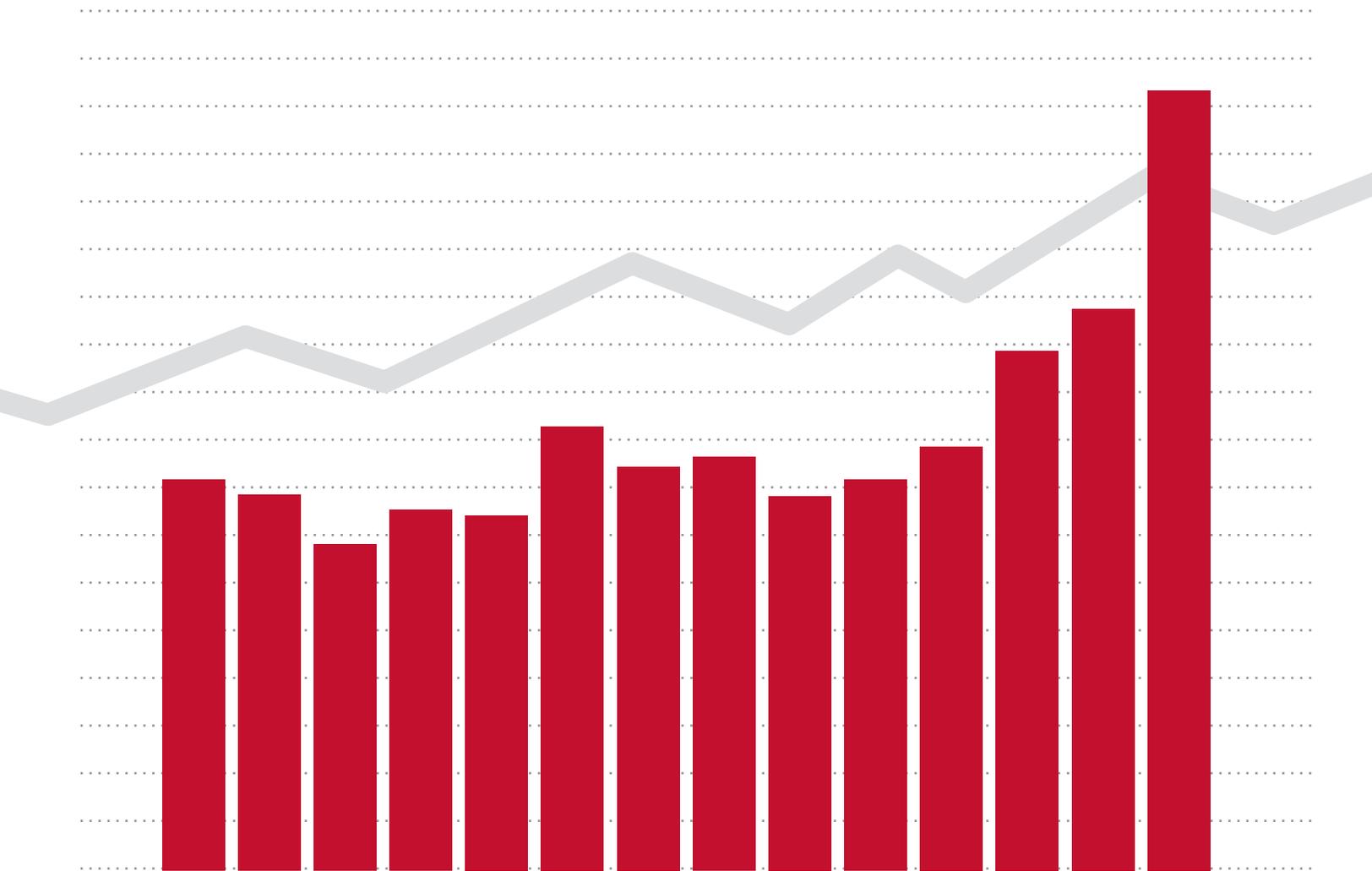


THE UNIVERSITY OF UTAH



2015

IMAGINE 

THE UNIVERSITY OF UTAH

YEAR SEVEN SELF EVALUATION REPORT

SUBMITTED TO:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100 • Redmond, WA 98052

September 1, 2015

CONTACT INFORMATION:

Accreditation Liaison Officer for the University of Utah
Dr. David Kieda
Dean, The Graduate School
Professor of Physics and Astronomy
University of Utah • 302 Park Building • Salt Lake City, UT • 84112-9016
801-581-6926 (phone) • 801-585-6749 (fax)
dean@gradschool.utah.edu

TABLE OF CONTENTS

Institutional Overview	v
Basic Institutional Data Form	vii
Preface	xvii
<i>Development of the University of Utah 2015 Year Seven Self-Evaluation Report.....</i>	<i>xvii</i>
<i>Brief History and Update on Institutional Changes since Ad hoc Self Evaluation Report.....</i>	<i>xviii</i>
<i>Additional Institutional Changes including Policy Revisions.....</i>	<i>xx</i>
<i>Other Communications with NWCCU Since last report</i>	<i>xx</i>
<i>University General Catalog</i>	<i>xx</i>
Standard 1: Mission, Core Themes and Expectations	1
<i>Executive Summary of Eligibility Requirements 2 and 3</i>	<i>1</i>
<i>Standard 1.A: University Mission Statement.....</i>	<i>2</i>
<i>Standard 1.B.1: Core Themes or Four Big Goals (2014).....</i>	<i>2</i>
<i>Standard 1.A.2: Mission Fulfillment.....</i>	<i>4</i>
<i>Standard 1.B.2: Core Themes or Four Big Goals.....</i>	<i>5</i>
❖ <i>Big Goal 1: Promote Student Success to Transform Lives</i>	<i>5</i>
❖ <i>Big Goal 2: Develop and Transfer New Knowledge</i>	<i>9</i>
❖ <i>Big Goal 3: Engage Communities to Improve Health and Quality of Life.....</i>	<i>10</i>
❖ <i>Big Goal 4: Ensure Long-Term Viability of the University.....</i>	<i>13</i>
Standard 2: Resources and Capacity	17
<i>Executive Summary of Eligibility Requirements 4-21.....</i>	<i>17</i>
<i>Standards 2.A through 2.G.....</i>	<i>23</i>
Standard 3.A: Institutional Planning	77
Standard 4: Core Theme Planning, Assessment, and Improvement	83
<i>Executive Summary of Eligibility Requirements 22 and 23.....</i>	<i>83</i>
<i>Standards 3.B, 4.A, 4.B</i>	<i>85</i>
❖ <i>Institution wide practices</i>	<i>85</i>
❖ <i>Big Goal 1: Promote Student Success to Transform Lives</i>	<i>101</i>
❖ <i>Big Goal 2: Develop and Transfer New Knowledge</i>	<i>141</i>
❖ <i>Big Goal 3: Engage Communities to Improve Health and Quality of Life.....</i>	<i>160</i>
❖ <i>Big Goal 4: Ensure Long-Term Viability of the University</i>	<i>178</i>
❖ <i>Summary of Assessment Results</i>	<i>192</i>
Standard 5: Mission Fulfillment, Adaptation, and Sustainability.....	197
<i>Executive Summary of Eligibility Requirements 24</i>	<i>197</i>
<i>Standard 5.A.1</i>	<i>198</i>
<i>U 2015 Year Seven Self Study Assessment</i>	<i>199</i>
❖ <i>Summary of Quantitative Performance Indicators.....</i>	<i>199</i>
❖ <i>Summary of Composite Strategy Indicators.....</i>	<i>200</i>
❖ <i>Combined Analysis and Interpretation.....</i>	<i>202</i>
❖ <i>Assessment of Mission Fulfillment.....</i>	<i>204</i>
<i>Standards 5.A.2, 5.B1, 5.B2</i>	<i>205</i>
<i>Standard 5.B.3</i>	<i>221</i>
Conclusion	231
Bibliography & Websites	233
Appendices	251
<i>Appendix A: External Learning Outcomes Measures and Specialized Accreditation.....</i>	<i>251</i>
<i>Appendix B: Additional Policies.....</i>	<i>257</i>
<i>Appendix C: Example Departmental Dashboard</i>	<i>271</i>
<i>Appendix D: Commonly Used Acronyms</i>	<i>274</i>



INSTITUTIONAL OVERVIEW

The University of Utah, founded in 1850, is a comprehensive, world-renowned, public research university and a member of the Pac-12 athletic conference. The University of Utah ranks among the world's top 70 research universities (Center for World University Ranking, 2015). The U offers over 100 undergraduate majors, and more than 90 graduate degree programs, including professional programs in medicine, dentistry, nursing, law, and business. Numerous minors and certificates are also offered, as well as interdisciplinary degree programs designed to prepare students for a 21st century world. Total student enrollment exceeds 31,000. →

A high standard of educational and research excellence is exhibited by a world-class faculty—many of whom are international experts in their fields, members of elite academic organizations, and winners of coveted awards, which include the National Medal of Science, the Nobel Prize, and recognition as fellows of the American Academy of Arts and Sciences and/or the National Academies of Science. Quality in educational offerings is emphasized and supported through mechanisms that enable faculty members to continuously strengthen their teaching and optimize student learning. As a research university, U students have the opportunity to engage first-hand with the generation of knowledge – whether through working with faculty on research or learning in class from faculty who are making path-breaking discoveries. Increasingly, the breadth and caliber of programs at the University of Utah are attracting students from Utah and beyond who want a top-quality education in an extraordinary setting. Motivated students wishing for a transformative college experience—one that enables them to compete in the global workplace—are discovering rigorous opportunities throughout the U’s many areas of study. Our combination of world-class education in the context of a research institution situated in a unique location differentiates the U from other top-tier institutions. Our focus encompasses a forward-thinking, problem-solving perspective that positions graduates as leaders in critical domains such as energy, environmentalism, sustainability, and urban planning; internationalism and entrepreneurship; genetics, bioengineering, and health sciences; and the fine arts and humanities.

The University of Utah is one of the best in the nation at creating startup companies based on student and faculty research, indicative of the innova-

tive and industrious thinking found across campus and in classrooms. The U has taken a place among top institutions in the nation in number of startups and licenses issued each year.

Equally impressive, the University of Utah Hospital and Clinics, also a teaching and research facility, provide high quality health care services to individuals from a broad geographic region. The U’s emphasis on excellence in health care services and patient satisfaction is revealed in impressive levels of recognition for both hospital quality and for the quality of the patient experience.

The University of Utah serves as a resource to the Salt Lake City community through a wide range of lectures, concerts, museums, gardens, theater offerings, and athletic events. In turn, the U is enriched through the participation and engagement of community members from diverse backgrounds whose involvement is essential to ensure the long-term relevance and vibrancy of Utah’s flagship university.

During the past academic year, President David Pershing has led the campus in the development of a university strategy designed to provide a dynamic, directional plan for the U over the next five years. This comprehensive effort has involved many members of the campus community in the identification of strategic priorities and the development of a set of transparent metrics to track institutional progress. This strategy effort provides a foundation for the seven-year report and a framework for direction of the University of Utah in the years ahead. 

BASIC INSTITUTIONAL DATA FORM

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

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.

To enable consistency of reporting, please refer to the glossary in the 2003 [Accreditation Handbook](#) for definitions of terms.

Institution: University of Utah

Address: 201 S. Presidents Circle

City, State, ZIP: Salt Lake City, UT 84112

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: Utah System of Higher Education

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify)

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify)

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
School of Architecture	M.Arch	National Architectural Accreditation Board	2013
School of Business	Undergrad / Grad	Association to Advance Collegiate Schools of Business	2011
School of Accounting	Undergrad / Grad	Association to Advance Collegiate Schools of Business	2010
College of Education	Undergrad / Grad	Teacher Education Accreditation Council	2011
Counseling Psychology Program	Ph.D. only	American Psychological Association	2014
School Psychology Program	Ph.D. only	American Psychological Association	2014
Clinical Psychology Program	Ph.D. only	American Psychological Association	2014
Biomedical Engineering	B.S.	ABET Engineering Accreditation Commission	2009
Chemical Engineering	B.S.	ABET Engineering Accreditation Commission	2009
Civil Engineering Program	B.S.	ABET Engineering Accreditation Commission	2009

THE UNIVERSITY OF UTAH

Computer Engineering Program	B.S.	ABET Engineering Accreditation Commission	2009
City & Metropolitan Planning	Master of City & Metropolitan Planning	National Planning Accreditation Board	2010
Electrical Engineering Program	B.S.	ABET Engineering Accreditation Commission	2009
Electrical Engineering Program	B.S.	ABET Engineering Accreditation Commission	2009
Materials Science and Engineering	B.S.	ABET Engineering Accreditation Commission	2009
Mechanical Engineering	B.S.	ABET Engineering Accreditation Commission	2009
Geological Engineering	B.S.	ABET Engineering Accreditation Commission	2009
Metallurgical Engineering	B.S.	ABET Engineering Accreditation Commission	2009
Mining Engineering	B.S.	ABET Engineering Accreditation Commission	2009
Occupational Health with emphasis in Industrial Hygiene	M.S.O.H.	ABET Applied Science Accreditation Commission	2011
School of Music	Undergrad / Grad	National Association of Schools of Music	2010
Communication Sciences & Disorders	Graduate	American Speech-Language-Hearing Association	2012
Nutrition	M.S.	Accreditation Council for Education in Nutrition and Dietetics	2014
Parks, Recreation and Tourism	Baccalaureate	NRPA's Council on Accreditation of Parks, Recreation, Tourism and Related Professions	2009
Occupational Therapy	M.O.T.	Accreditation Council for Occupational Therapy Education	2008
Physical Therapy	D.P.T., Ph.D.	American Physical Therapy Association	2008
Law	J.D.	American Bar Association	2008
School of Medicine	M.D.	Liaison Commission on Medical Education	2004
Medical Laboratory Science, Cytotechnology Track	B.S.	Commission on Accreditation of Allied Health Education Programs	2008
Medical Laboratory Science, Medical Technology Track	B.S.	National Accrediting Agency for Clinical Laboratory Science	2010
Genetic Counseling	M.S.	American Board of Genetic Counseling	2008
Public Health	Graduate	Council on Education for Public Health	2007
Physician Assistant Program	M.P.A.S.	Accreditation Review Commission on Education for the Physician Assistant	2008
Nursing	Undergrad / Grad	Commission on Collegiate Nursing Education	2011
Nurse Midwifery/Women's Health Nurse Practitioner programs	Grad / Postgrad	American College of Nurse-Midwives	2006
College of Pharmacy	Pharm.D.	Accreditation Council for Pharmacy Education	2007
Public Administration	M.P.A.	National Association of Schools of Public Affairs and Administration	2012
Social Work	B.S.W.	Council on Social Work Education	2007
Social Work	M.S.W.	Council on Social Work Education	2011
School of Dentistry	D.D.S.	Commission on Dental Accreditation	2012

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: $\frac{26848}{15}$ [if student are taking Medical or Medical -PA courses, FTE=1, else FTE= $\frac{\text{sum}(\text{student undergraduate level credits})}{15} + \frac{\text{student graduate level credits}}{10}$)

Official Fall 2014 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2014	One Year Prior Dates: Fall 2013	Two Years Prior Dates: Fall 2012
Undergraduate	19404	19597	19839
Graduate	5600	5642	5721
Professional	1844	1694	1601
Unclassified	0	0	0
Total all levels	26848	26933	27161

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2014 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2014	One Year Prior Dates: Fall 2013	Two Years Prior Dates: Fall 2012
Undergraduate	23907	24492	24840
Graduate	6189	6225	6249
Professional	1419	1360	1299
Unclassified	0	0	0
Total all levels	31515	32077	32388

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and 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 – 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	799	27			4	15		836
Associate Professor	633	5			2	24		641
Assistant Professor	902	6			16	64		862
Instructor	264	360			9	50		103
Lecturer and Teaching Assistant	270	455			21	66		176
Research Staff and Research Assistant	452	651			1	1		19
Undesignated Rank								

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	165,788	20
Associate Professor	123,624	12
Assistant Professor	116,241	6
Instructor	77,023	6
Lecturer and Teaching Assistant	68,034	10
Research Staff and Research Assistant	53,261	5
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:	2014		
Reporting of income:	Accrual Basis	3,665,852,000	Accrual Basis
Reporting of expenses:	Accrual Basis	3,451,261,000	Accrual Basis

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates:2014	One Year Prior to Last Completed FY Dates:2013	Two Years Prior to Last Completed FY Dates:2012
Current Funds			
Unrestricted			
Cash	536,959,000	486,626,000	370,905,000
Investments	602,423,000	706,015,000	664,883,000
Accounts receivable gross	341,400,000	340,670,000	341,052,000
Less allowance for bad debts	-	-	-
Inventories	53,795,000	54,646,000	45,166,000
Prepaid expenses and deferred charges			
Other (Prepaid rent, goodwill)	20,280,000	23,047,000	17,479,000
Due from			
Total Unrestricted	1,554,857,000	1,611,004,000	1,439,485,000
Restricted			
Cash	-	-	-
Investments	-	-	-
Other (identify)	-	-	-
Due from	-	-	-
Total Restricted	-	-	-
Total Current Funds	-	-	-
Endowment and Similar Funds			
Cash	134,089,000	50,645,000	51,910,000
Investments	1,271,563,000	997,215,000	1,001,926,000

Other (Receivables, Donated Property)	94,398,000	110,551,000	138,585,000
Due from	-	-	-
Total Endowment and Similar Funds	1,500,050,000	1,158,411,000	1,192,431,000
Plant Fund	-	-	-
Unexpended			
Cash	-	-	-
Investments	-	-	-
Other (identify)	-	-	-
Total unexpended	-	-	-
Investment in Plant			
Land	37,732,856	27,204,744	20,381,223
Land improvements	-	-	-
Buildings	1,674,104,645	1,615,724,075	1,524,214,083
Equipment	286,185,723	287,213,500	276,807,872
Library resources	20,084,801	42,313,133	46,131,833
Other (Infrastructure, art, special collections, construction in progress)	394,621,122	372,551,047	420,829,357
Total investments in plant	2,412,729,147	2,345,006,499	2,288,364,368
Due from	-	-	-
Other plant funds (identify)	-	-	-
Total Plant Funds	-	-	-
Other Assets (identify)	-	-	-
Total Other Assets	-	-	-
Total Assets	5,467,636,147	5,114,421,499	4,920,280,368

BALANCE SHEET DATA (CONTINUED)

