administrative Manager and Administrative Assistant to Planning, Budget, and Human Resources (2010–2013)

Accreditation Support Staff, 2010–2017

Quinn Koller, Director of Academic Quality Assurance (2013–2017)

Timothy Stanley, Associate Director of Institutional Research and Information for Assessment Support, Analysis, and Survey Research (2012–2017)

Geoff Matthews, Associate Director of Institutional Research and Information for Reporting, Analysis, and Data Management (2012–2017)
 Mark Leany, Senior Research Analyst, Institutional Research (2010–2017)
 Taylor Lovell, Senior Research Analyst, Institutional Research (2012–2017)
 Angela Ward, Senior Research Analyst, Institutional Research (2014–2017)
 Laura Snelson, Senior Research Analyst, Institutional Research and Information (2010–2016)
 Eric Wilding, Intermediate Research Analyst, Institutional Research (2010–2017)
 Jessica Frandsen, Accreditation Support Specialist, Institutional Effectiveness, Planning, and Accreditation Support (2017)
 Michelle Baron, Academic Assessment Specialist, Academic Affairs (2010–2013)
 Jen Gallagher, Assistant Editor, Policy Office (2013–2017)
 Leisa Galloway, Administrative Assistant to Institutional Research (2010–2017)
 Corey Leano-Peel, Administrative Assistant to Institutional Effectiveness, Planning, and Accreditation Support (2013–2017)
 Whitney Boswell, Administrative Assistant to Institutional Effectiveness and Planning (2012–2013)
 Lauren Christensen, Administrative Assistant to Institutional Effectiveness and Planning (2011–2012)
 Terian Tracy, Administrative Assistant to Institutional Effectiveness and Planning (2010–2011)

UVU President’s Council

Matthew S. Holland, President
 Jeffery Olson, Senior Vice President for Academic Affairs
 Scott Cooksey, Vice President of Development and Alumni
 Cameron Martin, Vice President of University Relations
 Linda Makin, Vice President for Planning, Budget & Human Resources
 Val Peterson, Vice President of Finance and Administration
 Michelle Taylor, Vice President of Student Affairs
 Karen Clemes, General Counsel
 Kyle Reyes, Special Assistant to the President for Inclusion
 Mark Weisenberg, Associate Vice President of Human Resources
 Craig Thulin, Faculty Senate President
 Shalece Nuttall, Professional Association of Campus Employees President
 Rob Smith, UVUSA Student Body President

UVU Board of Trustees

Elaine S. Dalton, Chair
 Duff Thompson, 1st Vice Chair
 Jack Sunderlage, 2nd Vice Chair
 Karen L. Acerson
 James Clarke
 John Gappmayer
 Rick Nielsen
 Rob Smith
 Jill Taylor
 Paul Thompson

Comprehensive Self Study, 2016–2017

Linda Makin, Vice President for Planning, Budget, and Human Resources
 Jeffery Olson, Senior Vice President of Academic Affairs

