

# Handbook for Planning & Assessment at UVU

*Effective Academic Year:  
2023-2024*

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## Introduction

This document is presented as a helpful overview of assessment requirements at Utah Valley University (UVU). It is intended to support each academic department and administrative unit of the University in their efforts to plan and assess activities in a meaningful way for the primary purpose of continuous improvement. There may be some deviation from outlined processes, as UVU encourages innovation among faculty and staff members.

UVU is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an institutional accrediting organization recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA). NWCCU accredits postsecondary institutions of higher education in Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington, and British Columbia, along with other domestic and international geographic areas. Institutions accredited by NWCCU are required to examine their own missions, goals, operations, and achievements. NWCCU's Standards for Accreditation articulate the quality and effectiveness expected of accredited institutions, and collectively they provide a framework for continuous improvement within institutions that promote student achievement and success.

## *Integrated Institutional Effectiveness*

UVU practices integrated institutional effectiveness, which “extends within and across networks in postsecondary institutions so that data are merged, interpreted, and rendered actionable as part of a whole that is far greater than the sum of its parts” (p. 4).<sup>1</sup> Integrated institutional effectiveness enables UVU to facilitate collaborative planning processes across units, align goals and objectives across various plans, and map them to strategic goals and objectives at the institutional level.<sup>1,2</sup>

Integrated institutional effectiveness promotes evidence-based decision making to inform and refine the institution's effectiveness, assign resources via the [Planning, Budget, and Assessment \(PBA\) process](#), and improve student learning and achievement.<sup>1,2</sup> Overall, integrated institutional effectiveness contributes to transparency and shared governance in the University community and ensures that activities and resources work synergistically in a manner that maximally benefits UVU.

## University-Level Planning

University-level planning efforts at UVU are in alignment with [NWCCU 2020 Standards](#): *The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators.*

## *UVU's Mission and Core Values*

UVU's current mission statement reflects our commitment to regional educational needs, our focus on opportunity and student success, and our history of engaged teaching and learning: *Utah Valley University is an integrated university and community college that educates every student for success in work and life through engaged teaching, services, and scholarship.*

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<sup>1</sup> Ben-Avie, M., Daugherty, K. K., Di Genova, L., Hoshaw, J. P., Isaacson, E. M., Santilli, N., Schramm-Possinger, M., & Wilkinson, R. W. (2022). The future of planning is..... aligned, integrated, and collaborative institutional effectiveness. *Planning for Higher Education*, 50(3), 1-14.

<sup>2</sup> Salem, D., Itani, H., & El-Hajj, A. (2020). A guide for optimizing resource allocation: Link assessment, strategic planning, and budgeting to achieve institutional effectiveness. *Planning for Higher Education*, 48(2), 8-19.

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

**Exceptional Care**

- We invite people to "come as you are" and let them know "UVU has a place for you."
- We strive always to "see" the person in front of us.
- We provide challenging, honest conversations and feedback.
- We are deeply invested in seeing every member of our community succeed.

**Exceptional Accountability**

- We are strongly committed to working ethically and effectively.
- We approach every situation from a position of integrity.
- We honor the resources and mandates we have been entrusted with and strive always to do our best.
- We respect each member of the community.

**Exceptional Results**

- We are committed to creating opportunity systematically for as many people as possible.
- We address the intellectual and practical needs of our service area and the larger community.
- We seek to prepare our students to thrive.
- We aspire to greatness in all that we do.

**UVU's Strategic Plan**

UVU's strategic plan, [Vision 2030](#), captures strategic initiatives derived from UVU's mission to meet the educational and workforce needs of our service region. Vision 2030 will help UVU achieve priority initiatives around three objectives: Include, Engage, and Achieve.

<b>Include</b>	<p>Strategy #1 - Provide Accessible, Flexible, and Affordable Education in an Environment That is Inclusive for All</p> <ul style="list-style-type: none"> <li>a) Increase accessibility to and flexibility of education through a coordinated physical and digital presence.</li> <li>b) Strengthen campus inclusivity and grow the enrollment and completion rates of historically underrepresented students.</li> <li>c) Sustain our commitment to affordability, value, and return on investment.</li> </ul>
<b>Engage</b>	<p>Strategy #2 - Strengthen Student Learning and Societal Impact Through: Collaboration with Community and Industry</p> <ul style="list-style-type: none"> <li>a) Strengthen engaged learning and community engagement opportunities for students, faculty, and staff.</li> <li>b) Enhance engagement with community and industry to meet workforce needs and improve student job- and life-readiness.</li> <li>c) Strengthen the foundation for ongoing giving, support, and engagement for UVU's students, programs, and priorities.</li> </ul>
<b>Achieve</b>	<p>Strategy #3 - Enhance Student Success Through: Improved Recruitment, Retention, and Completion</p> <ul style="list-style-type: none"> <li>a) Increase completion through comprehensively designed, stackable curricula, and appropriate credit for prior learning.</li> <li>b) Support completion through Excellence in teaching, scholarship, and creative activities.</li> <li>c) Improve completion through seamless processes, comprehensive services, and excellent staff.</li> </ul>

Goals and current near-term initiatives have been identified for each priority initiative. UVU has recently engaged in efforts to develop a Balanced Scorecard with established indicators, baseline data, and performance targets.<sup>3</sup> The Balanced Scorecard will be released at the beginning of the 2023-2024 academic year and will be an important tool from which UVU may measure, monitor, and modify the priority initiatives delineated in Vision 2030.

## *UVU's Master Plans*

UVU's master plans are aligned with the priority initiatives of UVU's strategic plan and provide overall direction for broad areas of the institution. UVU's master plans may be retrieved from [IEAAA's website](#).