Liabilities	Last Completed FY Dates:2014	One Year Prior to Last Completed FY Dates:2013	Two Years Prior to Last Completed FY Dates:2012
Current Funds			
Unrestricted			
Accounts payable	133,694,000	132,920,000	102,228,000
Accrued liabilities	163,370,000	139,476,000	100,095,000
Students' deposits	-	-	-
Deferred credits	54,310,000	50,016,000	51,812,000
Other liabilities (Deferred revenue, Deposits, Bonds, Notes and Contracts payable)	230,818,000	129,148,000	114,974,000
Due to	-	-	-
Fund balance	-	-	-
Total Current	582,192,000	451,560,000	369,109,000
Noncurrent Liabilities			
Accounts payable	-	-	-
Other (Other compensated absences, Bonds, Notes ad Contracts payable)	774,439,000	763,138,000	765,192,000
Due to	-	-	-
Fund balance	-	-	-

THE UNIVERSITY OF UTAH

Total Noncurrent Liability	774,439,000	763,138,000	765,192,000
Endowment and Similar Funds			
Restricted	-	-	-
Quasi-endowed	-	-	-
Due to	-	-	-
Fund balance	-	-	-
Total Endowment and Similar Funds	-	-	-
Plant Fund	-	-	-
Unexpended			
Accounts payable	-	-	-
Notes payable	-	-	-
Bonds payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	-	-	-
Fund balance	-	-	-
Total unexpended	-	-	-
Investment in Plant			
Notes payable	-	-	-
Bonds payable	-	-	-
Mortgage payable	-	-	-
Other liabilities (identify)	-	-	-
Due to	-	-	-
Other plant fund liabilities (identify)	-	-	-
Total Investments in Plant Fund	-	-	-
Other Liabilities (identify)	-	-	-
Total Other Liabilities	-	-	-
Total Liabilities	1,356,631,000	1,214,698,000	1,134,301,000
Fund Balance	-	-	-

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

Revenues	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
Tuition and fees	291,184,000	281,981,000	263,631,000
Federal appropriations	0	0	0
State appropriations	273,839,000	257,456,000	253,909,000
Local appropriations	0	0	0
Grants and contracts	411,250,000	417,025,000	455,413,000
Endowment income	94,839,000	46,628,000	19,877,000
Auxiliary enterprises	120,294,000	108,996,000	96,812,000
Other (Patient Services, Sales & Services, Gifts)	2,424,254,000	2,226,030,000	1,998,720,000
Expenditure & Mandatory Transfers			
Educational and General			

Instruction	409,331,000	402,493,000	375,622,000
Research	295,132,000	307,843,000	313,677,000
Public services	636,524,000	581,993,000	557,402,000
Academic support	98,610,000	92,754,000	91,934,000
Student services	29,939,000	28,252,000	26,266,000
Institutional support	50,621,000	77,127,000	43,079,000
Operation and maintenance of plant	73,198,000	80,424,000	64,663,000
Scholarships and fellowships	15,281,000	19,638,000	26,019,000
Other (Hospital, Component Units)	1,777,555,000	1,611,387,000	1,460,968,000
Mandatory transfers for:			
Principal and interest	42,090,000	33,210,000	31,068,000
Renewal and replacements			
Loan fund matching grants			
Other (non-operating revenue/expense)	22,980,000	-4,215,000	5,112,000
Total Educational and General	3,451,261,000	3,230,906,000	2,995,810,000
Auxiliary Enterprises			
Expenditures			
Mandatory transfers for:			
Principal and interest			
Renewals and replacements			
Total Auxiliary Enterprises			
Total Expenditure & Mandatory Transfers			
Other Transfers and Additions/Deletions (identify)			
Excess [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	164,399,000	107,210,000	92,552,000

INSTITUTIONAL INDEBTEDNESS

Total Debt to Outside Parties	Last Completed FY Dates:2014	One Year Prior to Last Completed FY Dates:2013	Two Years Prior to Last Completed FY Dates:2012
For Capital Outlay	580,315,605	555,234,338	526,748,564
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off campus sites within the United States where degree programs and academic 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.

**PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES
WITHIN THE UNITED STATES**

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Graduate Center at St. George 1071 East 100 So., St. George, UT 87400	BSW	11	16	8
Graduate Center at St. George 1071 East 100 So., St. George, UT 87400	MSW	9	10	8
Graduate Center at St. George 1071 East 100 So., St. George, UT 87400	M.Ed. (Professional Practice in Special Education)	10	5	7
Graduate Center at St. George 1071 East 100 So., St. George, UT 87400	M.Ed. (School Counseling)	17	13	13
Murray Campus 5282 So. 320 West, Murray, UT 84107 Murray, UT 84107	M.Ed. (Educational Leadership and Policy) and/or state school admin. licensure	2	15	2
Sandy Campus 9875 So. Monroe St., Sandy, UT 84070	B.S./B.A., Economics	5	75	3
Sandy Campus 9875 So. Monroe St., Sandy, UT 84070	M.Ed. (Educational Leadership and Policy) and/or state school admin. licensure	2	12	2
Snow College 800 West 200 So., Richfield, UT 84701	MSW (Rural Program)	3	2	3
Southern Utah University 351 W. University Blvd. Cedar City, UT 84720	MSW (Rural Program)	3	6	3
Utah Valley University 800 W. Univ. Parkway, Orem, UT 84058	MSW (Rural Program)	3	7	3
Weber State University 3848 Harrison Blvd., Ogden, UT 84408	MSW (Rural Program)	3	5	3

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 courses are 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.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degrees/Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
University of Utah Asia Campus 119 Moonhwa-Ro, Songdo Yeonsu-gu Incheon 406-840, Korea	BA/BS, Pre- Communication and Communication	36	40	3
University of Utah Asia Campus	BA/BS, Pre-Psychology and Psychology	19	24	1
University of Utah Asia Campus	BSW, Pre-Social Work	12	10	2
University of Utah Asia Campus	Master of Public Health	6	5	3
Argentina (Various)	Honors Ecology and Legacy	1	10	1
Armenia (Yerevan)	Global Health in Armenia	2	12	1
Austria (Vienna)	Health Promotion and Education in Vienna, Austria	4	21	1
China (Tianjin)	Intensive Chinese Language	10	6	1
Costa Rica (Various)	Community Development in the Global South with Spring Break in Costa Rica	2	24	1
Cuba (Havana)	Cuba: Community, Complexity and Change	2	22	1
England (London)	British Studies: Street Scenes	2	24	2
England (London)	Theatre, Fine Arts and Humanities	2	29	2
Fiji (Nadi Town)	Sustainable Tourism	2	14	1
France (Grenoble)	Intensive French Language	6	12	1
France (Paris)	Finance in Paris	1	2	1
France (Paris)	Marketing and Finance in Paris	2	26	2
France (Paris)	Marketing in Paris	1	10	1
France (Paris)	Strategy and Finance in Paris	2	4	2
France (Paris)	Strategy in Paris	1	6	1
France (Paris)/England (London)	Freshmen Business Scholars	1	90	2
Germany (Kiel)	Intensive German Language	11	6	2
Germany (Kiel)	International Studies in Kiel	11	8	2
Ghana (Kumasi)	Global Health in Ghana	2	13	1
Italy (Genova)	Film and Media Arts in Italy	2	21	1
Italy (Siena)	Intensive Italian Language	2	21	1

Italy (Siena)	Intensive Italian Language	10	19	1
Japan (Osaka)	Intensive Japanese Language	16	15	1
Mexico (Oaxaca)	Community Partnerships for Social Justice Work in Mexico	4	12	2
Mongolia (Ulaanbaatar)	Ancient Traces, Changing Spaces, Modern Faces	2	13	1
Peru (Cusco)	Entrepreneurship and Poverty in Peru	2	6	1
Peru (Cusco)	Going Global in the College of Education: Peru	2	9	1
Peru (Trujillo)	Global Health in Peru	2	10	1
Spain (Oviedo)	Intensive Spanish Language in Oviedo	8	34	1
Thailand (Various)	Health Promotion and Education in Thailand	4	6	1
Thailand (Various)	Thailand International Elective: Pharmacy	1	5	1
Various	Custom Program Abroad	N/A	37	N/A

PREFACE

In August 2014, Senior Vice President Ruth Watkins asked Chief Accreditation Liaison Officer and Dean of the Graduate School, David Kieda, and Senior Associate Vice President of Academic Affairs and Dean of Undergraduate Studies Martha Bradley-Evans to co-chair a committee tasked with drafting the 2015 Year Seven Accreditation Self Study. They created a Year Seven Self-Evaluation Report committee that included more than thirty key individual from across campus and which organized in sub-committees around each of the standards. As the outline for the standards was developed through fall 2014, dozens of additional individuals from the broader campus were asked to submit data, paragraphs, and narratives developing the four goals and responses to the questions embedded in the five standards. In parallel with the Year Seven Self-Evaluation, a series of five Town Hall meetings were held across campus to establish open dialog with faculty, staff, administrators, and students regarding community's interpretation and input on the University's success in implementing the Four Big Goals. Committee members attended each of these meetings, and feedback from these meetings was used to inform the report narrative. Through the final months of work on the draft, a core executive committee that included: Dr. Ruth Watkins, Dr. David Kieda, Dr. Martha Bradley-Evans, Dr. Stacy Ackerlind, Cathy Anderson and Dr. Mark Winter completed the document, gathered relevant data and visualizations of data, and checked content, links and made editorial improvements.

THE FOLLOWING GROUPS AND ORGANIZATIONS FACILITATED BROAD PARTICIPATION IN THE SELF-EVALUATION PROCESS:

Martha Bradley-Evans (co-chair), Senior Associate Vice President for Undergraduate Studies, Academic Affairs

Dave Kieda (co-chair) Dean, Graduate School; Professor of Physics and Astronomy

Stacy Ackerlind, Director for Assessment, Evaluation and Research; Special Assistant to Vice President for Student Affairs

Cathy Anderson, Associate Vice President for Budget and Planning, Academic Affairs

Rick Anderson, Associate Dean for Scholarly Resources & Collections, Marriott Library

Ed Barbanell, Associate Dean, Undergraduate Studies

Keith Bartholomew, Associate Dean, College of Architecture + Planning

Taylor Bench, Director, Economic Development

Mark Bergstrom, Associate Dean, College of Humanities

David Chapman, Distinguished Professor, Geology & Geophysics

Ann Darling, Associate Dean, Undergraduate Studies

Alexa Doig, Division Chair, College of Nursing

Eric Eddings, Associate Dean for Research, College of Engineering

Kari Ellingson, Associate Vice President for Student Development, Student Affairs

Fred Esplin, Vice President for Institutional Advancement

Robert Flores, Professor, College of Law

Cynthia Furse, Professor, Electrical Engineering

Sarah George, Director, Natural History Museum of Utah

Paul Gore, Director of Institutional Analysis, Office of Budget and Institutional Analysis

Rich Ingebretsen, Associate Dean for Student Affairs, College of Science

Bill Johnson, President, Academic Senate and Professor, Geology and Geophysics

Hank Liese, Dean, College of Social Work

Jennifer Mabey, Assistant Dean for Postdoctoral Affairs, Graduate School

Courtney McBeth, Director, Global Internships; Associate Director, Office of Global Engagement

John McNary, Director, Campus Design and Construction, Facilities Management

Sarah Munro, Director, University Neighborhood Partners

Anne O'Brien, Director, Continuing Education

Karen Paisley, Associate Dean, College of Health

Monty Paret, Associate Dean, Honors College

Mark Parker, Associate Dean for Undergraduate Studies, David Eccles School of Business

Thomas Parks, Vice President, Research

Sarah Projansky, Associate Dean for Faculty and Academic Affairs, College of Fine Arts

Wayne Samuelson, Vice Dean for Education, School of Medicine

Kathryn Stockton, Interim Associate Vice President, Office of Equity and Diversity

Cory Stokes, Associate Dean for UOnline, Undergraduate Studies

Mark St. Andre, Assistant Dean, Undergraduate Studies

Brenda Valles, Director, Research and Assessment, Office of Equity and Diversity

Ruth Watkins, Senior Vice President, Academic Affairs

Amy Wildermuth, Associate Vice President for Faculty, Academic Affairs

Mark Winter, Director, Data Management & Visualization, Office of Budget and Institutional Analysis

Cathleen Zick, Associate Dean for Undergraduate Studies, College of Social & Behavioral Studies

THE FOLLOWING INDIVIDUALS PROVIDED ANALYTICAL AND GRAPHIC DEVELOPMENT OF THE DATA ELEMENTS:

Elizabeth Duszak, Assistant Director, Student Affairs Assessment, Evaluation and Research

Breanne Humphries, BI Analyst, Office of Budget and Institutional Analysis

Mike Martineau, Interim Director, Office of Budget and Institutional Analysis

Alonso Reyna Rivarola, Assessment Analyst, Student Affairs Assessment, Evaluation and Research

THE FOLLOWING PEOPLE LED THE DETAILED EDITING AND LAYOUT OF THE FINAL DOCUMENT:

Kathy Hajeb, Director, Lasonde Institute

Thad Kelling, Marketing Manager, Lasonde Institute

Maria O'Mara, Communications Director University Marketing and Communications

Claire Duignan, Editorial Specialist University Marketing and Communications

BRIEF HISTORY AND UPDATE ON INSTITUTIONAL CHANGES SINCE THE AD HOC SELF EVALUATION REPORT (SEPTEMBER 2, 2014).

The University of Utah submitted its Accreditation Year Three *Resources and Capacity* Self-Evaluation Report to the Northwest Commission on Colleges and Universities (NWCCU) on September 12, 2012 (accreditation.utah.edu/wp-content/uploads/2013/03/NWCCUYear3Report1.pdf). An on-campus visit of the NWCCU Evaluation Team was held on October 29-31, 2012, and the results and recommendation of the Evaluation Team were summarized in the Fall 2012 Year Three *Resources and Capacity* Peer-Evaluation Report.

In February 2013, NWCCU notified the University of Utah that it had reaffirmed the accreditation of the University of Utah based upon the Year Three *Resources and Capacity* Peer-Evaluation Report, and requested that the University address Recommendations 1 and 2 of the Peer-Evaluation Report without a visit in Fall 2014 (accreditation.utah.edu/wp-content/uploads/2013/03/Accreditation-Letter-2013.pdf).

Upon receipt of the Peer-Evaluation Report and Recommendations 1 and 2, the University of Utah developed and implemented a set of University-wide initiatives to implement these two recommendations. An Ad Hoc Self-Evaluation Report was submitted to NWCCU on September 2, 2014 (accreditation.utah.edu/wp-content/uploads/2014/09/UU-Year-Three-NWCCU-Response.pdf). This report documented the structure and scope of these initiatives, and provided details regarding accomplishments and expected future progress in implementing these Peer-Evaluation Recommendations. This Ad-hoc Self-Evaluation report was reviewed and acknowledged in a letter from NWCCU to the University of Utah, dated January 30, 2015 (accreditation.utah.edu/wp-content/uploads/2015/02/Accreditation-Letter-2015.pdf).

In parallel with the above activities, the University of Utah submitted an omnibus notification (June 19, 2014) and request for minor changes to NWCCU (September 23, 2014) associated with revisions,

suspensions, and additions to several degree programs and certificate programs. Recent organizational structure changes at the University of Utah were also described in this omnibus notification. These minor change requests were approved by NWCCU, and all changes were documented by NWCCU as being included under the ongoing accreditation of the University of Utah ([utah.edu/wp-content/uploads/2015/02/University-of-Utah-Numerous-Minor-Changes-2014-September.pdf](http://www.utah.edu/wp-content/uploads/2015/02/University-of-Utah-Numerous-Minor-Changes-2014-September.pdf)).

On May 13, 2015, the University of Utah submitted a preliminary notification to NWCCU for change requests to NWCCU regarding 26 minor revisions, suspensions, and additions to several degree programs and certificate programs. On May 21, 2015, an additional two change request preliminary notifications were submitted to NWCCU, including creation of a new Honors Minor, and notification of College of Health realignment of College structure. On May 26, 2015 NWCCU informed the University of Utah that the College of Health realignment did not need a formal application to NWCCU. The full proposals for the remaining 27 minor change requests were submitted to NWCCU on July 7, 2014. These changes included the following:

1. Graduate Certificate in Adult/Gerontology Acute Care Nurse Practitioner
2. Graduate Certificate in Big Data
3. Care Management Emphasis with Certificate Option
4. Chemistry bachelor's degree programs with a Chemical Engineering Emphasis
5. Bachelor of Science in Occupational Therapy Studies, Discontinuation
6. Discontinue English as a Second Language Teaching Minor
7. Statistical Analysis for Economics (Transcripted Emphasis)
8. Graduate Certificate in Family Nurse Practitioner
9. Integrated Minor in Global Citizenship
10. Undergraduate Certificate in Music Technology

11. Minor in Music Technology
12. MS Mathematics Teaching (Degree Name Change)
13. Graduate Certificate in Nursing Education
14. Graduate Certificate in Nurse Midwifery
15. Honors Ecology & Legacy Minor
16. Master of Architecture/Master of Real Estate Development Dual Degree Program
17. Master of Architecture/Master of Science in Architectural Studies Dual Degree Program
18. Juris Doctor/Master of City & Metropolitan Planning Dual Degree Program
19. Master of Real Estate Development/Master of City & Metropolitan Planning Dual Degree Program
20. Gender Studies Graduate Certificate
21. BS/MSGIS Combined Program in Geographic Information Science
22. Emphases in Geography
23. Certificate of Occupational Safety and Health (COSH)
24. New area of emphasis in BA/BS degree in Political Science in Community Involvement and Nonprofit Leadership
25. Ph.D. in Population Health Sciences
26. Undergraduate Certificate in Social Justice Advocacy
27. Graduate Certificate in Women's Health Nurse Practitioner

On July 13, 2015, the University of Utah submitted five additional minor change preliminary notifications to NWCCU concerning the creation of five new online program delivery changes for existing degree programs at the University of Utah. These minor notifications included the following degree programs:

1. Online BS Economics degree program
2. Online BS Psychology degree program
3. Online BS Social Work degree program
4. Online MS ESS Sports Pedagogy degree program

5. Online RN to BS degree program degree program

The full proposals for these minor changes were submitted to NWCCU on August 28, 2015.

ADDITIONAL INSTITUTIONAL CHANGES SINCE THE AD HOC SELF EVALUATION REPORT (SEPTEMBER 2, 2014), INCLUDING POLICY REVISIONS.