Acknowledgements

Scott Cooksey, Vice President for Development and Alumni Relations
Justin Jones, Chief of Staff and Executive Secretary to Board of Trustees
Cameron Martin, Vice President for University Relations
Val Peterson, Vice President of Finance and Administration
Michelle Taylor, Vice President of Student Affairs
Maureen Andrade, Associate Vice President of Academic Programs (through May 2017)
Jacob Atkin, Associate Vice President for Finance
Kathren Brown, Associate Vice President for Academic Administration
Steven Clark, Dean, College of Humanities and Social Sciences
Karen Clemes, General Counsel
David Connelly, Interim Associate Vice President of Academic Programs
Robin Ebmeyer, Director, Emergency Management and Safety
Birch Eve, Student Body President, 2016–2017
Dan Fairbanks, Dean, College of Science and Health
Parker Fawson, Dean, School of Education
Stacy Fowler, Administrative Assistant to the Committee
Darrel Hammon, Associate Vice President for Academic Outreach and Economic Development (through July 2017)
Eric Humphrey, Senior Registrar
Jeffrey Alan Johnson, Interim Director of Institutional Effectiveness and Planning
Marc Jorgensen, Director of Institutional Effectiveness and Planning (through December 2016)
Michelle Kearns, Associate Vice President, Student Success and Retention
Quinn Koller, Director of Academic Quality Assurance
David McEntire, Dean, Aviation and Public Services
Saeed Moaveni, Dean, College of Technology and Computing
Shalece Nuttall, Professional Association of Campus Employees President
Vince Otoupal, Associate Vice President and Athletic Director for Athletics
Alexis Palmer, Associate Vice President, Student Life and Dean of Students
Stephen Pullen, Dean and Artistic Director of the School of Arts
Kyle Reyes, Special Assistant to the President for Inclusion
Rob Smith, Student Body President, 2017–2018
Tim Stanley, Interim Director of Institutional Research and Information
Andrew Stone, Associate Vice President, Enrollment Management
Ellen Sweat, Director of Budgets
Chris Taylor, Associate Vice President of University Marketing and Communications (through April 2017)
Craig Thulin, Faculty Senate President
Ray Walker, Associate Vice President and Chief Information Officer for Information Technology
Frederick White, Associate Vice President for Engaged Learning
Mark Wiesenberg, Associate Vice President of Human Resources and Equity Officer
Forrest Williams, Dean, University College
Gary Wixom, Interim Associate Vice President for Academic Outreach and Economic Development
Norman Wright, Dean, School of Business
Frank Young, Associate Vice President for Facilities

Interim Self-Study, 2013–2014

Linda Makin
Maureen Andrade
Marc Archambault
Nancy Bartlett
Virginia Bayer
Brian Birch

Kathren Brown
Liz Childs
Karen Cushing
Michael Francis
Marc Jorgensen
Quinn Koller

Eric Linfield
Jim Michaelis
Alexis Palmer
Val Peterson
Steve Roy
Eugene Seeley

Shad Sorensen
Chris Taylor
KD Taylor

Michelle Taylor
Ray Walker
Keith White

Mark Wiesenberg
Ian Wilson
David Yells

Interim Self-Study, 2011–2012

Linda Makin
Mohammed El-Saidi
Maureen Andrade
Virginia Bayer
Karen Cushing

Marc Jorgensen
Michelle Kearns
Eric Linfield
Linda Pierce
Eugene Seeley

Tim Stanley
David Yells
Michelle Durham
Shad Sorensen
Susan Seymour

University Planning Advisory Committee, 2010–2017

Co-Chairs

Ellis Jensen (2017–2019)
Jeffrey Alan Johnson (2016–2018)
Cheryl Hanewicz (2015–2017)
Marc Jorgensen (2014–2016)
Matt Duffin (2013–2015)

Linda Makin (2010–2014)
Keith White (2011–2013)
Virginia Bayer (2009–2011)
Vale Hale (2008–2010)
Cory Duckworth (2005–2007)

Members

Jim Condie (2016–2017)
Birch Eve (2016–2017)
Kristine Farnsworth (2016–2017)
Nathan Gerber (2016–2017)
Belinda Han (2016–2017)
Jason Hill (2016–2017)
Ellis Jensen (2016–2017)
Jeffrey Alan Johnson (2016–2017)
Pola Morison (2016–2017)
Curtis Puzey (2016–2017)
Kimberly Abunuwara (2015–2017)
Jessica Ballard (2015–2017)
Joe Belnap (2015–2017)
Mark Bracken (2015–2017)
Raquel Cook (2015–2017)
Scott Cooksey (2015–2017)
Brian MacKay (2015–2017)
David McEntire (2015–2017)
Todd Nebeker (2015–2017)
Gary Noll (2015–2017)
Camille Pendleton (2015–2017)
Jeff Peterson (2015–2017)
Kyle Reyes (2015–2017)
Tim Stanley (2015–2017)
Cherilyn Worthen (2015–2017)
Cheryl Hanewicz (2014–2017)
Jeff Olson (2014–2017)