Current master plans include:

- **Academic Master Plan:** The Academic Master Plan guides academic planning, resource allocation, and other academic efforts at UVU.
- **Completion Plan 3.0:** The Completion Plan recommends initiatives to increase the graduation rates of UVU students.
- **Digital Transformation Plan:** The Digital Transformation Plan outlines UVU's efforts to provide reliable, state-of-the-art solutions for our teaching, learning, and environments.
- **Facilities Master Plan:** The Facilities Master Plan establishes guiding principles that apply across all UVU campuses and highlight considerations for future expansion.
- **Inclusion Plan:** The Inclusion Plan engages 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.
- **Sustainability Plan:** The Sustainability Plan lays out actionable short-term goals for sustainability at UVU and frames sustainability within the existing institutional mission, values, and objectives.

## *Alignment of University-Level Planning*

Under the direction of the President, the University Planning Advisory Committee (UPAC) serves in an advisory capacity to the President and the President's Cabinet on university-level planning matters. To ensure alignment with UVU planning efforts and [Utah System of Higher Education \(USHE\) initiatives](#), UPAC develops strategy maps that visually depict the relationship between UVU's strategic plan, UVU's master plans, and the Utah Board of Higher Education Strategic Plan. Strategy maps for the current academic year may be retrieved from [IEAAA's website](#).

## **University-Level Assessment Activities**

University-level assessment efforts at UVU are in alignment with [NWCCU 2020 Standards](#) and include both academic and administrative assessment activities. Academic assessment activities focus on the quality of student learning in academic programs at all levels (i.e., certificates, associate degrees, bachelor's degrees, master's degrees). Faculty members play a central role in academic assessment activities. Administrative assessment activities focus on support services. All campus stakeholders—executive employees, faculty members, and staff members—play a central role in administrative assessment activities.

In addition to academic and administrative assessment activities, UVU uses performance measures to evaluate student achievement. Performance measures include internally developed dashboards and reports, such as

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<sup>3</sup> Brown, C. (2012). Application of the Balanced Scorecard in higher education: Opportunities and challenges. *Planning for Higher Education*, 40(4), 40-50.

UVU's Completion, Quality, & Efficiency Metrics (CQE), and external accountability systems, such as [USHE's performance metrics](#) for degree-granting institutions.

## Assessment Matrices

Below are matrices that show how academic and administrative assessment activities at UVU meet NWCCU, USHE, and institutional planning requirements. The matrices also shows that each assessment activity informs decisions about resource allocation.

### Academic Assessment Matrix

	NWCCU Requirement	USHE Requirement	Institutional Planning Requirement	Resource Allocation Consideration
Annual Academic Program Assessments	X		X	X
3-Year Follow-Up Reports for New Academic Programs		X	X	X
7-Year Cyclical Academic Program Reviews		X	X	X
Specialized Accreditation Reporting			X	X

### Administrative Assessment Matrix

	NWCCU Requirement	USHE Requirement	Institutional Planning Requirement	Resource Allocation Consideration
Annual Administrative Unit Assessments	X		X	X
Master Plan Assessments	X		X	X
Vision 2030 Assessment (i.e., Balanced Scorecard)	X		X	X
UVU's CQE Metrics	X		X	X
USHE Performance Measures		X	X	X

## Academic Assessments

### Annual Academic Program Assessment Plans

Faculty develop 3-year academic program assessment plans to measure student learning at the program level on an annual basis. Each academic program assessment plan will include the following:

- ✓ an assessment schedule,
- ✓ program learning outcomes,
- ✓ assessment methods/measures and targets,
- ✓ an estimated number of students who will be included in the evaluation,
- ✓ a listing of courses that map to the program learning outcomes, and
- ✓ indications of Essential Learning Outcomes that map to the program learning outcomes.

The appendix in this handbook provides a template for annual academic program assessment planning that faculty may use for drafting purposes. Annual academic program assessment plans will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to Department Chairs by the last workday in March.

Department Chairs may complete the annual academic program assessment plan or forward the link to the appropriate faculty member to complete and submit. Annual academic program assessment plans for every active program at UVU will be due by the first workday in May.

In a given annual cycle of assessment, academic program assessment plans will not be required from academic programs that are scheduled to complete either of the two USHE-required academic program evaluations (i.e., 3-Year Follow-Up for New Academic Programs, 7-Year Cyclical Academic Program Review). During this annual cycle of assessment, the official USHE reports will satisfy the annual planning requirement for impacted academic programs.

Similarly, academic programs with specialized accreditation that complete annual reports may be exempt from the annual academic program planning requirement so long as: (1) the specialized accreditation agency/organization does not require engagement in institutional academic program assessment activities and (2) the annual report meets the standards of [USHE Policy R411](#).

### ***Annual Academic Program Assessment Reports***

Each year, faculty will submit an annual academic program assessment report that does the following:

- ✓ details the academic program assessment activity that took place during the previous academic year,
- ✓ includes assessment results and describes implications of those results, and
- ✓ articulates planning improvements.

The appendix in this handbook provides a template for annual academic program assessment reporting that faculty may use for drafting purposes. Annual academic program assessment reports will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to Department Chairs by the first workday in August. Department Chairs may complete the annual academic program assessment plan or forward the link to the appropriate faculty member to complete and submit. Annual academic program assessment reports for every active program at UVU will be due by the first workday in October.

In a given annual cycle of assessment, academic program assessment reports will not be required from academic programs that completed either of the two USHE-required academic program evaluations (i.e., 3-Year Follow-Up for New Academic Programs, 7-Year Cyclical Academic Program Review). During this annual cycle of assessment, the official USHE reports will satisfy the annual planning requirement for impacted academic programs.

Similarly, academic programs with specialized accreditation that complete annual reports may be exempt from the annual academic program reporting requirement so long as: (1) the specialized accreditation agency/organization does not require engagement in institutional academic program assessment activities and (2) the annual report meets the standards of [USHE Policy R411](#).

### ***USHE 3-Year Follow-Up Reports for New Academic Programs***

#### ***State Policy for the USHE 3-Year Follow-Up Reports for New Academic Programs***

Per USHE Policy R401, institutions shall submit a report on all programs that require a peer review under R401 within three years of implementation using the appropriate USHE report template (see R401-8). The Associate Provost for Academic Programs and Assessment will communicate the schedule for USHE-required academic program evaluations directly to Department Chairs, Associate Deans, and Deans.