1. Revisions of Policy 6-317 and 6-405 Academic Visitors (10/14/2014)* This policy revision clarified policies regarding documentation of visiting scholars, post-docs and graduate students, and provision of University resources for these campus visitors.
2. Revision to Policy 7-100 (10/14/2014)* This policy was updated to provide accurate information regarding the Institutional Review Board (IRB) as it has evolved over the past decade.
3. Human Resources Policy Revisions (10/14/2014)#
4. Interim Regulations on Campus Safety and Sexual Misconduct (11/11/2014)
5. Faculty Club Constitution Revisions (1/13/2015)#
6. Revision to Policy 6-100 (1/13/2015)* Revision of policies associated with student instruction and evaluation.
7. College of Health Realignment of Departmental Structures (5/12/2015)#
8. New Divisions in the School of Medicine (5/12/2015)#
9. Policy 3-150 Revisions (5/12/2015)* Revision of policies associated with operations of campus auxiliary enterprises and their reporting and accountability procedures to align with state law.
10. Policy 4-004 Revisions (5/12/2015)* Revisions and updating of Campus Information Security Policies.
11. Policy 6-100 Revisions (5/12/2015)* Provision

of written guidelines associated with student absences.

12. Policy 6-310 Revisions (5/12/2015)* Policy associated with appointment and evaluations of lecturer faculty and other instructional personnel in interdisciplinary certain teaching programs.
13. Student Media Policy and Procedure Changes (5/12/2015)#

**Details regarding changes to university regulations can be found under individual policy numbers at regulations.utah.edu/.*

#Details regarding other items are documented at the University of Utah Board of Trustees website admin.utah.edu/board-of-trustees/ under "Meeting Schedules and Agendas."

Divisional reorganizations have not generated any changes in degree or certificate program names, content, delivery, or student outcomes.

OTHER COMMUNICATIONS WITH WCCU SINCE THE YEAR THREE RESOURCES AND CAPACITY REPORT

On December 3, 2013, NWCCU requested an inventory of all correspondence education currently offered by the University of Utah. Prof. David Kieda, Graduate School Dean, provided a listing of all correspondence courses to NWCCU on December 4, 2013.

UNIVERSITY GENERAL CATALOG

The University general catalog, containing current listings of all degree, minors, and certificate programs; Course descriptions; academic and student policies; General Education and degree requirements; registration; graduation requirements; cost of attendance; tuition and fees; financial aid and scholarships; student code; FERPA; academic advising; academic calendar, student services and student activities is found at catalog.utah.edu. 

STANDARD ONE

MISSION, CORE THEMES & EXPECTATIONS



EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2-3

Eligibility Requirement 2AUTHORITY

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.

The University of Utah is one of eight public colleges and universities in the state that form the Utah System of Higher Education (USHE). The University of Utah operates under authority conferred by the Utah State Constitution Article X section 4, Utah State Code section 53B-2-101 et seq., and policies of the Utah State Board of Regents.



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.

The University of Utah's mission statement is clearly articulated in Board of Regents Policy R312. According to R312, the University of Utah is classified as a Doctorate-granting University. As defined in this mission statement and classification, the University of Utah's main purpose is to discover, create and transmit knowledge through education and training programs leading to undergraduate, graduate and professional degrees. The University's educational programs culminate in 421 recognized baccalaureate, master's, and doctoral degree programs.

The University's mission statement as a higher education institution was developed through a series of broadly based public processes—town hall meetings, focus groups, the Academic Senate review—after which this statement was accepted as representative of the mission and core values of the University of Utah. The University of Utah Board of Trustees and the Utah State Board of Regents approved the mission statement in 2005. The mission statement represents the shared values of various constituencies. The mission statement is published at [president.utah.edu](http://president.utah.edu/news-events/university-mission-statement/) and president.utah.edu/news-events/university-mission-statement/.

The core themes of the University are Teaching, Research, Public Life, and Health Care. The University of Utah Board of Trustees adopted the core themes on November 8, 2011.

The University of Utah dedicates all of its resources to support its educational mission and core themes, consistent with [Utah State Board of Regents Policies, Sections 5-8](#).

STANDARD 1.A: MISSION

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.

The full text of the *University of Utah Mission Statement* is listed in Inset 1.1, and is also available online at president.utah.edu/news-events/university-mission-statement/.

STANDARD 1.B.1: CORE THEMES OR FOUR BIG GOALS (2014)

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

In its role as the flagship public university for the State of Utah, the University establishes and cultivates an environment that nurtures academic excellence in teaching and research, and serves as an economic, medical, scientific, social, and cultural resource for the greater Intermountain West. The University of Utah is a comprehensive research university with very high research activity, a School of Medicine, and four associated hospitals (currently providing more than \$1 billion in health care services annually). Our Health Sciences continues to make substantive and enduring contributions to the health and well-being of our community and its members. Consequently, an additional core theme (*Health Care*) was added to the three core themes embodied in the 2005 mission statement (*Teaching, Research, and Public Life*) to generate the four core themes approved by The University of Utah Board of Trustees in 2011. These four core themes were outlined in the University of Utah Accreditation Self-Evaluation Year-Three Report to NWCCU (2012).

THE UNIVERSITY'S FOUR BIG GOALS

In 2014, President David Pershing and Senior Vice President Ruth Watkins developed a set of Four Big Goals, dedicated to enable the realization of the

INSET 1.1: UNIVERSITY OF UTAH'S MISSION STATEMENT

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines.

The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

Teaching

In its role as a teaching institution, the University of Utah offers instruction in baccalaureate, master's, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

Research

In its role as a research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

Public Life

In its role as a contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

University's 2012 Core Themes of *Teaching, Research, Public Life, and Health Care*. The Four Big Goals were defined to support quantitative progress towards the Four Core Themes outlined in the University of Utah Accreditation Self-Evaluation Year-Three Report to NWCCU (Figure 1.1). The Big Goals provide guidance for strategic planning, allocation of resources, and new initiatives for the fulfillment of the Core Themes. The Four Big Goals leverage the existing competencies that comprise our strategic advantage as a premier university in the Intermountain West. The Four Big Goals are:

1. Promote Student Success to Transform Lives
2. Develop and Transfer New Knowledge
3. Engage Communities to Improve Health and Quality of Life
4. Ensure Long-Term Viability of the University

Town hall meetings were held to gather public input about each of the Four Goals during spring and summer 2015. In 2015, President Pershing and SVP Watkins launched the institutional dashboard to quantitatively track institutional progress towards the Four Big Goals and Core Themes.

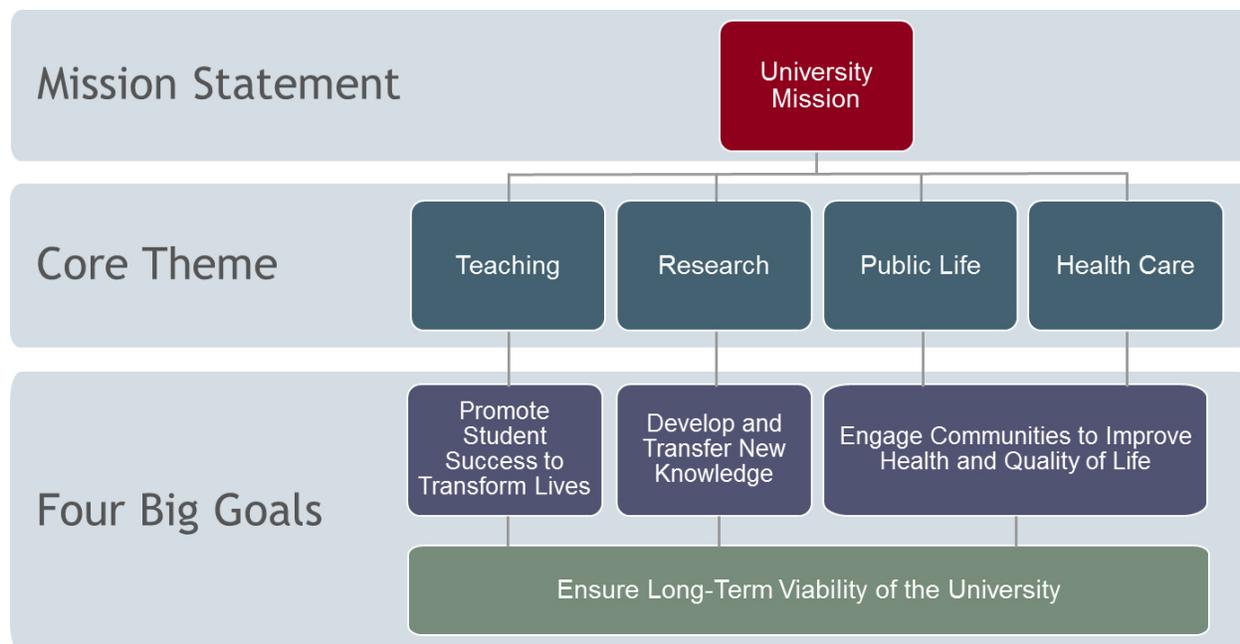
1.A.2 MISSION FULFILLMENT

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.

The University of Utah organizes the objectives for each of its Core Themes according to the Four Big Goals. Each Big Goal has several concrete objectives that support progress in each of the Core Themes. Strategies have been established for realizing each of these objectives. Each strategy uses meaningful, assessable, and verifiable performance indicators which track progress towards the accomplishment of the strategy. Some of these performance indicators are used to directly assess the mission fulfillment of each Big Goal and the overarching Core Theme, and thereby support the assessment of the fulfillment of the University Mission.

Each Big Goal is assessed with two different procedures. The first procedure assesses the level of mission fulfillment of each Goal objective using well-defined, robust performance indicators representing each objective. The results for each indicator are directly compared to institutional thresholds

FIGURE 1.1: FLOW DOWN OF U'S MISSION TO THE CORE THEMES AND FOUR BIG GOALS



ADJECTIVAL DESCRIPTION	UNDERPERFORMING	GOOD	SUPERIOR	EXCEPTIONAL
Numerical Rating	0-7.9	8.0-8.9	9.0-9.9	10
Rating Description based on Indicator Data	Does not meet performance threshold. These may include good programs that are striving for higher achievement, but have yet to achieve it.	Meet performance threshold. There may be room for improvement.	Consistently exceeds performance threshold. Clearly recognizable for demonstrated success.	Substantial performance in excess of performance threshold. Easily recognizable as a core strength of the institution.

TABLE 1.1: REVIEWER SCORING GUIDE FOR COMPOSITE PERFORMANCE INDICATORS

to provide the most direct method of assessing the University’s fulfillment of each Big Goal (core theme). These performance indicators directly measure the level of fulfillment of each Goal (core theme) objective. This is called the quantitative assessment of the individual Big Goals or Core Theme.

A second procedure provides a more comprehensive, detailed assessment of the performance of each objective. Each core objective is assessed using a composite score derived from the mission fulfillment status of each strategy. The average score of each strategy is used to assess the level of performance of the overarching objective. Table 1.1 provides guidance for individual reviewers to assign a specific grade based upon demonstrated comparison of assessment results and defined thresholds, as well as allowing assessment of the level of performance exceeding threshold using additional indicators provided in the narrative. After reviewing the accreditation report narrative and indicator data for each strategy, each member of the Senior Level Accreditation Team assigns a numerical grade to assess the composite level of performance of each strategy, and the average scores of each strategy and objective are tabulated. The resulting scores provide the ability to explore the relative success of different types of strategies, as well as the level of fulfillment of each core objective. These scores are referred to as composite assessments of individual strategies. The average composite score for each objective is tabulated and used to provide a separate assessment of the level of mission fulfillment for each Big Goal (core theme).

The acceptable threshold for mission fulfillment is when every Big Goal (core theme) has been

judged to meet the benchmark through one of the following:

- Demonstrated meeting the objective benchmarks through the direct quantitative assessment.
- Demonstrated meeting the objective benchmarks through the composite assessment score.
- Demonstrated implementation of successful strategy for improvement as evidenced by meeting the composite assessment benchmark of the relevant strategies.

STANDARD 1.B: CORE THEMES OR FOUR BIG GOALS (2014)

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.*

BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

DESCRIPTION

Student learning is at the center of Big Goal 1: learning that occurs in the classroom, through engaged learning experiences (or high impact programs), or through co-curricular activities (learning abroad, jobs on campus, student research, and community service). Table 1.2 illustrates the objectives, strategies, and performance indicators for the goal of

BIG GOAL 1		PERFORMANCE INDICATORS	THRESHOLD	RESULTS
Promote Student Success to Transform Lives		i. First-year retention rates ii. Six-year graduation rates iii. % first year student in Learning Community iv. % freshmen receiving financial aid v. Average freshmen composite ACT	i. >90%, improving ii. >70%; increasing 5-year trend iii. >50% iv. >70% v. 26, improving	i. 89% (2014), improving ii. 62.2% (2014), improving iii. 54% (2014) iv. 70.4% (2014) v. 24.7 (2014), improving
Objectives	Strategies	Performance Indicators		
A. Improve Retention and Completion Rates	Student Success Initiative (Enrollment, Scholarships, Scheduling)	i. % freshmen receiving financial aid ii. Student Pell Grants iii. Composite ACT score iv. First-year retention rates v. Six-year graduation rates		
	General Education Initiatives	i. First-year retention rates ii. Six-year graduation rates iii. Credit hours attempted iv. Teaching/course evaluations v. Specialized accreditation exams vi. Graduating student survey		
	Learning Communities	i. Learning community (LC) participation rate ii. First-year retention improvement in LC vs. non-LC iii. Student diversity		
	Student Success and Empowerment	i. Number of advising contacts ii. NSSE advising quality data iii. Advising survey		
B. Student Engagement	Community-Engaged Learning	i. Student HIP participation rates ii. CEL Rates iii. National Survey of Student Engagement iv. NSSE % service learning data		
	Undergraduate Research Opportunities	i. National Survey of Student Engagement ii. Published research iii. Survey: graduate school plans		

TABLE 1.2: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

promoting student success to transform lives.

OBJECTIVES

Big Goal 1 is divided into two main objectives: *improve retention and completion rates* and *student engagement*. The focus on *improving retention and completion rates* is a direct response to assist the large fraction of University of Utah students who are married/in a committed relationship (43%), take a six month or longer leave of absence to serve on as a missionary for their church, or for family reasons (18%) or are working more than 20 hours per week while attending University classes (51.5%). Strat-

egies for improving retention and completion rates include online and hybrid coursework opportunities to eliminate bottleneck courses, strategic scheduling, support for learning communities, strategic use of financial aid, holistic admissions and recruitment, bridge advising, targeted support for diverse students, and student success and empowerment initiatives.

The University seeks to provide a well-defined and purposeful educational experience, of significant duration or intensity, that offers sustained mentoring, deep inquiry into a specific field or practice, and a concentration of learning modes that enables

students to develop their capacities for analysis, creativity, and constructive action. Strategies for improving access to these *student engagement* experiences include comprehensive university support for community-engaged learning, undergraduate research, learning communities, innovation and entrepreneurship experiences, service learning, internships and student leadership activities. Big Goal 1, therefore, synthesizes the objectives of integrating strategies for *improving retention and completion rates* with strategies for *increasing student engagement* in order to *promote student success and transform lives*.

RATIONALE FOR PERFORMANCE INDICATORS

The Big Goal to *Promote Student Success to Transform Lives* is directly linked to the fulfillment of the Core Theme of *Teaching*, and strongly linked to the Core Themes of *Research* and *Public Life*. Direct indicators of achievement and success were chosen to support our commitments of *providing challenging instruction for all students, helping students to excel, and promoting diversity and equal opportunity*. The diversity of our student body is measured by the percentage of students who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, or members of the Lesbian, Gay, Bisexual, Transgender, and Questioning community.

Improve Retention and Completion Rates

We analyze records of retention and completion rates using data tracked by the University's Office of Budget and Institutional Analysis (OBIA). These data include six-year graduation rates, 1st year retention rates, degree completion rates, average credit hours attempted, academic quality learning outcomes assessment (e.g. composite ACT score of entering freshmen), financial aid awards, and diversity of the student body. These data products can be subdivided according to discipline, student high school location, family background, and diversity indicators.

Additional indicators include achievement scores on specialized accreditation exams, total number of peer mentors embedded in learning communities, number and type of contacts between students

HIGHLIGHT

Strategies for improving access to these student engagement experiences include comprehensive university support for community-engaged learning, undergraduate research, learning communities, innovation and entrepreneurship experiences, service learning, internships and student leadership activities.

and advisors, student outcomes surveys, teaching/course evaluations, and student satisfaction surveys. These data products are collected and analyzed by OBIA from individual departments and colleges, the Office of General Education, and the Division of Student Affairs.

Student Engagement

We assess the performance of Learning Communities through the total number of students participating in learning communities, living and learning communities or other cohort programs. We also track the retention rates and six-year graduation rates of individual Learning Communities to assess their performance. We measure our success by the number of available opportunities and the number of students engaged in at least one deeply-engaged learning experience, as measured by student enrollments in community-engaged learning opportunities, undergraduate research opportunities, exit surveys, and through the National Survey of Student Engagement (NSSE). Finally, we track the diversity of the student body as another indicator of performance.

These data products are compiled from institutional recorded analysis by OBIA and the Office of General Education. Comprehensive inventories of student engagement activities are collected by the Office of Engagement, MUSE, and the UGS Portfolio team, and analyzed by OBIA. The National Survey of Student Engagement (NSSE) provides a comprehensive comparison to peer institutions as well as properly sampled historical trends.