Richard Tafalla (2014–2017)
Maureen Andrade (2013–2017)
Stacy Fowler (2013–2017)
Michelle Taylor (2013–2017)
Michelle Kearns (2010–2017)
Matthew Holland (2009–2017)
Marc Jorgensen (2009–2017)
Linda Makin (2009–2017)
Val Peterson (2008–2017)
Cameron Martin (2006–2017)
Matthew Chambers (2015–2016)
Dylan Swarts (2015–2016)
Richard Tafalla (2015–2016)
Irene Whittier (2015–2016)
Gioey Alisa (2014–2016)
Matthew Chambers (2014–2016)
Quinn Koller (2014–2016)
Eddie Sorensen (2014–2016)
Anne Wairepo (2014–2016)
Christine Walker (2014–2016)
Marc Archambault (2014–2015)
Tyler Brklacich (2014–2015)
Micah Howard (2014–2015)
Colby Callahan (2013–2015)
Melinda Colton (2013–2015)
Tiffany Evans (2013–2015)
Jessica Hill (2013–2015)

Acknowledgements

Stan Jenne (2013–2015)
Ben Moulton (2013–2015)
Joe Nettleton (2013–2015)
Mike Patch (2013–2015)
Jill Robinson (2013–2015)
Ashley Santillana (2013–2015)
Sue Stephenson (2013–2015)
Mike Walker (2013–2015)
David Connelly (2012–2015)
Matt Duffin (2012–2015)
Jono Andrews (2013–2014)
Mike Freeman (2013–2014)
Jared Sumsion (2013–2014)
Grant Flygare (2012–2014)
Marcy Glassford (2012–2014)
Sue Jackson (2012–2014)
Cyndi Krebs (2012–2014)
Barney Nye (2012–2014)
Kurtis Olsen (2012–2014)
Peggy Pasin (2012–2014)
Jolene Chamberlain (2012–2013)
Sean O'Donnell (2012–2013)
Cristina Pianezzola (2012–2013)
Chad Workman (2012–2013)
Marinda Ashman (2011–2013)
Jacob Atkin (2011–2013)
Eva Bernfeld (2011–2013)
Joel Helquist (2011–2013)
Stan Klemetson (2011–2013)
Sam Liang (2011–2013)
Jacelle Malili (2011–2013)
John Newman (2011–2013)
Wade Oliver (2011–2013)
Matt Reichman (2011–2013)
Jason Slack (2011–2013)
Mary Sowder (2011–2013)
Anton Tolman (2011–2013)
Keith White (2010–2013)
Cory Duckworth (2008–2013)
Michelle Durham (2008–2013)
Robert Loveridge (2006–2013)
Ellen Sweat (2006–2013)
Celine Carayon (2011–2012)
Chris Loumeau (2011–2012)
Jolene Nuttall (2011–2012)
John Balden (2010–2012)
Brett Breton (2010–2012)
Bill Bridges (2010–2012)
Dan Clark (2010–2012)
Jordan Doman (2010–2012)
Beka Grulich (2010–2012)
Judy Martindale (2010–2012)
Keith Mulbery (2010–2012)
Michael Stemkoski (2010–2012)
Dave Tobler (2010–2012)
Vale Hale (2006–2012)
Nancy Peterson (2010–2011)
Richards Portwood (2010–2011)
Danny Damron (2009–2011)
Matt Draper (2009–2011)
JoAnn Innes (2009–2011)
Greg Jackson (2009–2011)
Todd Low (2009–2011)
Deborah Marrott (2009–2011)
Rick McDonald (2009–2011)
Bradley Plothow (2009–2011)
Peter Robinson (2009–2011)
Jason Slack (2009–2011)
Annie Smith (2009–2011)
Kim Strunk (2009–2011)
Susan Thackeray (2009–2011)
Mark Wiesenberg (2009–2011)
Virginia Bayer (2006–2010)

Comprehensive Self Study Production Support, 2017

Stephen Whyte, Associate Vice President of Marketing and Communications
Curtis Puzey, Senior Director of Production and Graphics
Shari Warnick, Art Director
Brian Fogelberg, Senior Graphic Designer



GVUTM