## ***UVU Policy for the USHE 3-Year Follow-Up Reports for New Academic Programs***

Currently, UVU Policy does not address this academic assessment requirement. However, UVU Policy 603 is under revision, and there are major components for institutional assessment practices, such as the USHE 3-Year Follow-Up Reports for New Academic Programs.

## ***Timeline for the USHE 3-Year Follow-Up Reports for New Academic Programs***

### ***➤ July/August***

- The Director of IEAAA will collaborate with the Director of Business Intelligence & Research Services (BIRS) and the Director of Budgets to gather required data for the scheduled report.
- The Director of IEAAA will oversee compilation of electronic packages for each Department Chair that includes: (a) a blank reporting template (i.e., USHE 3-Year Follow-Up Report for New Academic Programs, Section II: Program report), (b) populated data in the data table required by USHE, and (c) procedures for the reporting process.

### ***➤ August/September***

- Department Chairs will identify either themselves or a faculty member (herein referred to as Lead Faculty) who will complete the report. Department Chairs will notify the Director of IEAAA of their Lead Faculty selection by email.
- Each Lead Faculty will complete Section II: Program Report and submit it to their Department Chair and the Director of IEAAA by email.
- The Director of IEAAA will finalize reports (i.e., complete and attach completed cover page, edit/revise as needed) and email them to the Associate Provost for Academic Programs and Assessment.

### ***➤ September/October***

- The Associate Provost for Academic Programs will use a report feedback tool to note strengths and suggest improvements for each academic program.
- The Associate Provost for Academic Programs and Assessment will send the report feedback tool and finalized reports to the Chair of the Academic Program Assessment Committee (APAC).
- The Chair of APAC will facilitate a review of all finalized reports with members of APAC.
- Members of APAC will use a report feedback tool to note strengths and suggest improvements for each academic program.
- The Chair of APAC will send the report feedback tool and finalized report to the Associate Provost for Academic Programs and Assessment.

### ***➤ November***

- The Associate Provost for Academic Programs and Assessment will facilitate a review of the finalized reports with the Provost/Senior Vice President and Vice President of Budget and Finance.
- The Provost/Senior Vice President, Vice President of Budget and Finance, and Associate Provost for Academic Programs and Assessment will finalize feedback for each academic program. The Associate Provost for Academic Programs and Assessment will email finalized feedback to respective Department Chairs and Deans.
- The Associate Provost for Academic Programs and Assessment will present finalized feedback and reports to UVU's Board of Trustees for approval.
- The Associate Provost for Academic Programs and Assessment will sign the cover page on each finalized report and email all signed reports to USHE for inclusion on the agenda of a scheduled Utah Board of Higher Education meeting.



The appendix in this handbook provides a blank template for the USHE 3-Year Follow-Up Report for New Academic Programs.

## ***USHE 7-Year Cyclical Academic Program Review***

### ***State Policy for the USHE 7-Year Cyclical Academic Program Review***

Per [USHE Policy R401](#), institutions shall submit a cyclical review of academic programs (see R401-8). [USHE Policy R411](#) delineates State requirements for this process, including the USHE report template and review schedule. Since UVU is a master’s-level university, all programs will be reviewed at least once every seven years (see R411-5).

[USHE Policy R411](#) states that academic programs with specialized accreditation from an organization recognized by the Council for Higher Education Accreditation (CHEA) or the US Department of Education (USDE) may choose to submit the specialized accreditation letter and report in lieu of conducting a cyclical academic program review. In cases where academic programs maintain specialized accreditation with well recognized specialized accrediting organizations that no longer are recognized by the CHEA or USDE, such as Accreditation Board for Engineering and Technology, Inc. (ABET) or the Association to Advance Collegiate Schools of Business (AACSB), they may choose to submit the specialized accreditation letter and report in lieu of conducting a cyclical program review so long as the faculty feel that the quality of review meets USHE Policy R411 requirements.

### ***UVU Policy for the USHE 7-Year Cyclical Academic Program Review***

[UVU Policy 603](#) delineates institutional information concerning the cyclical academic program review process. This policy is currently under revision and aims to address the major components for institutional assessment practices more effectively. As shown below, each school/college will engage in the cyclical academic program review cycle once every seven years.

<b>School/College</b>	<b>Year in Cycle</b>	<b>Next Review</b>
College of Science	Year 1	2022-2023
Scott M. Smith College of Engineering & Technology	Year 2	2023-2024
Woodbury School of Business	Year 3	2024-2025
College of Humanities and Social Sciences	Year 4	2025-2026
School of Arts	Year 5	2026-2027
College of Health and Public Service	Year 6	2027-2028
School of Education	Year 7	2028-2029

### ***Timeline for the USHE 7-Year Cyclical Academic Program Review***

#### **➤ July/August**

- The Director of IEAAA will collaborate with the Director of BIRS and the Director of Budgets to gather required data for the scheduled report.
- The Director of IEAAA will oversee compilation of electronic packages for each Department Chair that includes: (a) a blank reporting template (i.e., UVU Cyclical Academic Program Review Report), (b) populated data in the data table recommended by USHE, and (c) procedures for the cyclical academic program review process.

➤ ***End of August/beginning of September***

- The Associate Provost for Academic Programs and Assessment and Director of IEAAA will hold an informational session with the school/college scheduled for the cyclical academic program review.
- Department Chairs will identify either themselves or a faculty member (herein referred to as Lead Faculty) who will lead the cyclical academic program review process for the department. Department Chairs will notify the Director of IEAAA of their Lead Faculty selection by email.
- Each Lead Faculty will: (a) form an internal and external review committee that is aligned with USHE Policy R411 requirements and (b) establish procedures for their review processes.
- Each Lead Faculty will complete the Internal and External Review Information section on Part I of the UVU Cyclical Academic Program Review Report.

➤ ***September/October***

- Each Lead Faculty will facilitate their respective cyclical academic program review processes.
- Each Lead Faculty will ensure that the internal and external review committee fully completes Part I of the UVU Cyclical Academic Program Review Report.
- When Part I of the UVU Cyclical Academic Program Review Report has been completed, each Lead Faculty will email it to their Department Chair.