BIG GOAL 2		PERFORMANCE INDICATORS	THRESHOLD	RESULTS
Develop and Transfer New Knowledge		i. Total graduate and professional degrees awarded ii. Research expenditures per faculty FTE iii. Number of patents & startups /yr. iv. Number of research awards per faculty FTE v. Number of Named appointments	i. vs. Pac-12 peer ii. vs. RU/VH peers iii. Increasing trend; >15/year iv. vs. Pac-12 peer v. Increasing	i. 99% (2013) ii. 196k\$ vs. 254k\$ iii. >6/year (5 year); >15/year (2008-14) iv. 3.2 v. 2.4 (2013) v. 10/year (5 year)
Objectives	Strategies	Performance Indicators		
A. Develop a dynamic, sustainable, creative and research environment for development and transfer of new knowledge	Enhance support for graduate, professional, and postdoctoral education	i. Graduate stipends/peer ii. First-year retention rate iii. Six-year Ph.D. completion rates iv. Grad + prof degrees awarded		
	Enhance national ranking of creative and research activities	i. Academic Analytic rankings ii. Faculty members' national recognition (five year) iii. Graduate fellowships and awards		
	Improve faculty access to long term support for creative and research activities	i. Number research awards per faculty FTE ii. Research expenditures per faculty FTE iii. Total awards /yr.		
B. Balance support for University's traditional creative and research strengths with planned growth in emerging disciplines	Recruitment and retention of top scholars	i. New faculty members ii. Number of named appointments iii. Faculty members' national recognition (five year)		
	Transformative Excellence Program	i. Number of new creative/ research clusters ii. Number of depts/cluster; number of colleges/cluster		
C. Promote diversity of faculty and students in creative and research activities	Graduate School diversity initiatives	i. Number of domestic diverse applicants ii. Percentage of diverse graduate and professional students iii. University Diversity scholarships		
	SVPAA diversity hiring incentives	i. Percentage of diverse faculty members ii. Hiring incentive progress		
D. Support economic and cultural development of State of Utah through transfer of knowledge	Technology Development	i. TVC seed investments ii. Number of patents		
	Technology Transfer	i. Number of technology licenses ii. Number of startup companies iii. Licensing success of seed funded projects		

TABLE 1.3: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

DESCRIPTION

The U engages in cutting-edge teaching and research that fosters inter- and trans-disciplinary innovation, creativity, entrepreneurship, and knowledge and technology transfer. Research and creative activities are strongly linked to quality and success in both graduate and undergraduate education, as well as increased student engagement (Big Goal 1). Internationally recognized research and creative activities also positively impact the local, regional, and national communities as well as create public understanding and appreciation for the benefits of public and private investment in the University of Utah. Active collaborators in research and creative activities include national laboratories, national science and research funding agencies (e.g. NSF, DOE, NASA, NIH), city, county and state governments, corporate and private sector industries, local and national foundations, local communities, non-profit consortiums and organizations, tribal governments, and academic institutions across the globe. Technology development and transfer supports the creation of spin-off companies that create new job opportunities; breakthroughs in pharmaceuticals, medical devices, and health care approaches strongly enhance the health of members of the community. Creative activities in the humanities, arts, and athletics engage the community in events that foster new ideas, inspire the individual, and enhance the quality of life. Goal 2 is therefore strongly linked to Goals 3 (*Engage Communities to Improve Health and Quality of Life*) and 4 (*Ensure Long-Term Viability of the University*).

The University's strategy to *develop and transfer new knowledge* centers upon the successful recruitment, proper support, and mentorship of faculty, students and staff working in creative and research activities. The University actively balances support for established strengths in research and creative activities with investment in new, emerging disciplines. The University supports research and creative activities through comprehensive initiatives designed to provide dedicated resources to faculty, students, staff, and external collaborators to germinate and sustain

HIGHLIGHT

The University's strategy to develop and transfer new knowledge centers upon the successful recruitment, proper support, and mentorship of faculty, students and staff working in creative and research activities.

these endeavors. The University maintains a broad infrastructure of research and creative facilities on campus (such as research labs, core research facilities, libraries, performing arts facilities, lecture halls, integrated conference center and hotel facilities, high performance computing facilities, medical facilities, and online databases) as well as additional resources located in the local community, the state, the nation, and around the world. The University seeks to develop both innovative approaches to long-standing academic problems as well as to support new, interdisciplinary approaches to solve multi-faceted problems involving elements of science and engineering, social science, humanities, natural resources, fine arts, business, health and medicine, and law.

The University places its strongest dedication to the provision of open access to the benefits of creative and research activities to all communities. This includes both the concept of enabling broad access of the benefits of undergraduate, graduate and professional education to the larger, diverse community, as well as increasing the diversity of the University's faculty and staff. Table 1.3 illustrates the four main objectives, strategies, and performance indicators for Big Goal 2 (*Develop and Transfer New Knowledge*).

PERFORMANCE INDICATORS

The Big Goal of *Develop and Transfer New Knowledge* is directly linked to the fulfillment of the Core Theme of *Research*, and strongly linked to the Core Themes of *Teaching*, *Health Care*, and *Public Life*. Direct indicators of performance were chosen to support our commitments to measure *achievement against national and international standards*, provide *rigorous assessment and review to advance research and creative activities*, and foster faculty *who are at the forefront of their disciplines*. Quality of graduate and professional programs is strongly linked with high quality research and creative works; additional measures are chosen to assess

the quality of graduate and professional degree programs.

Graduate Student Support

Indicators of the University's ability to attract and support top quality graduate and professional students includes levels of graduate stipends compared to peers and degree completion rates. The number of nationally competitive fellowship and research opportunities (e.g. NSF-GRFP, Fulbright), provides a strong indicator of the quality of first-year graduate students.

Research Support Quality and Balance

The University uses Academic Analytics to inventory creative and research indicators such as number and citations of refereed publications, books, grants, honors and awards, and collaborative activities. The University explores the diversity of grant sources as a measure of the ability of the University to attract long-term funding from a broad base of support. The number and prestige of national faculty awards, the number of new appointments, and the number of named appointments measure the ability of the University to attract and retain top quality faculty members. The support of growth in new and emerging disciplines is measured by the number of grants and research clusters in these disciplines.

Faculty and Student Diversity

Faculty and student diversity are tracked through historical data from the University's OBIA.

Broader Knowledge Transfer and Impact

The Technology and Venture Commercialization Office keeps accurate records regarding number of technology disclosures, number of patents filed/awarded, number of technologies licensed, impact on State of Utah GDP, etc. These records provide reliable, accurate indicators of the impact of University creative and research activities on local business.

HIGHLIGHT

The University of Utah strategically supports multiple programs that actively connect diverse communities to the academic, medical, social, and cultural resources of the University.

BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

DESCRIPTION

The life and health of the University is intrinsically connected to the health and well-being of the community. Mutual partnerships between faculty and the residents of the city and state that advance research, service, and teaching are strengthened. Health Sciences at the University of Utah engages the community through the provision of health care from the local community to the broader Intermountain West region. Both regular and auxiliary (non-tenure) faculty are expected to engage with the community to provide this critical and beneficial link that helps lessen the distance between the University and the community in which it exists. As a consequence, the public perceives the University to be an active participant in the *Improvement in the Health and Quality of Life* of the community.

A major component of the mission of the University of Utah is to serve the people of Utah through community engagement. Community engagement includes increasing broader community access to academic and university programs and resources. The University serves as a hub for educational pursuits from early childhood education through senior learners. University of Utah Health Sciences engages the community through neighborhood clinics and outreach educational programs to encourage students within the K-12 system to pursue a degree in health sciences. The larger community increasingly interacts with the University by enrolling in stimulating, culturally-relevant, comprehensive and age-specific/developmentally appropriate educational opportunities. This includes credit, noncredit, and professional courses in a wide range of topics, from art to recreation to languages to technology. The UOnline initiative now provides wider availability of the U degree and certificate programs across the state, regional, national, and global communi-

BIG GOAL 3		PERFORMANCE INDICATORS	THRESHOLD	RESULT
Engage Communities to Improve Health and Quality of Life		i. Online SCH per year, growth ii. Number of community members engaging in Continuing Ed. iii. U Health Care Patient Satisfaction	i. 90000, +4000/yr. ii. >14000 iii. >80% (referrals)	i. 99302 (2014), +8440/yr. (5 yrs.) ii. 15127 (2015) iii. 84% (2014)
Objectives	Strategies	Performance Indicators		
A. Increase community engagement in U programs	UOnline	i. Online sections offered ii. Students taking at least one online course iii. Online Student Credit Hours (SCH) per year iv. UOnline program development/deployment		
	Continuing Education and Community Engagement	i. Number of community members engaged in Continuing Ed ii. CE Enrollment/CE students iii. Youth education enrollment growth iv. Osher Institute membership v. Osher course enrollment		
	U Health Care	i. Hospital & Clinical Uncompensated Care ii. Outpatient/ED visits/yr. iii. U Health Care Patient Satisfaction iv. Number of HSOIO programs supported		
B. Increase engagement to general community	Office of Engagement	i. K-12 participation in enrichment programs ii. K-12 college preparedness measures (ACT, FAFSA application rates, scholarships awards) iii. K-12 college acceptance rates		
	Bennion Community Service Center	i. Number of volunteers ii. Number of community service hours through Bennion Center		
	Broader community participation and engagement	i. Attendance at creative, athletic, and cultural events ii. Attendance at museums and outreach centers iii. Mass media reach iv. Donor support for broader community engagement		
C. Increase engagement to diverse communities	University Neighborhood Partners	i. Percentage of west-side residents connected through UNP ii. Number of UNP partners iii. UNP area educational impact		
	Women's Enrollment Initiative	i. Go Girlz Program participation ii. Pre-program/post-program surveys		

TABLE 1.4: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

ties. The University of Utah strategically supports multiple programs that actively connect diverse communities to the academic, medical, social, and cultural resources of the University.

Big Goal 3 has strong synergy and overlap with Big Goal 1 Objective B *Student Engagement*. Big Goal 3 also has strong synergy with Big Goal 2 Objective D *Support economic and cultural development of State of Utah through transfer of knowledge*. Table 1.4 illustrates the Objectives, Strategies, and Typical

Performance Indicators for Big Goal 3 (*Engage Communities to Improve Health and Quality of Life*).

PERFORMANCE INDICATORS

The Big Goal of *Engage Communities to Improve Health and Quality of Life* is directly linked to the fulfillment of the Core Themes of *Public Life* and *Health Care*, and strongly linked to the Core Themes of *Teaching* and *Research*. Direct indicators of performance were chosen to support the Univer-

sity's commitments to *enrich the larger community, and facilitate the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community.* Primary performance indicators of community engagement include statistical trends in the number of programs offered and the number of members of the community who are engaged or are served by the University enrichment programs. Additional performance indicators include customer satisfaction surveys and quality rankings performed by both internal and external entities. These statistics, surveys, and rankings are generally compiled by the administrative units hosting the enrichment programs, and are made publicly available through yearly performance reports and website dissemination. The Office of Engagement maintains an up-to-date database containing data and assessment for all K-12 engagement activities from programs across campus. University-wide trends are collated and summarized by OBIA.

Increase community engagement in U programs

Community engagement in U programs is assessed through statistical trends in student enrollment, number of courses offered, and number of completed student credit hours for academic courses offered through Continuing Education and UOnline. These enrollment and completion data are collated by the Registrar's Office and are compiled according to academic discipline and student background by OBIA. General trends are available in the University President's Dashboard and the OBIA website as well as by specialized request to OBIA.

The Press Ganey composite inpatient and outpatient satisfaction scores for University Health Care are used as a performance indicator for health care satisfaction. Press Ganey Associates, Inc. is the industry's recognized leader in health care performance improvement, and their tracking of 10,000 health care organizations nationwide allows valid comparison with peer institutions. The performance of Health Science initiatives in Inclusion and Outreach are judged by public participation rates. Community inclusion and outreach programs and the diversity of undergraduate students are served by these initiatives.

Increase engagement to general community

Typical performance indicators for the Office of Engagement and the Bennion Center include student participation rates in various programs. These statistics provide a direct measure of the number of students affected by these programs. Additional indicators include the number of community service hours provided by the Bennion Center, number of Community-Engaged Learning (CEL) courses offered, and number of departments offering CEL courses. Database studies of the ACT scores from senior year in high school, college acceptance rates, FAFSA completion rates, and scholarship awards all provide additional indicators of the effectiveness of these strategies. These data products are all currently available through the Office of Engagement.

Quantitative evidence of community engagement in cultural and athletic events is measured by the number of individuals participating in these events, as well as number and broad scope of dissemination of U research and creative accomplishments through the University's media footprint (broadcast and web metrics). A strong indication of public involvement with the University is the number of donors to its museums, botanical gardens, athletics, University-based public radio and television stations and University entities that support arts and culture.

University faculty members are encouraged to be participants in their local and professional communities by contributing time and expertise. The percentage of tenure-line, career-line, and adjunct faculty who assist their local or professional community through teaching, research or service at least once a year will be used as a performance indicator. Faculty members regularly submit this information each calendar year through the Faculty Activity Report (FAR). These data are compiled and analyzed by OBIA.

Increase engagement to diverse communities

Performance indicators for typical diversity engagement initiatives such as University Neighborhood Partners (UNP) and Women's Enrollment Initiative include student participation rates and diversity. These statistics provide a direct performance mea-

sure of the number of diverse students engaged by these programs. Additional performance measures include number of engaged community partners, pre- and post-program student survey results, and impact on community access to higher education. The administrative units for these programs collect these data products, and datasets are made available to the general public and through OBIA and the Office of Engagement.

BIG GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

DESCRIPTION

As a preeminent research and teaching university with national and global reach, the University of Utah has historically played a leading role in the economic, cultural, and social growth of the state of Utah and the Intermountain West. Implicit in its mission to *provide challenging instruction for all its students, to promote diversity and equal opportunity, and foster reflection on the values and goals of society*, is a commitment to continue to make substantive and enduring contributions to the community, state, and nation.

Long-term viability of the university is guaranteed by providing access to high quality, affordable education, implementation of sustainable financial and environmental practices, ongoing commitments to the stewardship of physical facilities and human resources, and implementation of transparent, data driven long-term institutional planning. Strategies for long-term viability of the university include a commitment to sustained, active engagement and service with the entire range of stakeholders in the University mission: local and state government and community members, federal funding agencies, local and national businesses and industry, current and future students, and university alumni. In an era where baccalaureate degree costs and the concomitant student debt places unsustainable burdens on college students across the country, the University of Utah commits to continuing to provide one of the most affordable, highest quality educational experiences in the nation.

Additional commitments are made to future generations to ensure that high quality educational, research, medical, and cultural resources of the University—degree programs, classroom, libraries, research laboratories and facilities, museums, performing arts and athletic programs and facilities—will be available to sustain and grow the community and region. These commitments underpin and sustain the long-term economic, social, physical, and cultural health of the region. Big Goal 4 underlies and supports all Four Core Themes of the University Mission. The fulfillment of the goal of *Ensuring the Long-Term Viability of the University*, therefore, provides for the fulfillment of the entire University Mission. Table 1.5 illustrates the Objectives, Strategies, and Typical Performance Indicators for Big Goal 4 (*Ensure Long-Term Viability of the University*).

PERFORMANCE INDICATORS

The Big Goal of *Ensure Long-Term Viability of the University* directly supports each of the remaining Big Goals, and thereby directly supports fulfillment of the Core Themes of *Teaching, Research, Public Life and Health Care*. Direct indicators of performance were chosen to support mission fulfillment of our most valuable commitment, *to serve the people of Utah and the world*. Primary performance indicators of *Long-Term Viability* include financial statistics compiled from University records and IPEDS in comparison to peer institutions, reviews of faculty and academic programs provided by both internal and external reviews, and assessments of levels of compliance with university policies and procedures, and with local, state, and federal guidelines and requirements. Statistics, surveys, and rankings are compiled by the individual administrative and academic units, and made publicly available through website dissemination. Overall trends are collected, collated and summarized by University's OBIA.

HIGHLIGHT

In an era where baccalaureate degree costs and the concomitant student debt places unsustainable burdens on college students across the country, the University of Utah commits to continuing to provide one of the most affordable, highest quality educational experiences in the nation.

GOAL 4		PERFORMANCE INDICATORS	THRESHOLD	RESULT
Ensure Long-Term Viability of the University		i. % Tuition and fees for full-time U grads vs. Pac-12 peer ii. Annual private donations to U iii. Energy Utilization Index (EUI) per square foot	i. < median public Pac-12 ii. 125 M\$/yr. iii. < 200; ongoing progress towards 2020 goal (160)	i. 73.3% [in state]; 84.5% [out] (2014) ii. 200 M\$/yr. (2014). iii. 187 (2014); 32% reduction since 2011
Objectives	Strategies	Performance Indicators		
A. Provide access to high quality, affordable education	Legislative advocacy	i. Average Cost/FTE ii. State funding/student iii. Mission-based funding		
	Scholarship / financial aid office	i. % tuition and fees for full-time undergraduates vs. Pac-12 public ii. Average cost/FTE iii. Student debt upon graduation iv. Federal loan default rate		
	Development	i. Capital campaign goal ii. Annual support iii. Number of alumni donors		
	Graduate Council reviews (programs, CIB)	i. Review schedule compliance ii. CIB review process iii. Ongoing review process improvement		
B. Sustainable financial and environmental practices	Sustainability Office	i. Building facility condition needs Index ii. Energy Utilization Index (EUI) per square foot iii. STARS rating		
C. Stewardship of Physical Facilities and Human Resources	Office of Administrative services	i. Procure to Pay Savings ii. Risk reduction through Embedded Human Resources		
	UUPM	i. Legal compliance ii. Yearly staff review compliance		
	Faculty Review	i. Policy improvements		
D. Long-Term Institutional Planning	OBIA	i. Availability of University dashboards ii. Availability of OBIA data iii. GASB Compliance		
	Campus Master plan	i. Building facility condition needs index ii. Campus Master plan updates		

TABLE 1.5: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

Provide access to high quality, affordable education

Performance indicators for access to high quality, affordable education include historical trends of state and federal support for student education and research, measures of student affordability for University education (tuition costs and local/federal scholarship availability), amount of development (fundraising) success, and surveys of match between physical infrastructure quality and needs.

Additional measures of sustainability of academic quality include clarity of administrative processes, uniformity and quality of faculty, staff, and academic program reviews, customer satisfaction surveys and quality rankings performed by both internal and external entities. Data for peer institutions are compiled from publicly available national surveys and databases. The broad availability of IPEDS data allows comparison of performance indicators with peer institutions.

Sustainable Financial and Environmental Practices

Progress in reduction of environmental impact is assessed through a number of institutional and standard external indicators. These include LEED certification levels for new buildings, success of green campus/community initiatives, Energy Utilization Index building surveys and STARS index.

The national indicators are chosen to allow performance comparison with peer institutions.

Stewardship of Physical Facilities and Human Resources

Stewardship of physical resources is assessed by institutional surveys that explore the quality and suitability of physical infrastructure, and match to the needs of the University. These surveys include the Campus master plan and the Building Facility Condition Needs Index. Stewardship of human resources is assessed by the level of usage of HR management tools to promote best practices, as well as level of compliance with relevant local, state, and federal laws.