➤ ***November***

- Each Department Chair will review information provided on UVU Part I of the Cyclical Academic Program Review Report with the Lead Faculty, complete Part II, and email it to the Dean.
- The Dean will review Part I and Part II of each department's UVU Cyclical Academic Program Review Report, complete Part II on each report, and email all reports to the Director of IEAAA.
- The Director of IEAAA will confirm all UVU Cyclical Academic Program Review Reports are complete and email them to the Associate Provost for Academic Programs and Assessment.
- The Associate Provost for Academic Programs and Assessment will email all UVU Cyclical Academic Program Review Reports for the school/college to the Chair of APAC.

➤ ***December***

- The Chair of APAC will facilitate a review of the UVU Cyclical Academic Program Review Reports with members of APAC.
- Members of the APAC will review each UVU Cyclical Academic Program Review Report and issue a recommendation on Part III that is supported with detailed reasons.
- When Part III on all UVU Cyclical Academic Program Review Reports has been completed, the Chair of APAC will email the reports to the Associate Provost for Academic Programs and Assessment.
- The Associate Provost for Academic Programs and Assessment will email the UVU Cyclical Academic Program Review Reports to respective Department Chairs and the Dean.
- Each Department Chair and Dean will respond to the issued recommendation by completing Part IV of the UVU Cyclical Academic Program Review Report.
- When Part IV of all UVU Cyclical Academic Program Review Reports has been completed, the Dean will email them to the Associate Provost for Academic Programs and Assessment.

➤ ***January/February/March***

- The Associate Provost for Academic Programs and Assessment will facilitate a review of the completed UVU Cyclical Academic Program Review Reports with the Provost/Senior Vice President and Vice President of Budget and Finance.
- The Provost, Vice President of Budget and Finance, and Associate Provost for Academic Programs and Assessment will finalize recommendations for each department. The Associate Provost for

Academic Programs and Assessment will email finalized recommendations with respective Department Chairs, the Dean, and the Director of IEAAA.

- The Director of IEAAA will finalize reports (i.e., complete and attach completed cover page, edit/revise as needed) and email them to the Associate Provost for Academic Programs and Assessment.
- The Associate Provost for Academic Programs and Assessment will present finalized recommendations and reports to UVU’s Board of Trustees for approval.
- The Associate Provost for Academic Programs and Assessment will sign the cover page on each finalized report and email all signed reports to USHE for inclusion on the agenda of a scheduled Utah Board of Higher Education meeting.

The appendix in this handbook provides a blank template for the USHE 7-Year Cyclical Academic Program Review and the UVU 7-Year Cyclical Academic Program Review.

## Administrative Assessments

### *Designated Units for Annual Administrative Assessment Activities*

Below is a list of administrative units at UVU that will engage in administrative assessment activities on an annual basis.

Schools/Colleges	Divisions
<ul style="list-style-type: none"> <li>▪ College of Health and Public Service</li> <li>▪ College of Humanities and Social Sciences</li> <li>▪ College of Science</li> <li>▪ School of Education</li> <li>▪ School of the Arts</li> <li>▪ Scott M. Smith College of Engineering and Technology</li> <li>▪ Woodbury School of Business</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academic Affairs</li> <li>▪ Administration and Strategic Relations</li> <li>▪ Budget and Finance</li> <li>▪ Digital Transformation</li> <li>▪ General Counsel</li> <li>▪ Institutional Advancement</li> <li>▪ Marketing and Communications</li> <li>▪ People and Culture</li> <li>▪ Student Affairs</li> </ul>

### *Annual Administrative Assessment Plan*

Appropriate campus stakeholders—executive employees, faculty members, and/or staff members—will develop annual administrative assessment plans to measure support services at the University. An annual administrative assessment plan will include:

- ✓ goals,
- ✓ indications of institutional priority areas that link to goals,
- ✓ objectives,
- ✓ assessment methods/measures and targets, and
- ✓ indications of how goals will be supported with budget requests, resource re-allocations, and/or other sources of funding.

The appendix in this handbook provides a template for annual administrative assessment planning that may be used for drafting purposes. Annual administrative assessment plans will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to the first-level supervisor of each designated unit by the last workday in March.

The first-level supervisor may complete the annual administrative assessment plan or forward the link to the appropriate campus stakeholder to complete and submit. Annual administrative assessment plans for designated units will be due by the first workday in May.

### *Annual Administrative Assessment Report*

Each year, appropriate campus stakeholders will submit an annual administrative assessment report that does the following:

- ✓ details the assessment activities that took place during the previous academic year,
- ✓ includes assessment results and describes implications of those results,
- ✓ articulates planning improvements, and
- ✓ addresses budgetary implications.

The appendix in this handbook provides a template for annual administrative assessment reporting that may be used for drafting purposes. Annual administrative assessment reports will be submitted via Qualtrics. Each year, the Qualtrics link will be sent to the first-level supervisor of each designated unit by the first workday in August. The first-level supervisor may complete the annual administrative assessment plan or forward the link to the appropriate campus stakeholder to complete and submit. Annual administrative assessment reports for designated units will be due by the first workday in October.

# Appendix A: UVU Annual Academic Program Assessment Plan Template

## UVU Annual Academic Program Assessment Plan Template

### Purpose

*Academic program assessment is an important aspect of student learning at UVU. Faculty have a central role in assessing student learning and improving instructional programs. Assessment efforts inform academic and learning-support planning and practices to continuously improve student learning outcomes. Academic program assessment plans will reflect a three-year cycle for evaluation of a program's learning outcomes.*

**Contact Name:**

**Phone:**

**Email:**

**School/College:**

**Department:**

**Program Name:**

### Does this program maintain specialized accreditation?

*Indicate the correct response.*

No

Yes

### If Yes, does this program complete and submit annual assessment reports to the specialized accreditation agency/organization?