Long-Term Institutional Planning

Long-term institutional planning performance is assessed through trends in mission fulfillment indicated by composite university-wide dashboards compiled by OBIA. Performance is measured by the number and quality of data products available, ease of access for all members of the University community, and availability of on-demand planning tools. Additional performance indicators include administrative success in implementing initiatives for transformative excellence, budget and administrative transparency, campus master plan, information technology and security, and strategic investments and reallocation of university and college resources. Additional performance measures include STARS rating and level of compliance with GASB. These performance measures are compiled by the relevant administrative and academic units, and are broadly disseminated through yearly budget reports and public websites. **U**

STANDARD TWO

RESOURCES & CAPACITY



EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4-21

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.

As described in Utah State Board of Regents policies R312, et seq. and R201, et seq., the University of Utah has sufficient organizational and operational independence to be held responsible and accountable for meeting the Commission's standards and eligibility requirements. Under State Board of Regents Policy R120, the president of the University of Utah, acting with approval of the Board of Trustees, is responsible to the State Board of Regents for the enactment and the execution of rules for regulating and



safeguarding the health, welfare, and the rights of all persons at, in, or using the property, facilities and resources existent at each institution and pertaining to its various operations and property. This authority extends to the responsibility of meeting NWCCU's standards and eligibility requirements.

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 State Board of Regents policy R801 mandates nondiscrimination policies that comply fully with federal and state laws. The University of Utah has established written policies and procedures that comply fully with R801 and federal policies, and outline procedures for individuals to pursue discrimination and sexual harassment complaints. In order to implement these policies and effectively investigate complaints, the University has established the Office of Equal Opportunity and Affirmative Action (OEO/AA), which is operationally separate from Human Resources. In addition, the University of Utah has established the Office of Diversity and Equity, which provides leadership in aligning the university's non-discrimination policy and resources for the governance and administration of the institution, and supporting the University's core mission.

Eligibility Requirement 6
INSTITUTIONAL INTEGRITY

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

The University of Utah has established and adheres to strong ethical standards in all of its operations and relationships. The University of Utah supports adherence to these standards through clearly written faculty policies and staff policies as well as standards of conduct for employees of the State of Utah (Public Officers' and Employees' Ethics Act, Utah Code Ann. 67-16-1 et seq.) The University provides online resources for understanding the University's ethical standards and code of conduct

and has established standard resources and procedures for ethical practice in research as well as identification of conflict of interest in university business. The University provides ongoing training in research ethics through the Responsible Conduct of Research Program. The University has established procedures to protect of the identity of individuals reporting violations of business conduct and ethical standards. The University employs transparent, independent review procedures for investigating violations of business standards and violations of research ethics.

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.

The Utah State Board of Regents is the governing body for the Utah System of Higher Education. The Board of Regents is comprised of nineteen Utah residents, geographically representing the entire state. Fifteen regents and one student regent are appointed by the Utah Governor, with consent of the Utah State Senate. Two members of the State Board of Education, appointed by the chair of that board, and one member of Board of Trustees from the Utah College of Applied Technology appointed by the chair of that board, serve as nonvoting members. The Board of Regents major responsibilities include selecting and evaluating institutional presidents, setting policy, approving academic programs, missions, and degrees, and submitting a unified higher education budget request to the Governor and State Legislature.

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 ex-

ecutive officer nor an executive officer of the institution chairs the institution's governing board.

University of Utah President David W. Pershing was appointed by the Utah State Board of Regents, and he devotes his fulltime effort to this role. President Pershing does not serve on the Utah State Board of Regents nor does he serve on the University of Utah Board of Trustees.

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.

In accordance with University of Utah Policy 2-005, President Pershing has appointed an appropriate number of vice presidents, directors, academic deans and other qualified administrative staff to fully support the university's fulfillment of its mission and ensure the successful achievement of its core themes. The sufficiency of these appointments for carrying out the University mission is regularly monitored by the Board of Trustees (University Policy 3-005).

Eligibility Requirement 10FACULTY

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.

In accordance with University Policy 6-302, the senior vice president for Academic Affairs, the senior vice president for Health Sciences, academic deans, and faculty have recruited qualified faculty in sufficient number to achieve its educational objectives and ensure the integrity and continuity of its academic programs. These faculty are evaluated

annually during the pre-tenure period according to University policy 6-305, and are regularly evaluated post-tenure according to University policy 6-311. As described in University Policy 6-001, university faculty play a key role in the governance of all aspects of the academic programs and policies of the University, including the establishment, periodic review, modification, and/or discontinuation of degree and certificate programs. These rights and responsibilities are established through their role as a faculty member as well as through their elected or appointed membership on the Academic Senate and/or Graduate Council.

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.

Board of Regents Policy R312 classifies the University of Utah as a Doctoral-granting University, with a mission to discover, create, and transmit knowledge through education, research, and training programs at the undergraduate, graduate, and professional levels, and through community service. The University of Utah currently offers over 550 BA/BS degrees (including Honors and emphases designations), more 100 minors, over 200 graduate degrees at the Master's level, and more than 100 graduate degrees at the Doctoral and Professional level, in nationally recognized fields of study, consistent with the University's defined mission. All educational programs have clearly defined student learning outcomes and are reviewed on a 7-year cycle through the internal/external Graduate Council Program Review process, as well as on a regularly scheduled cycle by specialized accrediting agencies, as appropriate. The ongoing reviews ensure appropriate program content and rigor, consistent with national standards as well as the University's mission and core themes.

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.

The University of Utah offers degree programs only at the baccalaureate level or higher. The University's baccalaureate degree programs comply with Board of Regents [Policy R470](#), which requires General Education essential learning outcomes in four categories: 1) Intellectual and Practical Skills; 2) Knowledge of Human Cultures and the Physical and Natural World; 3) Personal and Social Responsibility; and 4) Integrative Learning. The [University of Utah General Education curriculum](#) is responsive to these essential learning outcomes, and includes courses in Quantitative Reasoning, Lower Division Writing, American Institutions, and Intellectual Exploration. The University of Utah works collaboratively with other institutions in the state to establish transferable General Education that is coherent and consistent in its structure and core requirements, in support of Board of Regents [Statewide Articulation policy](#). Baccalaureate and graduate degrees require a planned program of major specialization or concentration, as outlined for each degree program listed in the University of Utah [Undergraduate Degree and Graduate Degree Catalogs](#).

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 insti-

tution's programs and services wherever offered and however delivered.

University Policy [4-001](#) et seq. defines the administrative structure and policies associated with the University's information resources and data management policies. The policy establishes the appointment and authority of the campus Chief Information Officer (CIO) to ensure that the University's Institutional data and Information is securely, reliably, and optimally used to support the mission of the University. The policy also establishes the faculty-led Information Technology Council, which represents college and departmental interest in information technology across campus. ITC oversees campus information technology plans, policies, process and investments to support the University's mission and core themes.

University Policy [4-002](#) establishes university community's rights and responsibilities regarding establishment and use of information resources for carrying out the University's mission and core themes.

Under University Policy [6-015](#), the university established the University Library System, and defined the roles of the Library Directors and the faculty-led Senate Advisory Committee on Library Policy (SACLP). The Library Directors are appointed under University Policy [2-005](#), and are given responsibility and authority to manage the University Library facilities, collections, personnel, supplies and equipment to support the University's mission and core themes. The SACLP, a [standing committee of the Academic Senate](#) confers with and advises directors of the Marriott Library, the Eccles Health Sciences Library, and the S.J. Quinney Law Library. This standing committee provides stewardship of university wide library resources, including recommendations concerning library policies and practices, including operational policies, the development of existing holdings, and the expansion of existing facilities.

Through the University's commitment and support of the above policies, university maintains and provides access to library and information resources with the appropriate level of currency, depth, and breadth to support the University's programs and services.

Eligibility Requirement 14
PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

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

The University of Utah has established and follows transparent, written policies with respect to buildings, facilities, property, and physical infrastructure to ensure that appropriate resources are made available to successfully realize the University's mission and core themes. The University has also established and follows transparent, written policies with respect to information and technological infrastructure in strong support of the University's mission and core themes.

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.

The University of Utah endorses the 1940 AAUP Statement on Academic Freedom and Tenure as well as subsequent AAUP policy statements and recommendations on academic freedom and tenure. This commitment is embodied in the University Code of Faculty responsibility which requires the existence of an academic environment where the broadest possible latitude is accorded to innovative ideas and experiments and where independence of thought and expression are not merely tolerated but actively encouraged. The University of Utah has established many written policies that provide guidance to the university community regarding the rights and enforcement of responsible stewardship of academic freedom across campus, in accordance with Board of Regents Policy R481.

Eligibility Requirement 16ADMISSIONS

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.

University Policy 6-404 defines the procedures and standards associated with the development and implementation of admissions policy for the University of Utah. This policy is responsive to the requirements of Board of Regents Policy R461 that provides rules and regulations associated with student admissions for all Utah institutions of higher education.

The University of Utah maintains an Admissions Office website which contains publicly available information regarding undergraduate admissions procedures and policies, undergraduate admission standards, transfer admission standards, and procedures for appeal. This web page also provides information regarding process and standards for domestic graduate and professional program admissions as well as procedures and standards for international graduate and profession program admissions.

All prospective undergraduate, graduate and professional students must apply through the Admissions Office website. Admission to all University of Utah degree and certificate programs of study are open to those who meet all criteria to become fully matriculated students. The University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, genetic information or protected veteran's status, in admission, access to educational programs and activities, or other University benefits or services. Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities.

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 respon-

sibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The University of Utah's home page (www.utah.edu) and links therein provide easy, transparent public access to current and accurate information regarding all aspects of the University of Utah. Top level links provide easy access to comprehensive webpages with links to [undergraduate and graduate admission requirements and procedures](#). Information on [academic programs and courses](#) are easily accessed through the [University General Catalog](#); the General Catalog provides prominent links to webpages providing information on [admissions, tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid, scholarships, work opportunities; and the academic calendar](#). Comprehensive information regarding [registration and grading policies, applying for graduation, attendance policies, FERPA privacy rights, petitions for exceptions to University rules and policy, regulations for student conduct; rights and responsibilities of students](#) etc. are found in the [University's Student Handbook](#).

The University mission and the biography and academic credentials of President Pershing are [publicly available online](#). The names, titles, and academic credentials of every faculty member at the University are kept in a central Human Resources database. The general public may access the database information on any individual College, Department, or faculty member through an [online interface](#).

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.

As documented in this report's response to Standards 2.A.30 and 2.F, the University of Utah has well-established financial planning linked to the

university's established mission and goals. Financial planning and budgeting are developed under the umbrella of the Board of Trustees.

Eligibility Requirement 19 FINANCIAL ACCOUNTABILITY

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, 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.

According to Utah Statute [§67-3-1](#), the Utah State Auditor is authorized and required to perform, on a regular basis, as established by state law, external financial reviews of the University of Utah according to generally accepted auditing standards and other auditing procedures as promulgated by recognized authoritative bodies. The State Auditor performs the financial audit of the University of Utah on an annual basis, and the results of these audits, including findings and management letter recommendations, are publicly posted on [University of Utah webpages](#). The [annual Independent State Auditor's report](#) is sent to the president of the University of Utah, and Audit Committee of the University of Utah Board of Trustees.

The [Bylaws of the Board of Trustees](#) specifies that the Audit Committee is required to meet with the president to discuss and advise the Board of Trustees on the results of completed and ongoing audits. The Regents Audit Committee, defined and authorized under Board of Regents Policy [R565](#), meets on a regular basis to review results of the annual Independent State Auditor's report from each Utah State higher education institution. The Regents Audit Committee provides advice and recommendations to the full Board of Regents with regard to financial oversight and systems of internal control at each institution.

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.

The University of Utah Accreditation Liaison Officer (ALO) maintains ongoing contact and dialog with NWCCU, and is committed to provide accurate, transparent information as requested by the Commission. The ALO is assisted in this commitment by the University of Utah's [Office of Budget and Institutional Analysis](#), which provides accurate, transparent and up-to-date information to the ALO regarding University budgets, student enrollment, retention rates, degrees awarded, historical trends, diversity statistics, etc.

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.

The University of Utah fully supports and complies with NWCCU's policies and standards, and confirms the Commission's ongoing right to fully disclose the University's accreditation status to any agency or member of the public.

STANDARD 2.A: GOVERNANCE

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.*

The University's system of governance is clearly defined under state law, statewide policy, and internal University regulations. It includes a statewide governing board and an institutional governing board, a well-defined administrative structure led by the president, a cabinet, a council of academic deans,

and a team of department chairs and directors. The governance system includes robust structures and mechanisms for involvement of faculty, students, and staff in decision making.

The Utah System of Higher Education (www.higheredutah.org/) is established by Title 53B of the Utah State Code (www.le.utah.gov/xcode/code.html). Title 53B provides for a dual-level board system for governance of the institutions in the statewide system. It establishes the State Board of Regents, which is vested with the control, management, and supervision of the eight public institutions of higher education in the state, including the University of Utah. The Commissioner for Higher Education is the Chief Executive Officer of the Utah System of Higher Education. The Board of Regents appoints the president of each institution, who serves at the pleasure of the Board. The Board delegates authority to the presidents and boards of trustees for each of the eight institutions, consistent with state law.

The president of the University of Utah (president.utah.edu) is responsible for exercising powers not specifically reserved for the Board of Regents in order to ensure the effective and efficient administration and operation of the institution.

The University of Utah Board of Trustees (admin.utah.edu/board-of-trustees) is responsible for acting on behalf of the institution to facilitate communication with the community, fundraising and development, alumni relations, selecting recipients of honorary degrees, overseeing institutional budgets and approving University regulations, and other specific duties that may be authorized by the State Board of Regents.

The internal governance system of the University is best understood by reference to the descriptions provided in University Regulations. That system and particularly the involvement of administrators, faculty, students, and staff in decision-making processes are provided for explicitly within those regulations. The University maintains a Regulations Library (www.regulations.utah.edu/), which includes University policies and subordinate rules (as well as subordinate procedures, guidelines, forms and other helpful information) for the purpose of defining

roles and rules for the operation of the institution.

As a fundamental principle, the regulations and governance structures provide for extensive involvement of the faculty and students on matters of academic importance. This is accomplished most clearly through the roles provided for the Academic Senate within the governance system, as well as through the roles of various standing and ad hoc committees with faculty and/or student representation. As these roles reflect, the University has a long history of “shared governance,” and that principle is central to the governance culture of the institution. That principle is reiterated throughout multiple sections of the regulations, a list of which can be seen at regulations.utah.edu/academics/guides/academic-governance/academicGovernanceGenerally.php

The central role of the Academic Senate (academic-senate.utah.edu/) in the University’s system of governance is provided for in several University Policies (all available at regulations.utah.edu), and most fully described in Policies 6-001 and 6-002. The Senate has an elected membership, made up predominantly of representatives of the faculty from all colleges, as well as student representatives, and two representatives of the academic deans. The president of the Senate is a faculty member, elected by the Senate members annually. Matters submitted for Senate review are first reviewed by its Executive Committee, elected annually by the Senate, which sets the Senate’s monthly meeting agendas, and acts on behalf of the Senate during recesses and in urgent circumstances. The Senate has a set of standing elected committees that are tasked to process subject-specific issues and prepare them for consideration by the full Senate. University administrators regularly meet with these various committees for consultation (and in many cases are assigned to the committees in ex officio capacity). The University president and senior vice presidents are ex officio on the Senate. The president or a delegate attends and reports at all Executive Committee and full Senate meetings, and each meeting includes an open discussion period with the administration. The Senate president in turn participates in multiple levels of administrative decision-making, including regular participation in meetings of the University President’s Cabinet, the Council of Academic Deans, and the Board of Trustees.

As stated in Policy 6-001, “The University faculty shall have authority, subject to the approval of the Board of Trustees, to legislate on matters of educational policy, to enact such rules and regulations as it may deem desirable to promote or enforce such policies and to decide upon curricula and new courses of study involving relations between schools and colleges. . . The legislative power of the University faculty collectively will normally be exercised by the faculty through their representatives in the Academic Senate and the college and Graduate and Undergraduate councils. . .”

The Senate acts on behalf of the faculty in all matters of educational policy, including requirements for admissions, degrees, diplomas, certificates, and curricular matters involving relations between schools and colleges or departments. The Senate receives reports from all faculty committees within the scope of its authority, makes recommendations to the University president on matters of professional interest and faculty welfare, and proposes amendments or additions to University Regulations to the Board of Trustees for the government of the University. In particular, it is provided that all changes to University Regulations that “directly or significantly affect the carrying out of the University’s academic missions” are to be presented for the formal approval of the Senate, before subsequent presentation for approval of the Board of Trustees. See Policy 1-001, regulations.utah.edu/gener-al/1-001.php.

In addition to the set of standing committees of the Senate (whose faculty members and chairs are determined by the Senate), the University has a large number of other standing committees, with membership mostly appointed by the University president—but by longstanding tradition, reflected in Policy 6-001, the president relies on the Senate’s Personnel & Elections Committee and Senate leadership to recommend the faculty appointees for those numerous committees, and it is the Senate’s staffed office which manages the membership coordination. See the description of University committees, maintained by the Senate office, at academic-senate.utah.edu/committees/.

The University of Utah Staff Council is established

by Policy 5-003 (www.regulations.utah.edu/humanResources/5-003.html) to provide a forum for University staff members to express concerns, recommendations, and advice to the University administration and Board of Trustees on matters involving wages, salaries, benefits, working conditions, and other matters that may affect them in their roles as University staff. As mandated by statewide regents policy, the president of the Staff Council (along with the president of the Academic Senate) has the right to participate in meetings of the Board of Trustees, “to provide the point of policy input” and is provided release time to carry on the functions of the Staff Council. See Regents Policy R223—Faculty and Staff Participation in Institutional Board of Trustees Meeting, higheredutah.org/policies/policyr223/.

The official student organization is the Associated Students of the University of Utah (ASUU). See www.asuu.utah.edu/. This organization is authorized by Policy 6-401 (www.regulations.utah.edu/academics/6-401.html). ASUU has the power to create a student government organization, collect and distribute student fees for activities and appoint student representatives to University governance committees throughout the University. ASUU is governed by the ASUU Senate and a set of officers, who are elected annually by the student body. The ASUU president and senators are automatically voting members of the Academic Senate, and a subset are voting members of the Executive Committee of the Senate, thereby playing a crucial role in academically significant University decision-making. See Policy 6-002, regulations.utah.edu/academics/6-002.php.

State law mandates student representation on the statewide Board of Regents, and mandates that the ASUU president be a voting member of the institutional Board of Trustees. Student representatives are included on the college Councils, the Undergraduate and Graduate Councils (which play major roles in academic decision-making), and on numerous University-wide and college and department committees, particularly including committees with responsibilities for student-related matters. See Policy 6-001, regulations.utah.edu/academics/6-001.php. As one example, the University has a student-populated advisory board on setting student fees. See Policy 6-407, regulations.utah.edu/academics/6-407.php.

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.*

The State Board of Regents maintains a library of Policies and Procedures (higheredutah.org/policies/) that delineate lines of authority and responsibility for system governance, university governance, master planning, academic affairs, business and financial affairs, student financial aid, capital facilities, personnel, and the operation of the Office of Commissioner for Higher Education (www.higheredutah.org/about/). The Commissioner is the Chief Executive Officer of the Utah System of Higher Education, and is appointed by the State Board of Regents (le.utah.gov/xcode/Title53B/Chapter1/53B-1-S105.html?v=C53B-1-S105_1800010118000101). Administration of the Utah System of Higher Education is performed in consultation with the institutions through the Council of Presidents, the group of Chief Academic Officers, and through groups of representative faculty members from the institutions to coordinate course articulation and transfer agreements within the system.

The State Board of Regents delegates some authority for institutional governance to the University of Utah Board of Trustees. Specifically, the Board of Trustees is responsible for oversight of university budgets, expenditures, institutional policies and procedures, facilities planning and construction, and maintaining an institutional master plan. All matters pertaining to approvals of academic programs, degrees and new academic units are submitted for approval by the Board of Trustees prior to consideration by the State Board of Regents.

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.*

The University of Utah dean of the Graduate School serves as the accreditation liaison officer

for the institution (accreditation.utah.edu/), and is responsible for monitoring compliance with the standards of regional accreditation by the Northwest Commission on Colleges and Universities. The dean prepares accreditation reports and advises the University president on all matters pertaining to maintenance of the University's accreditation.

GOVERNING BOARD

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.*

Under Utah law, the University and other institutions within the state system of higher education have a two-level board system. The State Board of Regents is the governing board for the statewide system, and the University and each of the other institutions have institutional boards of trustees. The relative responsibilities and authority of the statewide regents and the institutional trustee boards are specified in the Utah Code and in the policies and bylaws of the Regents. In general, the Board of Regents retains authority over matters of system-wide importance, and delegates to the institutional trustees authority over matters of specific institutional concern.

The voting membership of the University of Utah Board of Trustees consists of 10 persons, eight of whom are appointed by the governor with the approval of the Utah State Senate. There are two ex-officio voting members representing alumni and students: the president of the University of Utah Alumni Association and the president of the Associated Students of University of Utah (ASUU).

SEE THE FOLLOWING:

- Utah Code 53B-2-104-1-(le.utah.gov/xcode/Title53B/Chapter2/53B-2.html?v=C53B-2_1800010118000101)
- Regents Policy R220 (higheredutah.org/policies/#section2)

- Regents Policy R120 (higheredutah.org/policyr120/)

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.*

Utah Code 53B, Chapter 1, Section 104 specifically states that the powers and authority of the State Board of Regents are non-delegable, except as specified in that title (53B). See le.utah.gov/xcode/Title53B/Chapter2/53B-2-S104.html?v=C53B-2-S104_1800010118000101.

The institutional Board of Trustees has the authority to establish committees as it deems necessary to properly fulfill its responsibilities; provided, that such committees shall be advisory only.

The only committee that is empowered to act in place of the Board of Trustees is its executive committee, which has the full authority of the Board of Trustees to act upon routine matters during the interim between board meetings. The committee may act upon non-routine matters only under extraordinary and emergency circumstances and shall report its activities to the Board of Trustees at its next regular meeting following the action. The committee can be made up of three to five members.

SEE ALSO:

- Regents Policy R220 (higheredutah.org/policies/#section2)
- Board of Trustees Bylaws 4.1.ii (admin.utah.edu/board-of-trustees/board-of-trustees-bylaws/)

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.*

For statewide policies which are applicable to the University, the statewide Board of Regents and Commissioner of Higher Education have in place a well-structured process for periodic review and revision.

sion of policies, and that process includes reviews of the bylaws of the Regents. The most recent review of the Regents bylaws was in the spring of 2013. See higheredutah.org/policyr120/.

At the institutional level, the University has a comprehensive set of University Regulations (regulations.utah.edu/index.php). It has in place a well-structured system for adopting and revising those Regulations. The Institutional Policy Committee is authorized under Policy 1-001 to act as a clearinghouse for all new policies, policy revisions, and other pertinent regulations that have bearing on the University community. The Committee ensures that all affected constituencies are consulted on each policy-making project, as well as maintaining the Regulations Library and providing technical assistance to administrators and committees engaged in policy formulation. It maintains a publicly accessible list of policies undergoing review, and a digest of recently completed revision projects. A representative from the President’s Office is a member of the committee and acts as liaison to the president and Board of Trustees. As the final step in the process of any change(s) to University Policies, the Trustees have the final approval authority (provided that all University Policies are consistent with system-wide policies of the Regents board). The Board of Trustees also exercises control over its own bylaws for organization and operation, which are published at admin.utah.edu/board-of-trustees/board-of-trustees-bylaws/.

SEE ALSO:

- University Policy 1-001, regulations.utah.edu/general/1-001.php
- University Rule 1-001, regulations.utah.edu/general/rules/R1-001.php

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.*

Under the dual-board system established by state law (see 2.A.4 above), the selection and evaluation of the president of the University (and the CEOs

of all other system institutions) is a responsibility retained by the State Board of Regents, with formal consultation from the institutional Board of Trustees. The president is appointed by and ultimately accountable to the Regents (serving “at the pleasure of” the Regents). An Appraisal Committee of the Regents regularly evaluates the president.

By policy of the Regents, the president is delegated the authority to implement and administer both those specific policies of the Regents, which are applicable to the University, and all University of Utah Regulations.

SEE ALSO:

- Regents Policy R205-3.2, higheredutah.org/policies/policyr205/
- Regents Policy R209-4, higheredutah.org/policies/#section2
- Regents Policy R220 -4.6.222, higheredutah.org/policies/#section2
- Utah Code 53B-2-102, le.utah.gov/xcode/Title53B/Chapter2/53B-2-S102.html?v=C53B-2-S102_1800010118000101
- Utah Code 53B-2-106, le.utah.gov/xcode/Title53B/Chapter2/53B-2-S106.html?v=C53B-2-S106_1800010118000101

2.A.8 *The board regularly evaluates its performance to ensure responsibilities are fulfilled in an effective and efficient manner.*

Under the dual board system, both the statewide Board of Regents and the institutional Board of Trustees are regularly scrutinized for effectiveness. The structure of the dual board system and other features of the statewide higher education governance system are frequently reexamined by the state’s political leadership. Members and leaders of both boards serve limited terms, so that their effectiveness is evaluated recurrently in conjunction with the appointment/reappointment processes. In direct response to the relevant regional accreditation standards of the Northwest Commission on Colleges and Universities, the Board of Regents has in place a Regents Policy which requires that it conduct annually an evaluation of its perfor-

HIGHLIGHT

The University of Utah appoints an appropriate number of vice presidents, deans, department chairs and directors to ensure the effective operation of the University's 17 academic colleges and nearly 100 academic departments and programs.

mance as a governing and policy making body. The purpose of the self-evaluation is to assess the effectiveness of the Board as a whole by assessing the Board's performance in several categories. The Executive Committee of the Board is responsible for reviewing potential self-evaluation instruments and recommending the instrument(s) and procedure(s) for conducting the evaluation, including, but not limited to, the use of anonymous surveys, online assessments, and outside consultants or facilitators as appropriate. The Board has the opportunity to review the Executive Committee's recommendations and makes the final determination about the instrument(s) and procedure(s) to be used in conducting the self-evaluation. See Regents Policy 123-4, highered.utah.org/policyr123/.

LEADERSHIP AND MANAGEMENT

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.*

The university's administrative leaders include the president, vice presidents, deans, department chairs, library directors, and program directors. The offices, duties and responsibilities of these leaders are delineated in University Policy 2-005, regulations.utah.edu/u-organizations/2-005.php. All university officers are appointed by the president, in consultation with the Board of Trustees. Deans and directors are reviewed on a five-year cycle by the vice presidents to whom they report.

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.*

Under the dual board system, the president of the University of Utah is appointed by, and serves at the pleasure of the State Board of Regents (le.utah.gov/xcode/Title53B/Chapter2/53B-2-S102.html?v=C53B-2-S102_1800010118000101). The presidential search process is carried out in consultation with the University of Utah Board of Trustees, and the search is conducted by a committee with broad representation of the Regents, the Trustees, community members, and university administrators, faculty, staff, and students. The comprehensive search process ensures that the president has all of the qualifications of a regular tenured member of the university faculty as well as the skills and experience required to operate the institution in an effective and efficient manner. The president does not serve on the State Board of Regents but is present for, and participates in, the regular business meetings of the Board.

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.*

Title 53B of the Utah State code authorizes the president of each institution to appoint administrative officers, deans, faculty members and other professional personnel as required for the operation of the institution (le.utah.gov/xcode/Title53B/Chapter2/53B-2-S106.html?v=C53B-2-S106_1800010118000101). The University of Utah appoints an appropriate number of vice presidents, deans, department chairs and directors to ensure the effective operation of the University's 17 academic colleges and nearly 100 academic departments and programs (www.utah.edu/academics/colleges.php). The sufficiency of these appointments for carrying out the university mission is regularly monitored by the Board of Trustees. See University Policy 3-005, regulations.utah.edu/administration/3-005.php. An organizational chart showing the top-level university administration and duties is published on the president's web site (admin1.utah.edu/office_of_the_president/presidential-organizational-chart).

POLICIES AND PROCEDURES

Academics

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.*

The University Regulations Library is web-based and comprehensively organized into a logical user-friendly system. The website contents are regularly updated, fully searchable, and carefully indexed. Regulations of an academic nature are grouped into appropriate sections (Part 6 Academics & Part 7 Research). This highly transparent system makes all University Regulations, both academic and non-academic, readily available to all members of the University community. Links to particularly important Regulations are provided from various other University websites, such as links leading from the Faculty Handbook to faculty-related Regulations, and links from student services sites leading to student-related Regulations. See the Regulations Library at www.regulations.utah.edu.

The Institutional Policy committee ensures that representatives of affected constituencies are consulted early in any revision project, typically involved in the actual drafting, and then informed when revisions are finally enacted. Because all academically significant revisions are required to flow through the Academic Senate at the end stages of a revision project, the elected senators are tasked with keeping their constituents informed of major changes before and after changes are adopted. News of major changes is disseminated through regular meetings of academic administrators, and sent out campus-wide through AtTheU.utah.edu

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.*

The University of Utah has three libraries, each of which is an independent organizational entity with

its own reporting line—the J.W. Marriott Library (and branches), the Spencer S. Eccles Health Sciences Library, and the S. J. Quinney Law Library. The web pages of each unit (see links below) outline resource access policies, as well as contact information. As reflected in those online descriptions, all of the library resources, as well as the assistance of the professional librarians in locating and using the resources are broadly accessible to all members of the University community.

J. WILLARD MARRIOTT LIBRARY

- Borrowing Information: www.lib.utah.edu/services/borrowing.php
- Media Circulation: www.lib.utah.edu/collections/multimedia-archives/
- Interlibrary Loans: www.lib.utah.edu/services/interlibrary-loan.php
- Pull Service: www.lib.utah.edu/services/pull-service.php

SPENCER S. ECCLES HEALTH SCIENCES LIBRARY

- General Information: library.med.utah.edu/km/faq.php
- Borrow, Renew, Request: library.med.utah.edu/or/requests.php

S. J. QUINNEY LAW LIBRARY

- Circulation Policies: law.utah.edu/library/circulation-policies/
- Online Renewals: law.utah.edu/library/renew/
- Interlibrary Loans: law.utah.edu/library/document-delivery/

The dean of Marriott Library and University librarian reports to the senior vice president for Academic Affairs and is responsible for enforcement of library policies in the Marriott Library. The director of the Spencer S. Eccles Health Sciences Library reports to the senior vice president for Health Sciences and is responsible for enforcement of library policies in the Eccles Library. The director of the S. J. Quinney Law Library reports to the dean of the Law School and is responsible for enforcement of library policies in the Quinney Library.

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.*

Some aspects of institutional practices on transfer of credit are dictated by statewide policy of the State Board of Regents, as a matter of 'articulation' of the relationship of credits granted by each of the eight institutions within the System of Higher Education (e.g., Regents Policy R470).

At the institutional level, credit transfer for undergraduate admissions is governed by Policy 6-404, which establishes the Credits and Admission Committee, a faculty committee, to determine the policy and rules affecting the Office of Admissions. The committee is composed of 11 voting members that include nine faculty members and two student representatives. This committee has the authority to determine the value of course credit and academic standing for all entering undergraduate students and has the power to act on all matters of admission or granting of credit, including the acceptance of transfer or special credit. Committee recommendations are forwarded to the Academic Senate for approval. The University of Utah is also subject to Utah State Board of Regents policies regarding the articulation of transfer of credit. To ensure currency in implementing the statewide Regents policies, faculty and staff from the University of Utah participate in annual "Majors Meetings" to discuss common courses and course materials being used at all institutions in the Utah System of Higher Education to facilitate mobility of students.

Additionally, and as a result of recent state legislation, the University of Utah may award credit for certain military service training and experience. The University of Utah follows the American Council on Education (ACE) Military Guide to determine transferability, and will award credit that is ACE recommended and parallel to coursework taught at the University.

University of Utah policies are available online through the University Regulations Library. Utah

State Board of Regents policies are available through the state website. The rules and guidelines regarding transfer credits are available on the Office of Admissions website (admissions.utah.edu/apply/undergraduate/transfer/transfer-guide.php). Articulation guides regarding specific agreements are also maintained by the Office of Admissions and are posted online (admissions.utah.edu/apply/undergraduate/transfer/guides/). The Utah State Transfer Articulation guide is available electronically and is distributed annually by the University. In addition, the University will publish articulation agreements on the Utah State Board of Regents website when it is available. The "Getting Ready for the U" transfer guides are updated annually and posted on the Office of Admissions' website. This information helps students and advisors as they plan to transfer to the University of Utah.

A petition process is available for all students who may have course work that was not initially accepted by the University of Utah through the Office of Admissions. Course descriptions and syllabi are provided to the Office of Admissions and are forwarded to the appropriate academic department for special consideration. Credit is posted to a student's record with departmental approval and recommendation. If credit is denied, students are notified that the department will not articulate the credit.

For admission to graduate programs, transfer credit is limited to six semester credit hours, as specified by Graduate School Policy (gradschool.utah.edu/graduate-catalog/grading-and-credit-policies).

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.*

The policies on students' rights and responsibilities are clearly stated in the University's Code of Student Rights and Responsibilities, Policy 6-400, www.regulations.utah.edu/academics/6-400.html. This comprehensive "Student Code" identifies student rights and standards for behavioral, academic and professional conduct, and it establishes the proce-

HIGHLIGHT

The CDS spearheads the University's longstanding comprehensive measures to ensure the success of students with disabilities.

dures for appeals and grievances. The student code is administered through the Office of the Dean of Students.

Provisions regarding prohibition of discrimination against students with disabilities, and accommodation procedures for students with disabilities are included in numerous University Regulations, including Policies 5-117, 6-404, and 6-316. See www.regulations.utah.edu/academics/guides/discrimination.html. Assistance with such matters can be accessed through the Center for Disability Services (CDS) website at disability.utah.edu/. CDS works closely with other offices on campus as well as the state to ensure fair and consistent application of accommodation standards. The CDS spearheads the University's longstanding comprehensive measures to ensure the success of students with disabilities.

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.*

For initial undergraduate level admissions, governed by Policy 6-404 (regulations.utah.edu/academics/6-404.php), the University of Utah has developed a placement system to assist each student in identifying the appropriate course for math, writing placement, and foreign language. Writing placement is based on the Admissions Index, which is a matrix developed from ACT/SAT composite scores and high school grade point average. If a student does not have an Admissions Index (transfer students), has not taken an articulated course, or objects to the designated placement, the student

can enroll in Writing 1010 or pursue a Writing Placement Exam at the University Testing Center. Math placement is based on ACT/SAT math scores, AP test scores or scores on the AccuPlacer. Advanced Placement Testing (AP) is accepted at the University of Utah. Successful completion of various AP Exam Areas will complete certain requirements within math and writing. These policies are explained clearly by High School Recruitment counselors during visits to local schools and in:

- *Undergraduate Bulletin and Student Resource Guide*, undergradbulletin.utah.edu/
- U Online Catalog, catalog.utah.edu/
- Department of Mathematics website, www.math.utah.edu/ugrad/placement.html

A student with a documented disability can pursue a substitution from the Quantitative Literacy requirement (math) and the foreign language requirement for a Bachelor's of Art through a process including the student, the Center for Disability Services and the academic department. The Center for Disability Services (disability.utah.edu/) will provide appropriate assistance based on the disability to ensure the student has equal access.

The Code of Student Rights and Responsibilities clearly specifies the University standards and procedures for termination from an academic program or from the University. See Policy 6-400, regulations.utah.edu/academics/6-400.php. In addition, each department/college maintains a policy regarding the minimum academic requirement necessary to remain a student in good standing. The minimum Grade Point Average necessary to remain a student in good standing as an undergraduate student is published on the University College page (advising.utah.edu/scholastic-standards/#gpa), while the standard for graduate students is published on the Graduate School's website (gradschool.utah.edu/graduate-catalog/grading-and-credit-policies/).

For admission to graduate degree programs, the Graduate Council establishes minimum qualifications, including an earned baccalaureate degree from an accredited institution, a minimum grade point average of 3.0, and a level of English language proficiency equivalent to a TOEFL iBT score of 80 or

better. Each application is reviewed by a committee of departmental or program faculty, which makes recommendations for admission that are consistent with program capacity and program goals for academic excellence and diversity.

Readmissions regulations are provided for under Policy 6-404 and the information for both graduate and undergraduate students can be easily accessed through admissions.utah.edu/apply/readmission/

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 relationship of the Associated Students of the University of Utah (ASUU) and the University is governed by University Policy 6-401, and further details are outlined in the ASUU constitution, popularly known as “the *Red Book*” (asuu.utah.edu/important-docs). The *Red Book* outlines all bylaws, policies and procedures for ASUU governance. The Associate Dean of Students serves as the advisor to ASUU. Student clubs and organizations operate under the governance of ASUU.