*Indicate the correct response.*

No

Yes

### If Yes, does the specialized accreditation agency/organization require this program to engage in institutional academic assessment activities?

*Indicate the correct response. You may select either No or Yes with the Other option to provide additional information, if needed.*

No

Yes

### Assessment Cycle

*Indicate the academic year in which the program learning outcome below will be evaluated.*

### During this assessment cycle, is this program scheduled for an academic program evaluation through USHE?

*Check the assessment schedule to determine whether this program is scheduled to complete: (1) a 3-Year Follow-Up Report for New Academic Programs or (2) the 7-Year Cyclical Academic Program Review.*

No

Yes

### Program Learning Outcome #1

*Indicate the specific program learning outcome.*

### Program Learning Outcome #1: Assessment Methods/Measures and Targets

*Reminder: Assessment methods/measures and targets must be specific and measurable. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.*

**Program Learning Outcome #1: Estimate the number of**

**Program Learning Outcome #1: Indicate the courses that map to this program learning outcome. Include the course prefixes, numbers, and**

**students who will be included in the evaluation.**

*titles. Include only key/core courses and experiences. If elective courses or support courses (e.g., General Education) are critical to the PLO, then include them.*

**Program Learning Outcome #1: What Essential Learning Outcomes map to this program learning outcome?**

(Select all that apply)

- Communication
- Critical Thinking
- Digital Literacy
- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy
- None

**Assessment Cycle**

*Indicate the academic year in which the program learning outcome below will be evaluated.*

**During this assessment cycle, is this program scheduled for an academic program evaluation through USHE?**

*Check the assessment schedule to determine whether this program is scheduled to complete: (1) a 3-Year Follow-Up Report for New Academic Programs or (2) the 7-Year Cyclical Academic Program Review.*

- No
- Yes

**Program Learning Outcome #2**

*Indicate the specific program learning outcome.*

**Program Learning Outcome #2: Assessment Methods/Measures and Targets**

*Reminder: Assessment methods/measures and targets must be specific and measurable. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.*

**Program Learning Outcome #2: Estimate the number of students who will be included in the evaluation.**

**Program Learning Outcome #2: Indicate the courses that map to this program learning outcome.** *Include the course prefixes, numbers, and titles. Include only key/core courses and experiences. If elective courses or support courses (e.g., General Education) are critical to the PLO, then include them.*

**Program Learning Outcome #2: What Essential Learning Outcomes map to this program learning outcome?**

(Select all that apply)

- Communication
- Critical Thinking
- Digital Literacy

- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy
- None

**Assessment Cycle**

*Indicate the academic year in which the program learning outcome below will be evaluated.*

**During this assessment cycle, is this program scheduled for an academic program evaluation through USHE?**

*Check the assessment schedule to determine whether this program is scheduled to complete: (1) a 3-Year Follow-Up Report for New Academic Programs or (2) the 7-Year Cyclical Academic Program Review.*

- No
- Yes

**Program Learning Outcome #3**

*Indicate the specific program learning outcome.*

**Program Learning Outcome #3: Assessment Methods/Measures and Targets**

*Reminder: Assessment methods/measures and targets must be specific and measurable. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.*

**Program Learning Outcome #3: Estimate the number of students who will be included in the evaluation.**

**Program Learning Outcome #3: Indicate the courses that map to this program learning outcome.** *Include the course prefixes, numbers, and titles. Include only key/core courses and experiences. If elective courses or support courses (e.g., General Education) are critical to the PLO, then include them.*

**Program Learning Outcome #3: What Essential Learning Outcomes map to this program learning outcome?**

(Select all that apply)

- Communication
- Critical Thinking
- Digital Literacy
- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy
- None



**Appendix B: UVU Annual Academic Program Assessment Report  
Template**

## UVU Annual Academic Program Assessment Report Template

### Purpose

*Academic program assessment is an important aspect of student learning at UVU. Faculty have a central role in assessing student learning and improving instructional programs. Assessment efforts inform academic and learning-support planning and practices to continuously improve student learning outcomes. Academic program assessment reports will reflect findings for evaluation of a program's learning outcomes in a given assessment cycle.*

**Contact Name:**

**Phone:**

**Email:**

**School/College:**

**Department:**

**Program Name:**

**During this assessment cycle, did this program complete a scheduled academic program evaluation through USHE?**

No

Yes

**Is this program exempt from engagement in institutional assessment activities due to maintenance of specialized accreditation?**

No

Yes

**If Yes, has an annual report for this assessment cycle been completed and submitted to the specialized accreditation agency/organization?**

*Indicate the correct response.*

No

Yes

**If Yes, please email the annual report that was submitted to the specialized accreditation agency/organization to the Director of IEAAA at: [quinn.koller@uvu.edu](mailto:quinn.koller@uvu.edu).**

**If No, when will the annual report for this assessment cycle be completed and submitted to the specialized accreditation agency/organization?**

*Indicate a specific date.*

### Assessment Schedule

*Indicate the academic year in which the program learning outcome was evaluated.*

### Program Learning Outcome

*Include the program learning outcome specified on the UVU Annual Academic Program Assessment Plan.*

**Indicate the number of students who were included in the evaluation.**

**Indicate the courses that map to this program learning outcome.**  
*Include the courses specified on the UVU Annual Academic Program Assessment Plan.*

**What Essential Learning Outcomes map to this program learning outcome?**

*Include the Essential Learning Outcomes specified on the UVU Annual Academic Program Assessment Plan.*

Communication

- Critical Thinking
- Digital Literacy
- Ethical Reasoning
- Inclusion
- Information Literacy
- Quantitative Literacy
- Scientific Literacy

**Analysis of Assessment Results and Implications**

*List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.*

**Planning Improvements**

*Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, specify actions that will be taken to reach the next level of mastery for student learning.*

# **Appendix C: USHE 3-Year Follow-Up Report for New Academic Programs Template**

**Utah System of Higher Education  
Three Year Follow-up Report  
Cover/Signature Page**

**Institution Submitting Report:**

**Program Title:**

**Sponsoring School, College, or Division:**

**Sponsoring Academic Department(s) or Unit(s):**

**Classification of Instructional Program Code:                      6-digit CIP**

**Board of Higher Education/Board of Trustees Original Approval Date:**

**Institutional Board of Trustees' Approval Date for *this* report:**

**Award Type:**

**First Semester Program was Offered:**

**Chief Academic Officer (or Designee) Signature:**

*I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.*

Please type your first and last name:

Date:

I understand that checking this box constitutes my legal signature.