Student groups, such as the Residence Halls Association, Greek Life, Union Programming Board, and Student Health Advisory Council, have staff or faculty advisors who work closely with student activities to ensure compliance with all state and federal laws as well as school policies. They also serve as “sounding boards” for student groups during the planning processes.

The University offers a variety of student publications and other media outlets as part of its numerous co-curricular student-life opportunities, and has a detailed structure and published regulations for management of those activities. Under Policy 6-401, the Student Media Council is established as a standing council of the University appointed by the Board of Trustees. The Trustees approve its operating procedures. The Council is responsible for the University’s published policy regarding the University’s relationship to student publications.

Human Resources

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.*

The University continues to have two Human Resources departments –one for the Hospitals and Clinics and one for other campus organizations. The different business model for the Hospitals and Clinics as opposed to the rest of campus, with attendant respective implications for operational processes, procedures and guidelines, continues to be the principal reason for the two HR departments.

The Human Resources administrative office has a standing HR Policy Committee, which meets regularly to review human resources related Regulations. The HR Policy Committee has spearheaded major revisions of University Regulations in recent years, Policy review is undertaken by that Committee, working with the Institutional Policy Committee clearinghouse, and revisions are vetted through the University Staff Council (formally representing staff employees), the President’s Cabinet, the Council of Academic Deans, and other administrative offices as appropriate, before being enacted through the formal Regulations approval system (involving the Academic Senate and Board of Trustees). Requirements, terms, structure, and parameters associated with creating, revising, reviewing, implementing and retiring University Regulations can be found in Policy and Rule 1-001 at regulations.utah.edu/general/rules/R1-001.php.

The roles of the Staff Council and Academic Senate in the policy development system ensure that the Regulations are carefully scrutinized for consistent, fair, and equitable application to faculty and staff employees, including students as employees.

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.*

For non-faculty staff employees, discussion about terms and conditions takes place at the individu-

al department level and is directed by managers and supervisors. In some respects, practices differ between the University Hospitals and Clinics unit, and the other units of the University. In Hospital and Clinics departments, employees receive an offer letter prior to commencement of employment. Offer letters for new employees are not mandatory although a number of departments do utilize these. Examples of offer letter templates can be found at www.hr.utah.edu/serviceTeams/job-offer-tools.php. Supervisors and employees have access to all pertinent information relating to conditions of employment, rights and responsibilities and criteria for evaluation, retention and promotion online.

The main, relevant policies links can be found at: www.regulations.utah.edu/humanResources/

Information relating to conditions of employment, work assignments and rights and responsibilities is included in the online orientation process for new employees. Details can be found at www.hr.utah.edu/training/orientation/.

Ethical Standards and Code of Conduct requirements are located at www.hr.utah.edu/ethicalstandards/.

For employees who are in a faculty appointment status, the University has Regulations and evaluation/supervision systems designed specifically for faculty distinct from those applicable for staff employees. These faculty-relevant Regulations and systems are described in full detail with Standards 2.B.5 and 2.B.6 below. To summarize here, the applicable Regulations consist of the detailed contents of University Policies 6-303 and 6-310, and the further detailed Supplemental “Statements”-- of Faculty Retention, Promotion and Tenure Criteria, Standards and Procedures (RPT) for tenure-track faculty, of Tenured Faculty Review Procedures (TFR) for tenured faculty, and of --Reviews of Career-line, Adjunct, and Visiting Faculty Members, which all academic departments/colleges are required to develop and publish. Through these Regulations, as well as individualized appointment & reappointment letters (with such individual details as course assignments for a given year), the faculty members in all categories are well-apprised of the expectations of their employment and the standards

applied for their retention/reappointment and promotion.

2.A.20 *The institution ensures the security and appropriate confidentiality of human resources records.*

The Chief Human Resources Officer for campus and the Chief Human Resources Officer for University Hospitals and Clinics act as the respective data stewards for all human resources data. Appropriate measures are taken by the respective human resources departments to ensure data integrity, security and confidentiality. All data are held within PeopleSoft, the principal human resources information system. Human Resources is progressively automating employee processes that have data implications – payroll, personal information changes, new hires and job changes – reducing manual data entry and likelihood of input error. Automated processes also allow for electronic approvals aligned to policy which enables compliance with audit requirements. All HR employees are required to sign a data security agreement. There is also a Data Steward/Data Release in the HRIS System guideline. HR offices have access control procedures in place for employees and visitors. Access to online data systems is controlled through the requirement of an employee identification number and password.

Employee files are carefully maintained. See Policy 5-002 Personnel File, www.regulations.utah.edu/humanResources/5-002.html. Employees are able to view their personnel file, in person and on request. The University of Utah has an Information Security and Privacy Office, and the Security Policy can be found at regulations.utah.edu/it/4-001.php. New Employee Orientation also includes a module about the security policy.

Institutional Integrity

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.*

HIGHLIGHT

The University has in place comprehensive systems for addressing complaints and grievances promptly, fairly and effectively.

The University of Utah is committed to proactive communication with current and future students, faculty, and staff. Through a comprehensive University website (www.utah.edu/), other campus communication portals, and student advising services (advising.utah.edu/), the U's academic programs are clearly outlined, providing the necessary resources for a successful academic experience.

The University's Office of Marketing and Communications (umc.utah.edu/) is the central office for articulating the messages, mission, and core values of the University of Utah. UMC works collaboratively with colleges, departments, and programs to produce strategic communications and ensures the University's brand is used correctly, consistently, and effectively.

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.*

The University communicates and applies to all of its personnel expectations of high ethical standards in all University activities. For students, the Code of Student Rights and Responsibilities (University Policy 6-400) delineates expected ethical conduct and provides for enforcement mechanisms. The Code of Faculty Rights and Responsibilities (University Policy 6-316) establishes ethical canons and standards of conduct for faculty in all activity areas (teaching, research and service, including specifically interactions with other personnel and the public) and provides for enforcement mechanisms. The University's Ethical Standards and Code of Conduct Handbook (www.hr.utah.edu/ethicalstandards) provides guidance for all University employees (staff, administrators, and faculty) in all areas of

University operations.

Research activity in particular is governed by the Policy for Research Misconduct (University Policy 7-001), which defines acceptable standards and provides for enforcement. The office of the Associate Vice President for Research Integrity has specific responsibility for training and enforcement on research integrity.

The University has in place comprehensive systems for addressing complaints and grievances promptly, fairly and effectively. Complaints against students are processed under the Student Code procedures, those against faculty members under the Faculty Code, and those against staff employees under pertinent Human Resources Policies. For issues of discrimination on prohibited grounds, complaints are processed through the Office of Equal Opportunity and Affirmative Action. For grievances raised by faculty members, two standing committees of the Academic Senate are of particular note. The Senate Committee on Academic Freedom and Faculty Rights (Policy 6-010), and the Senate Consolidated Hearing Committee (Policy 6-011), have thorough procedures for investigation and grievance resolution. Also, beginning in 2014 the University has newly established two ombudsman offices to facilitate resolution of grievances of faculty members—one office available for faculty in the health sciences colleges, and one for faculty in all other colleges.

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.*

The University has strict policies governing potential financial conflicts of interest on the part of its employees, including Policy 1-006: Individual Financial Conflict of Interest Policy. Policies and specific issues are managed by the Conflict of Interest

Committee. Faculty engaging in sponsored research projects are required to disclose and manage potential conflicts of interest as part of the process of proposal submission. The Office of Research Integrity and Compliance (www.research.utah.edu/integrity/conflict/index.html) maintains a comprehensive site where faculty, staff, and students can manage potential issues of conflicts of interest, compliance and ethics.

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.*

Intellectual property rights associated with intellectual work product of University personnel are governed by University Policy 7-003: Ownership of Copyrightable Works and Related Works; and University Policy 7-002: Patents and Inventions. Together these detailed Policies provide clear regulations on ownership and rights of such property. The University's attention to these issues has become increasingly important in recent years as part of major initiatives for commercializing intellectual property developed by University personnel, reflected Technology Ventures and Commercialization Office (TVC). See www.tvc.utah.edu. The University also has employees sign an intellectual property assignment before beginning employment with the University, which makes clear who owns what intellectual property before the employment relationship begins.

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.*

Furthering the goal of accurate and transparent communication, the University provides its accreditation status online, including links to specialized accreditation by college, department, and/or program. A site dedicated to regional accreditation by the Northwest Commission on Colleges and Universities is published at accreditation.utah.edu.

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.*

In most respects, the University does not 'outsource' work of an academic nature. The core academic activities of teaching and research/ other creative activity are conducted by University personnel. The following description is most applicable for procurement of non-academic products and services that indirectly support the University's academic missions.

The University of Utah is subject to the Utah Procurement Code (le.utah.gov/xcode/Title63G/Chapter6A/63G-6a.html?v=C63G-6a_1800010118000101), which broadly defines regulations governing expenditures and contractual relationships. This Code is based on the 2000 Model Procurement Code for State and Local Governments provided by the American Bar Association. The State of Utah also conforms to and has adopted the Uniform Commercial Code that defines buyer/seller relationships. See le.utah.gov/xcode/Title70A/70A.html?v=C70A_1800010118000101. Additionally the University has adopted Policies and Rules governing supplier contracts and relationships. See regulations.utah.edu/info/policyList.php, Procurement Section and Business Operations Policies 3-100 through 3-193.

Policies and Rules require institutional oversight and approval and when necessary are updated to conform to changes in state laws, federal laws, and institutional requirements. Procurement and contractual processes within the University require adherence to state law and University policy and utilize various reviews and forms to ensure compliance. For instance, in order to engage the services of independent contractors, campus entities must complete contractual forms which require review

HIGHLIGHT

The University Speech Policy states: “Academic freedom shall be recognized as a right of all members of the faculty, whether with or without tenure or continuing appointment, of all administrative officers, and of all students.”

of Internal Revenue Service regulations, cost reasonableness and/or competition and approvals in addition to other requirements.

The University has adopted policies and rules governing who has authority within each vice president’s area to enter into contracts and other types of agreements. See www.regulations.utah.edu/administration/3-004.html and fbs.admin.utah.edu/download/Regs/UPol3-004ListOfficialDocs.pdf. Additionally, before signature, all contracts require review by the Office of General Council and the Office of Risk and Insurance Management to ensure that approved agreements contain language and provisions to ensure that the integrity of the University of Utah is maintained.

Academic Freedom

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.*

The University has long-established comprehensive regulations regarding academic freedom and responsibility. In keeping with the strong shared-governance principle pervasive in the academic regulations, these regulations are approved both by the Academic Senate (elected representatives of the faculty, students, and academic deans) and the governing Board of Trustees, as well as the University president. By policy of the Utah State Board of Regents, the University and the state’s other higher education institutions are mandated to have in place policies related to academic freedom and professional responsibility (Regents Policy R481, higheredutah.org/policies/). The heart of the University’s regulations (published at regulations.utah.edu/) on these issues is Policy 1-007: The University Speech Policy, which states the principle that “Academic freedom shall be recognized as a right of

all members of the faculty, whether with or without tenure or continuing appointment, of all administrative officers, and of all students.” These issues are further addressed in a section of the Code of Student Rights and Responsibilities, which addresses student freedom of expression (Policy 6-400), a section of policy on freedom of the student press (Policy 6-401), and a section on intellectual freedom of faculty in the Code of Faculty Rights and Responsibilities (Policy 6-316). Other policies provide safeguards against violations of academic freedom in disciplinary actions taken against faculty, discontinuance of programs, or in dismissals of non-faculty personnel.

See Policy 6-307: Resignations of Faculty; Policy 6-313: Terminations and Program Discontinuance; and Policy 6-309: Academic Staff, Educational Trainees.

The Senate Committee on Academic Freedom and Faculty Rights is a standing elected committee of the Academic Senate charged with investigating and reporting to the Senate on instances of alleged violations of academic freedom or related rights, and more generally advising the Senate on any potential threats to academic freedom (Policies 6-002 and 6-010).

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.*

Maintaining an environment that encourages independent thought and sharing of knowledge is central for the University. This commitment is reflected in the preamble of the University Speech Policy, which states that “the University must insure within it the fullest degree of intellectual freedom and protect the opportunity of all members of the

University community and their guests to exercise their intellectual freedom and protect their right to communicate with others in the University community." See Policy 1-007, regulations.utah.edu/general/1-007.php. Similarly, the Code of Faculty Rights and Responsibilities begins with the principle that the University shall be maintained as "a place where the broadest possible latitude is accorded to innovative ideas and experiments, where independence of thought and expression are not merely tolerated but actively encouraged." The Code further provides that faculty members "have the right to academic freedom and the right to examine and communicate ideas by any lawful means even should such activities generate hostility or pressures against the faculty member or the university." See Policy 6-316, regulations.utah.edu/academics/6-316.php. The University's "Student Bill of Rights" provides that students are "entitled to academic freedom and autonomy in their intellectual pursuits" and "have a right to examine and communicate ideas." See Policy 6-400, regulations.utah.edu/academics/6-400.php. Further, the University's "Accommodations" policy is a particular expression of these principles which balances the academic freedom of the faculty to determine curricular content, and the rights of students taking courses to "adhere to individual systems of conscience, religion, and ethics," in some cases by requesting an appropriate accommodation in course requirements to avoid conflicts with a student's "sincerely held core beliefs." See Policy 6-100, regulations.utah.edu/academics/6-100.php.

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.*

Through adoption and implementation of the University's Code of Faculty Rights and Responsibilities, the faculty and administration have committed to the principle that teachers "must not require students to accept their personal beliefs or opinions and must strive in the classroom to maintain a climate conducive to thinking and learning." The Code further provides that "Faculty members must not misuse the classroom by preempting substantial portions of class time for the presentation of

their own views on topics unrelated to the subject matter of the course. Where faculty members find it pedagogically useful to advocate a position on controversial matters, they must exercise care to assure that opportunities exist for students to consider other views. Faculty members must not reward agreement or penalize disagreement with their views on controversial topics." See Policy 6-316, regulations.utah.edu/academics/6-316.php. The Code also explicitly prohibits plagiarism and other forms of misconduct in research and other professional activities of faculty.

Finance

2.A.30 *The institution has clearly defined policies, approved by its government 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.*

The University has detailed Regulations governing financial resources planning and management. These are available in the General Administration & Operations section of the Regulations Library, online at regulations.utah.edu/administration/index.php. New regulations or changes to current regulations must go through the University's policy revision system, which includes coordination by the Institutional Policy Committee and a rigorous review process. Information on the process and the committee are available at regulations.utah.edu/info/IPCresources.php.

The University also is responsible for adhering to the policies of the Utah Board of Regents. The University's Office of Budget and Institutional Analysis and the offices reporting to the Chief Business Officer provide an extensive series of reports to the Office of the Commissioner of Higher Education (staff to the Regents). These reports deal with financial matters of various kinds (budgets, tuition and fees, tuition waivers, actual expenditures, assets and liabilities, changes in assets, endowment performance, bonded debt, and so on) as well as matters that impact on finances such as enrollment.

STANDARD 2.B: HUMAN RESOURCES

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.*

The University of Utah employs both benefitted and non-benefitted staff employees in academic colleges and departments, hospitals and clinics as well as administrative and auxiliary units. Administrative and operational functions are managed locally at the unit level. Managers have authority to balance the workforce. Policy 5-102 Staff Employment Policy describes the hiring process and details can be found at: regulations.utah.edu/human-resources/5-102.php

Job descriptions are robust and available online. Campus job descriptions are located at www.hr.utah.edu/comp/jobcodetable.php. Job descriptions for hospital and clinic employees are available through the hospital and clinics human resources department. Both departments review positions for essential functions and compliance requirements.

All job descriptions include minimum qualifications and essential functions and are updated as necessary. All positions are posted on the respective careers pages for campus and hospitals and clinics. The hiring process is decentralized and hiring managers and supervisors are accountable for ensuring compliance with policy. Both HR offices support hiring managers and processes as required operationally.

University of Utah Human Resources Management, (HRM) for the campus, excluding University Hospitals and Clinics, is undertaking a project to enhance the delivery of HR services and processes. The goals are to increase customer service, improve efficiency and value, and increase management capacity. The model will have three elements. The first element is a Customer Service Center (CSC) that will be developed and located at Central HR and will be the main point of contact for employees. The CSC will be responsible for ensuring all new hire actions are

completed, overseeing the majority of HRM transactional processes, and answering questions related to Payroll, Benefits, Employment Verification, and Application Tracking.

The second element is embedding HR experts at the college/unit and/or departmental level. The embedded teams will include an HR Manager and HR Analysts to provide strategic initiatives and services for departments.

The third element involves Centers of Expertise, such as Payroll, Benefits, Employee Relations, Compensation, Recruitment, and Training & Development who will remain at central HR. These centers will provide up to date knowledge and training to the embedded teams.

This project will likely involve staff organizational changes and technology enhancements/services. Currently, HRM is creating “as-is” process maps of all HRM transactions and it is anticipated that “to-be” processes will be developed for the majority of transactional processes. A pilot of embedded HR is currently underway in Student Affairs, with one HR Manager and two HR Analysts. Baseline metrics reports have been run and will be run again every six months to monitor progress of the model.

2.B.2 *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

During the past three years, the University of Utah Hospitals and Clinics and other areas of Health Sciences (including the School of Medicine) designed, developed and implemented an online staff performance management system. Since its deployment last year, 224 supervisors have already been trained on this performance management system. Of the 5,600 staff employees at Health Sciences, over 600 employees’ performance reviews are in some stage of completion. This system will continue to be evaluated and improved.

At the main campus, the Division of Human Resources (HR) has collaborated with University Information Technologies (UIT) to develop and deploy an online staff performance management

tool called University of Utah Performance Management (UUPM). UUPM is based upon a successful performance management tool currently used by the State of Utah. UUPM allows online communication between supervisor and employee, including written documentation of job assignments, expectations and yearly goals. The UUPM system provides additional opportunities for written feedback between supervisor and staff member and also strongly supports mentorship by management and staff personal development.

UUPM is currently available for use across campus and will be the required tool used for all staff performance management (non-Health Sciences) by fall of 2015, keeping in mind that each college and administrative area has its own performance evaluation cycle, so it may take a year to implement in all departments.

With the main campus launch of UUPM and the existing Health Sciences performance management tool, all departments on campus will perform regular staff performance evaluations using a standardized online performance management system. After the rollout of UUPM on the main campus, HR and UIT will focus their next efforts on steadily increasing the consistency between the Health Sciences and UUPM tools.