## **Follow-up Report**

### **Section I: The Request**

### **Section II: Program Report**

#### **Program Description**

*Present a brief program description. Indicate why the program was initiated. State how the institution and the USHE have benefited by offering the program.*

#### **Enrollment and Revenue Data**

*See Appendix A: Program Participation and Finance*

#### **Institutional Analysis of Program to Date**

*Provide a statement that summarizes the institution's current analysis of the program's strengths and weaknesses relative to enrollments, staffing, and funding. Describe any actions the institution has taken or will take to respond to any issues with the program.*

#### **Employment Information**

*Provide employment information on graduates of the program.*

## Appendix A: Program Participation and Finance

In the following table, record the number of students who are enrolled in the program as well as expenses to the institution and revenues generated. Use department or unit numbers as reported in the approved R401 proposal for “Year Preceding Implementation.”

Three Year Projection/Program Participation and Department Budget							
	Year Preceding Implementation	New Program					
		Year One		Year Two		Year Three	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data							
# of Majors in Department							
# of Majors in Proposed Program(s)							
# of Graduates from Department							
# of Graduates from New Program(s)							
REVENUE—source of funding to cover additional costs generated by proposed program(s)							
	Year Preceding Implementation	Department Budget					
		Year One		Year Two		Year Three	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Internal Reallocation							
Appropriation							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (Requires Board approval)							
Other:							
<b>TOTAL FUNDING</b>	\$0	0\$	0\$	0\$	0\$	0\$	0%

## Appendix D: USHE Cyclical Academic Program Review Template



**Cover/Signature Page – Academic Program Review Template**

Institution Submitting Review: *Name of Institution*

Program Title: *Name of Program*

School or Division or Location: *Name of School/Division*

Location Department(s) or Area(s) Location: *Name of Department/Area Location*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items	
<i>R.411 Cyclical Institutional Program Reviews</i>	
SECTION NO.	ITEM
4.4	Programs with Specialized Accreditation
5.1	Seven-Year Program Review
5.2	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

\_\_\_\_\_

Signature:

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

## Seven-Year Program Review

*Name of Higher Education Institution*

*Name of Program*

*MM/DD/YEAR*

**Reviewers:** *(Add bullets as needed. Remove italics when using template)*

*External Reviewer(s), Affiliation*

*Internal Reviewer(s), Affiliation*

**Program Description:**

*One- to three-paragraph description of the program. (Remove italics when using template).*

**Data Form:**

*Faculty, student, and financial data for the past five years. (Remove italics when using template).*

*The following table in R411 is designed to gather data about the institutional unit being reviewed. The table has been designed to present consistent data to Trustees and Regents who will receive the report. Institutions decide on the configuration of the unit to be reviewed, and in most cases, the review is at the department level.*

*However, in some instances, the unit being reviewed provides services that are different from those provided by traditional academic departments. When providing data on such units, please offer an explanation that clarifies the purpose of the unit, preparation of faculty or staff who provide the service, attendance data on participants, cost of providing services, and any credential that may be offered to completers if this applies. With sufficient explanation, the data table can be adjusted for that purpose. Use this template and make appropriate changes to present a full picture of the unit that was reviewed.*

**Data Table in USHE Policy R411**

	Year	Year	Year	Year	Year	Year	Year
Faculty							
Headcount							
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
With Master's Degrees							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
With Bachelor's Degrees							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
Other							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
Total Headcount Faculty							
Full-time Tenured							
Full-time Non-Tenured							
Part-time							
FTE (A-1/S-11/Cost Study Definition)							
Full-time (Salaried)							
Teaching Assistants							
Part-time (May include TAs)							
Total Faculty FTE							
Number of Graduates							
Certificates							
Associate Degrees							
Bachelor's Degrees							
Master's Degrees							
Doctoral Degrees							
Number of Students (Data Based on Fall Third Week)							
Total # of Declared Majors							
Total Department FTE*							
Total Department SCH*							
*Per Department Designator Prefix							
Student FTE per Total Faculty FTE							
Cost (Cost Study Definitions)							
Direct Instructional Expenditures							
Cost Per Student FTE							
Funding							
Appropriated Fund							
Other:							
Special Legislative Appropriation							
Grants of Contracts							
Special Fees/Differential Tuition							
Total							

**Program Assessment:**

*Strengths, weaknesses, and recommendations from the reviewers. (Remove italics when using template.)*

**Institution's Response:**

*Responses to review committee findings and recommendations. (Remove italics when using template.)*

# Appendix E: UVU Cyclical Academic Program Review Template

## UVU Academic Program Review

School/College Name:

*INSERT NAME*

Dean Name:

*INSERT NAME*

Academic Years Under Review:

*INSERT YEARS*

Department Name:

*INSERT NAME*

Department Chair Name:

*INSERT NAME*

Lead Faculty/Academic Program Coordinator Name:

*INSERT NAME*

**Part I:**  
**Complete During Internal and External Review Processes**

---

**Internal and External Review Information**

List the name and affiliation of each reviewer. Per USHE Policy 411, Cyclical Institutional Program Reviews, this list must include a minimum of **either** two external reviewers with expertise in the discipline **or** one external reviewer and one internal reviewer not affiliated with the program. External and internal reviewers shall be individuals holding positions as administrators and/or faculty. Additionally, Program Advisory Committee members and/or other external industry experts may be used.

Academic Program Review Committee Members	Affiliation
<ul style="list-style-type: none"><li>• Name</li><li>• Name</li></ul>	<ul style="list-style-type: none"><li>• Affiliation</li><li>• Affiliation</li></ul>

Provide a brief description of procedures followed during the academic program review for the department. Please limit your response to no more than half a page.

---

**Academic Program Profile**

Respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- Briefly describe the department.
- What degrees, diplomas, and/or certificates are offered through the department?
- How are the department's academic programs consistent with the University's mission and goals in the University's strategic planning?
- How does the department and its academic programs interact with other academic programs on campus? (e.g., how does this department and its academic programs provide support for other majors?)
- If known, what is the transferability of the department's academic programs to and from similar academic programs at other Utah State Higher Education (USHE) institutions? (e.g., to what extent do faculty participate in Major Committees with other USHE institutions to align degree pathway articulations?)
- What are special programmatic characteristics of the department's academic programs? (e.g., required fieldwork, internships, service hours)

For vocational-technical programs, list the members of the Program Advisory Committee, the business/industry they represent, and committee activities concerning curriculum, equipment, and faculty.

---

**Faculty**

Review the faculty information provided in the data tables and respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.

- Describe trends among headcount and instructional full-time equivalent for faculty and graduate teaching assistants.

- Describe the profile of the faculty, including information about degrees, areas of specialization, rank and tenure status, and years of experience.
  - Describe the productivity of the faculty, such as the most significant research and other forms of creative scholarship, publications, grants and contracts, service, and administrative activities.
  - How do the average student credit hours per full-time equivalent faculty compare to similar academic programs at peer institutions?
- 

#### Students

*Review the information for students provided in the data tables and respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.*

- Describe trends for student credit hours generated.
  - Describe special admission standards or other methods of selecting students, where applicable.
  - Describe trends for the number of majors in the department's academic programs.
  - Describe trends for the annual number of graduates by completion level (i.e., certificates, associate degrees, bachelor's degrees, master's degrees).
  - What are possible reasons for attrition in the department's academic programs?
  - What are possible reasons for retention in the department's academic programs?
  - Describe the quality of graduates from the department's academic programs.
  - What is the employment demand for and placement rate of graduates?
  - What investments might be needed to bring the academic programs and/or department to a higher level of quality?
- 

#### Academic Program Costs

*Respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.*

- Describe trends for the direct instructional costs per student credit hour.
  - How do direct instructional costs per student credit hour compare to other department's academic programs? Information about annualized expenditures and student full-time equivalent by department/program may be accessed from [UVU's Budget Office webpage](#) (i.e., Cost Per DFTE Reports).
- 

#### Academic Program Support

*Respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.*

- Describe the adequacy of library holdings.
  - Describe the adequacy of facilities, computers, and laboratory and other equipment.
  - What plans are in place for equipment maintenance and replacement?
  - Describe the adequacy of professional development funds.
-



**Part II:**  
**Complete After Internal and External Review Processes Conclude**

---

Academic Department Response to Internal and External Review

*Review feedback gathered from the internal and external review processes and respond to each of the guiding questions below in a narrative format. Please limit your responses to no more than half a page each.*

- What are strengths of the department's academic programs?
- What are weaknesses of the department's academic programs?
- What are recommendations for change?
- How does the department plan to respond to the recommendations for change?

Completed By: (Lead Faculty/Academic Program Coordinator)

Date:

---

Completed By: (Department Chair)

Date:

---

Completed By: (Dean)

Date:

---

**Part III: Recommendation**

*Based on the results from the academic program review, select one of the following recommendations and indicate reasons for the choice.*

	Acceptance of the department's academic programs as fully meeting qualitative and quantitative criteria.
	Acceptance of the department's academic programs as marginally meeting qualitative and quantitative standards with a recommendation that the academic programs be monitored and periodic reports be submitted to the appropriate levels of administration.
	Recommendation that the department's academic programs be placed on probation for a specified period because the academic programs do not meet qualitative and/or quantitative standards.
	Recommendations that the department's academic programs be combined with another program or modified in a specified way.
	Recommendation that the academic program be terminated.
<u>Reason(s) for Choice:</u>	

Completed By: (Chair of Academic Program Assessment Committee)

Date:

**Part IV: Response to Recommendation**

*Based on the issued recommendation in Part III, compose a response below.*

Response to Recommendation:

Completed By: (Department Chair)

Date:

Completed By: (Dean)

Date:

# Appendix F: UVU Annual Administrative Assessment Plan Template

## UVU Annual Administrative Unit Assessment Plan

**Purpose**

*Administrative assessment is an important aspect of integrated institutional effectiveness at UVU. Integrated institutional effectiveness facilitates collaborative planning processes across units that align goals and objectives across various plans and map them to strategic goals and objectives at the institutional level. Additionally, collaborative evaluation processes promote evidence-based decision making to inform and refine the institution's effectiveness, assign resources, and improve student learning and achievement.*

**Administrative Unit:**

**Contact Name:**

**Phone:**

**Email:**

**Assessment Cycle:**

**Goal #1: Goal**

*Reminder: Goals should be grounded in the mission of the university and linked to the overall institutional priorities and goals. They should be broad; focus on strengthening and improving critical functions, services, and processes of the institution; and reflect the most important priorities of the unit.*

**Goal #1: What institutional priority areas does the goal link to?**

*(Select all that apply)*

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other \_\_\_\_\_

**Briefly describe the link between Goal #1 and the institutional priority area(s) selected.**

**Goal #1: Objective(s)**

*Reminder: Objectives should be narrower and more specific than goals. Depending on the goal, you may have one or more related objectives.*

**Goal #1: Assessment Methods/Measures and Targets**

*Reminder: Assessment methods/measures and targets must be specific and aligned with the objectives being assessed. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.*

**Will Goal #1 be supported with a budget request, resource re-allocation, or other source of funding?**

*(Select all that apply)*

- PBA request
- Resource re-allocation
- Other \_\_\_\_\_
- No budget request is needed

**Provide a brief description about the connection between Goal #1 and assignment of resource(s). If a budget request is not needed, provide a brief explanation.**

**Goal #2: Goal**

*Reminder: Goals should be grounded in the mission of the university and linked to the overall institutional priorities and goals. They should be broad; focus on strengthening and improving critical functions, services, and processes of the institution; and reflect the most important priorities of the unit.*

**Goal #2: What institutional priority areas does the goal link to?**

*(Select all that apply)*

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other \_\_\_\_\_

**Briefly describe the link between Goal #2 and the institutional priority area(s) selected.**

**Goal #2: Objective(s)**

*Reminder: Objectives should be narrower and more specific than goals. Depending on the goal, you may have one or more related objectives.*

**Goal #2: Assessment Methods/Measures and Targets**

*Reminder: Assessment methods/measures and targets must be specific and aligned with the objectives being assessed. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.*

**Will Goal #2 be supported with a budget request, resource re-allocation, or other source of funding?**

*(Select all that apply)*

- PBA request
- Resource re-allocation
- Other \_\_\_\_\_
- No budget request is needed

**Provide a brief description about the connection between Goal #2 and assignment of resource(s). If a budget request is not needed, provide a brief explanation.**

**Goal #3: Goal**

*Reminder: Goals should be grounded in the mission of the university and linked to the overall institutional priorities and goals. They should be broad; focus on strengthening and improving critical functions, services, and processes of the institution; and reflect the most important priorities of the unit.*

**Goal #3: What institutional priority areas does the goal link to?**

*(Select all that apply)*

- Include
- Engage
- Achieve
- Operational Effectiveness

**Briefly describe the link between Goal #3 and the institutional priority area(s) selected.**

Other \_\_\_\_\_

**Goal #3: Objective(s)**

*Reminder: Objectives should be narrower and more specific than goals. Depending on the goal, you may have one or more related objectives.*

**Goal #3: Assessment Methods/Measures and Targets**

*Reminder: Assessment methods/measures and targets must be specific and aligned with the objectives being assessed. For assessment methods/measures, you may use direct and indirect methods/measures or a combined approach. Assessment targets must be specific and indicate the desired outcome.*

**Will Goal #3 be supported with a budget request, resource re-allocation, or other source of funding?**

*(Select all that apply)*

- PBA request
- Resource re-allocation
- Other \_\_\_\_\_
- No budget request is needed

**Provide a brief description about the connection between Goal #3 and assignment of resource(s). If a budget request is not needed, provide a brief explanation.**

**Appendix G: UVU Annual Administrative Assessment Report  
Template**



## UVU Annual Administrative Unit Assessment Report

<b>Administrative Unit:</b>	<b>Contact Name:</b>	<b>Date:</b>
<b>Phone:</b>	<b>Email:</b>	<b>Assessment Cycle:</b>

**Purpose**

*Administrative assessment is an important aspect of integrated institutional effectiveness at UVU. Integrated institutional effectiveness facilitates collaborative planning processes across units that align goals and objectives across various plans and map them to strategic goals and objectives at the institutional level. Additionally, collaborative evaluation processes promote evidence-based decision making to inform and refine the institution's effectiveness, assign resources, and improve student learning and achievement.*

**Goal #1: Goal**

*Include the goal specified on the UVU Annual Administrative Unit Assessment Plan.*

**Goal #1: What institutional priority areas does the goal link to?**

*Include the areas specified on the UVU Annual Administrative Unit Assessment Plan.*

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other \_\_\_\_\_

**Briefly describe the link between Goal #1 and the institutional priority area(s) selected. Include the description specified on the UVU Annual Administrative Unit Assessment Plan.**

**Goal #1: Objective(s)**

*Include the objectives specified on the UVU Annual Administrative Unit Assessment Plan.*

**Goal #1: Analysis of Assessment Results and Implications**

*List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.*

**Goal #1: Planning Improvements**

*Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, what actions will be taken to reach the next level?*

**Goal #1: Budgetary Implications**

*Include the budget information specified on the UVU Annual Administrative Unit Assessment Plan. Summarize how funds were expended, if any. Indicate how future budget decisions will be impacted based on assessment results.*

**Goal #2: Goal**

*Include the goal specified on the UVU Annual Administrative Unit Assessment Plan.*

**Goal #2: What institutional priority areas does the goal link to?**

*Include the areas specified on the UVU Annual Administrative Unit Assessment Plan.*

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other \_\_\_\_\_

**Briefly describe the link between Goal #2 and the institutional priority area(s) selected. Include the description specified on the UVU Annual Administrative Unit Assessment Plan.**

**Goal #2: Objective(s)**

*Include the objectives specified on the UVU Annual Administrative Unit Assessment Plan.*

**Goal #2: Analysis of Assessment Results and Implications**

*List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.*

**Goal #2: Planning Improvements**

*Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, what actions will be taken to reach the next level?*

**Goal #2: Budgetary Implications**

*Include the budget information specified on the UVU Annual Administrative Unit Assessment Plan. Summarize how funds were expended, if any. Indicate how future budget decisions will be impacted based on assessment results.*

**Goal #3: Goal**

*Include the goal specified on the UVU Annual Administrative Unit Assessment Plan.*

**Goal #3: What institutional priority areas does the goal link to?**

*Include the areas specified on the UVU Annual Administrative Unit Assessment Plan.*

- Include
- Engage
- Achieve
- Operational Effectiveness
- Other \_\_\_\_\_

**Briefly describe the link between Goal #3 and the institutional priority area(s) selected. Include the description specified on the UVU Annual Administrative Unit Assessment Plan.**

**Goal #3: Objective(s)**

*Include the objectives specified on the UVU Annual Administrative Unit Assessment Plan.*

**Goal #3: Analysis of Assessment Results and Implications**

*List all data sources used, discuss the results for each assessment method/measure used, describe the analysis of the results, and provide other relevant information.*

**Goal #3: Planning Improvements**

*Describe specific actions intended for improvement. Each result should have an associated improvement. If 100% of the target was met, what actions will be taken to reach the next level?*

**Goal #3: Budgetary Implications**

*Include the budget information specified on the UVU Annual Administrative Unit Assessment Plan. Summarize how funds were expended, if any. Indicate how future budget decisions will be impacted based on assessment results.*