Access to the respective performance management tools requires employee authentication. Details of the two performance management tools can be found at pulse.utah.edu/qandas/Lists/QuestionsAnswers/DispForm.aspx?ID=1819 and www.hr.utah.edu/serviceTeams/perfManagement.php.

The president's cabinet reviews strategic goals and achievements of academic units annually. The two senior vice presidents conduct performance reviews for each academic dean every five years.

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 has multiple resources for profession-

HIGHLIGHT

A crucial role in assurance of ongoing high quality of academic programs is played by the University's seven-year review cycle.

al development of employees at all levels which are offered by a range of departments at either no cost or low cost. Examples include the Training and Development units in the main campus and hospitals and clinics (www.hr.utah.edu/training/), Center for Teaching and Learning Excellence (CTLE, ctle.utah.edu/), Women in Medicine and Science Program (WIMS, medicine.utah.edu/faculty-dev/programs/health-equity-and-inclusion/), Division of Continuing Education (continue.utah.edu/), Marriott Library (eventregistration.tools.lib.utah.edu/), the Eccles Health Sciences Library (library.med.utah.edu/ed/eduservices/?WT.svl=navbarEdSvc) and the Employee Assistance Program (www.hr.utah.edu/ben/summ/standard/EAP.php). The Training and Development units in the respective HR departments are responsible for new employee orientation and job related skills training for staff employees at all levels. Training and Development units actively collaborate to provide professional development for postdoctoral scholars and students. The main campus Training and Development team works closely with the two Offices of Academic Affairs and Faculty Development (main campus and health sciences) to develop and implement faculty professional development programs.

Additionally, the Training and Development teams work closely with individual units to deliver customized training interventions to meet specific needs. Benefited employees receive a 50% tuition reduction for credit and non-credit classes at the University. See www.hr.utah.edu/benefits/tuition.php.

Individual departments participate in training offered by their respective professional associations and University staff and faculty hold leadership positions in a number of professional associations.

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.

The University structures its academic operations such that the members of the faculty have substantial authority and responsibility for carrying out the institution's educational objectives. This includes the primary roles in setting and implementing academic policies, carrying out the activities of the academic programs, and ensuring the effectiveness of each academic program unit by periodically reviewing each unit through a rigorous, transparent review process that culminates in an evaluative report presented to the Academic Senate and Board of Trustees. The University further has in place systems for careful hiring and periodic review of the faculty members to ensure that faculty charged with these various responsibilities have the appropriate qualifications and continue to meet the University's high standards.

The fundamental principle of faculty responsibility and authority in setting academic policies is reflected in University Policy 6-001, regulations.utah.edu/academics/6-001.php, declaring that the "faculty shall have authority . . . to legislate on matters of educational policy, to decide upon curricula . . . primary responsibility for course content and materials, degree requirements and curriculum [and] a right to participate in decisions relating to the general academic operations of the university including budget decisions and administrative appointments." See also Policy 6-300 (responsibilities and rights of various categories of faculty). Policy 2-003 describing the role of the university president vis-à-vis the faculty provides that the president commits "to the faculty of the university, the general initiation and direction of instruction . . . in fulfillment of the university's role as established in the state-wide master plan for higher education." Specific examples of this role of the faculty in academic matters are the requirement of faculty approval for development of every credit-bearing course, and the requirement that every course be taught by a qualified instructor: "In keeping with the principles of faculty shared governance . . . courses shall be approved by the faculty members of course-offering units before being submitted for higher-level approval [and] should be taught, evaluated or directly supervised by an instructor . . . whose teaching qualifications

meet the criteria adopted by the course-offering unit in furtherance of the University's commitment to excellence in teaching." See Policy 6-100, regulations.utah.edu/academics/6-100.php.

The faculty collectively carries out these responsibilities through an established structure that includes the faculty groups of each academic unit (primarily the academic "department"), a college council for each academic college, the Undergraduate Council and Graduate Council, and the Academic Senate, as well as various subject-specific university-wide committees. See again Policy 6-001 and see the Roster of University Committees maintained by the Senate office on the Senate website academic-senate.utah.edu/university-committees/.

A crucial role in assurance of ongoing high quality of academic programs is played by the University's seven-year review cycle for every academic department and similar organizational units, with faculty having major responsibility throughout the review process. These include a self-study conducted by the faculty and administrators of the unit, reviews conducted by teams of University faculty from outside the unit as well as participants external to the University, consideration and approval of the review reports by the Undergraduate/Graduate Councils, and presentation of the review reports to the Academic Senate prior to presentation to the Board of Trustees.

Assurance of appropriate qualifications of the individual faculty members who carry out these multiple important responsibilities is accomplished first through rigorous faculty appointments procedures, in which the existing faculty of the appointing unit have a major role (See Policy 6-302—Appointments), and then through the periodic faculty evaluation processes which are further described in the response for Standard 2.B.6 below.

2.B.5 *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

Ensuring an appropriate balance of individual faculty workloads with expectations for faculty is ac-

completed primarily by providing for a strong role of the faculty of each department, collectively, in setting those expectations and periodically evaluating individual faculty performance against those expectations. The University's departments organize their faculty workforces into distinct categories, with differentiated expectations of work for the faculty in each category, and the allocation of workloads and responsibilities for faculty within each category is regularly evaluated to be kept consistent with the overall expectations.

Through major Policy revisions in 2014, the University changed the categorization and nomenclature of categories of faculty. The former "regular" faculty category was renamed as the "tenure-line" category which comprises tenure-track and tenured faculty. The nomenclature of "auxiliary" formerly applicable for all categories of non-tenured faculty was eliminated in favor of a set of several distinct categories. The newly established "career-line" category includes the *full-time* non-tenured faculty typically expected to be long-serving, who are further organized in three sub-categories according to the nature of primary responsibilities: clinical, lecturer, and research. The remaining major categories of faculty are adjunct, who are *part-time*, and visiting, who are *temporary* (one can generally only serve as a visiting faculty member for up to three years) but may be either full- or part-time during the temporary appointment). See Policy 6-300, regulations.utah.edu/academics/6-300.php. The restructuring and renaming resulted from a lengthy institution-wide dialogue, with a primary purpose of promoting greater recognition and respect for the important roles of faculty in the career-line categories. The reformed categories are serving well for the additional purpose of aligning responsibilities and workloads of individual faculty members with the expectations applicable for each category, as to the University's core missions of teaching, research/other creative activity, and service.

Faculty members in the tenure-line category constitute the foundation of the academic workforce, and in general all tenure-line faculty are expected to contribute to all three of the missions of teaching, research/creative activity, and service. Those expectations are required by Policy to be described in "Statements of RPT and/ Tenured Faculty Review

Criteria and Standards" which each academic unit (department or college) develops and submits for joint approval by central administration and the Academic Senate Faculty Review Standards Committee. See Policy 6-303, regulations.utah.edu/academics/6-303.php. A new feature of a 2014 revision of that policy is to establish a regular schedule for reexamination and revision of these Statements, as a means of ensuring they will be kept current with national disciplinary norms and internal departmental and institutional expectations. The tenure-line faculty of each department collectively have the primary role in setting expectations for their members, through their role in drafting of the written standards, and then applying the standards in conducting periodic reviews of individual faculty members (as described further under Standard 2.B.6). In particular, the teaching loads of each tenure-line faculty member are carefully considered in light of the expectations in that department for the areas of research/creative activity, and service. A common feature of departmental plans and practices is to provide reduced teaching loads and lessened service expectations for the tenure-track (pre-tenure) faculty at crucial points in their probationary periods, to ensure adequate opportunity for meeting expectations as to research/other creative activity.

Faculty members in the non-tenure-line categories are typically not expected to contribute in all three areas. Of the career-line faculty (full-time, and typically long-serving), those in the sub-category of "research faculty", whose primary work is on research projects, generally are not expected to teach. Those in the clinical and lecturer sub-categories have training or teaching as their primary academic work and generally are not expected to make major contributions in research/creative activity. There is some flexibility to allow maximal matching of individual skills and interests with institutional missions and current needs—such that a particular research faculty member might contribute to teaching and a particular clinical or lecturer faculty member might pursue some research. As further explained under Standard 2.B.6, each college is required under Policy 6-310 to develop and follow a written Statement (plan) setting the standards (expectations) for their research, lecturer, or clinical faculty, by category. There is some flexibility to allow maximal matching

of individual skills and interests with institutional missions and current needs—such that a particular research faculty member might contribute to teaching and a particular clinical or lecturer faculty member might pursue some research.

Faculty in these career-line categories are by University policy limited to appointment terms of no greater than five years, and may be considered for reappointment at the end of each such term. Under policy revisions made partially in response to the 2006-2007 accreditation, a careful evaluation process is required in conjunction with each such reappointment (a thorough review at least every five years, in addition to less extensive annual reviews). The tenure-line faculty of their departments, collectively, have a primary role in that periodic evaluation and reappointment process (per the Appointments Policy 6-302). All such reappointments are also presented to the Academic Senate before approval by the Board of Trustees. This transparent system ensures that the contributions being made by each individual full-time faculty member in the career-line categories, and the expectations for faculty in each category within a department, are reviewed regularly, not only by departmental administrators but also collectively by the core tenure-line faculty of the department, before approval of reappointments (including reappointments with promotion in rank) is processed through central administration, the Academic Senate, and Board of Trustees.

The most recent relevant University policy revision was adopted in May 2015 through a lengthy task-force-led project, and is currently being implemented. It adds significant rights and procedures regarding reappointment for career-line faculty members who have served for at least three-years full-time. It articulates for such “long-serving full-time” members basic due process rights to (i) seek reappointment, (ii) seek promotion in rank, (iii) receive notice of upcoming periodic reviews, and have access to the review file, and (iv) submit review materials—including responses to all evaluations. Of particular significance, a new oversight procedure is established, with a University-level advisory committee, such that a career-line faculty member who seeks reappointment (with or without promotion in rank) and receives a negative recommendation at the

academic unit level (i.e., college/department), has the right to pursue the request for reappointment/promotion up to the central administration level, and may have the case reviewed by the new University Career-Line Reappointment Committee. This new committee will examine the lower level recommendation, applying an “arbitrary and capricious” standard in considering whether the recommendation properly adheres to the criteria and standards applicable under the approved Statement. The committee will then advise the central administration, submitting recommendations as to an appropriate disposition on disputed core matters in the reappointment/promotion case. This process is modeled on a long established process for tenure-line faculty, under which a committee of tenured faculty advises on disputes regarding retention, promotion, and tenure. The new committee for career-line reappointment/promotion cases will consist of peers -- career-line faculty members drawn from across the University, elected by their career-line area colleagues. (Policy 6-310, May 2015).

Part-time faculty members are mainly in the category of “adjunct” and are almost exclusively contributing to the teaching mission. They are rarely involved in research or service activities within the University. Given that they typically have their primary professional lives outside of the University, the University appropriately focuses its evaluations directly on assuring that the teaching work they perform for the University is in fact carried out effectively. The quality of their teaching contributions is assessed on the basis of multiple indices, including a recurrent student course evaluation process. Such adjunct faculty members are required to go through the periodic reappointment and concomitant evaluation processes similar to those described above for the career-line faculty, using criteria, standards, and procedures developed by the departments specifically appropriate for adjunct faculty, described in the Statements to be jointly approved by central administration and the Senate’s Faculty Review Standards Committee. These processes must always include scrutiny by the tenure-line faculty, and units may also choose to provide for scrutiny by their long-serving full-time career-line faculty with relevant expertise (per Policies 6-310 and 6-302).

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.*

The University's colleges and departments (and other interdisciplinary academic units) have systematic evaluation processes in place for all faculty, requiring comprehensive evaluations no less frequently than every five years, as well as more frequent annual evaluations every spring. The processes are organized according to categories of faculty.

For the "tenure-line" faculty, there is a particularly rigorous "RPT" system for conducting retention, promotion and tenure evaluations for "tenure-track" (pre-tenure tenure-line) faculty throughout a probationary period of five to seven years. This includes at least two rigorous formal reviews conducted midway through and in the final year of the probationary period, as well as annual informal retention reviews. (Policy 6-303). For tenured faculty, existing policy requires departments to conduct comprehensive reviews every five years in addition to annual reviews (Policy 6-303), and the University is currently engaged in a lengthy project which will culminate in a major revision of the policy for these "Tenured Faculty Reviews—TFR". Fundamental aspects of these review processes for the tenure-line faculty are mandated at the state level by policy of the Utah State Board of Regents (Regents Policy R481) and implemented through the University's comprehensive institutional policy (6-303). Under the RPT and Tenured Faculty Review processes, all tenure-line faculty are evaluated in the three areas of teaching, research/other creative activity, and service. The reviews are conducted collegially within the academic department, and results and

recommendations reported up through channels to the president of the university. These review systems must themselves undergo rigorous review, with the review plans, including criteria, standards, and procedures, documented in a Statement that must be approved at multiple levels. The Senate Faculty Review Standards Committee is a standing committee of the Academic Senate made up of elected tenured faculty representing all colleges of the University, and is charged with reviewing and jointly with central administration finally approving the RPT and TFR evaluation Statements adopted for each academic department. (Policies 6-002 and 6-303).

In reviewing these faculty evaluation systems, the Standards Committee and central administration pay particularly close attention to methods for evaluation of teaching. Departments have long been required to integrate into their systems reviews and recommendations of individual faculty prepared by departmental Student Advisory Committees (SAC's), prepared according to guidelines approved by the Standards Committee, and to employ multiple other indices of teaching performance (including data gleaned from the institution-wide course evaluations conducted each semester per Policy 6-100). Departments with 'best practices' have typically included teaching assessments based on peer observations, and under recent policy revisions adopted on recommendation of the Senate's Standards Committee those will now be presumptively required.

For 2015-2016 and following years, major focus will be directed at the systems for review of tenured faculty. Over the past year a TFR Task Force has begun developing a policy revision proposal, through a series of discussions with various administrators and faculty representatives. This will continue in the coming year and the revised policy is anticipated to be presented for final approvals of the Academic Senate and Board of Trustees within the year. It is contemplated the revised policy will require more thorough TFR systems to be implemented within the departments and colleges (with contents of the governing Statements developed first within those units, and then jointly approved by central administration and the Senate's Standards Committee, guided by an approved template). And it is expect-

ed to include formalization of specific procedures for addressing areas of concern identified upon review of a tenured faculty member—including adding a significant new University-level appeals process. This appeals process is being designed to assure that the most serious measures to address identified concerns regarding a tenured faculty member’s performance are applied fairly and consistently, and that members exhibiting sub-par performance are extended ample opportunities and support for improvement of performance, before the more serious measures are implemented. In response to feedback garnered in the consultation to date, the policy is also being crafted to ensure that the review systems appropriately identify and recognize good performance by tenured faculty members.

For faculty in the non-tenure categories (career-line, adjunct, and visiting), and for other teaching personnel without faculty appointments, the University has been strengthening its periodic evaluation processes in the period from 2007 to the present, partially in response to a recommendation from the NWCCU accreditation review carried out in 2006-2007. At the time that review was being completed, the University responsively adopted a new Policy 6-310, which requires each of its colleges (or other academic units) to develop a written plan for periodic evaluation of faculty in the career-line, adjunct, and visiting categories, and also “non-faculty instructional personnel” (graduate students and postdoctoral fellows with teaching responsibilities). The University refined that Policy in 2010 with further detail, following the NWCCU’s follow-up site visit and Interim Report of fall 2009, and then significantly revised it again in 2014 as part of a major project focused primarily on the important roles career-line faculty have within the University. In accord with the original Policy, all colleges have been developing and putting into place interim versions of the evaluation plans (through written Statements of criteria, standards, and procedures), and the central administration and the faculty members of the Standards Committee are currently working with the colleges to further refine those plans in accord with the latest Policy changes. (See further description of these evaluation systems for career-line faculty, including the recent history of major policy changes, in the section for Standard

2-B-5 above).

While most appointments of the non-tenure categories of faculty are within traditional academic departments, situated within academic colleges, some appointments of career-line faculty (and non-faculty teaching personnel) are based in an alternative type of academic unit which the University refers to as an Interdisciplinary Academic Program (Policy 6-001). By means of the 2010 policy revisions (prompted partly by follow up for the preceding NWCCU accreditation round) a process was established by which such programs can achieve qualified status and be authorized to host appointments of career-line faculty in teaching roles. The interdisciplinary units which have achieved such authorization (individually approved by central administration and the Academic Senate) are referred to as Qualified Interdisciplinary Teaching Programs (Policy and Rule 6-310). These interdisciplinary teaching programs are required to develop and implement rigorous review processes for their career-line faculty (and also teaching personnel without faculty appointments) similar to those processes which are applicable for career-line faculty appointed in the more traditional academic departments and colleges. A University-level “Interdisciplinary Teaching Programs Faculty Appointments Advisory Committee” jointly with central administration approves the contents of the faculty review plans (Statements) each such program develops, and also approves the appointments/ reappointments and promotions-in-rank of individual career-line faculty members in these programs. This system was designed to ensure thorough scrutiny of each such unit’s plans for appointment/ review and reappointment/promotion, and also thorough scrutiny of each individual appointment/ reappointment/ promotion decision within these units, to a degree equaling or exceeding what occurs in the more traditional types of academic units. Because teaching is the central mission of each such unit, the evaluation systems for all focus primarily on faculty member contributions to teaching. There are presently six such qualified interdisciplinary units: Entertainment Arts and Engineering; Environmental and Sustainability Studies; Ethnic Studies; Gender Studies; Honors; and LEAP (Learning, Enhancement, Achievement, and Progress). Some of the important contributions faculty of these six programs make,

especially to teaching at the undergraduate level, and other aspects of student success, are highlighted elsewhere in this Report (e.g. Standard 4).

In conjunction with the major development of rigorous performance review systems for the career-line faculty which the University has been engaged in since the 2006-2007 accreditation, it has also been quite dramatically expanding the roles of career-line faculty members in shared-governance activities, through a series of revisions of policies relevant to shared-governance structures. Of most direct relevance to the topic of reviews of faculty performance, this first included making career-line faculty members a part of the system for developing and approving contents of the Statements which guide the departmental (or other unit) processes for appointing, reviewing, and reappointing/ promoting career-line faculty members. The Senate Faculty Review Standards Committee has a prominent place in that system, and the first step in the dramatic expansion was to bring career-line faculty into that committee's activities on an ad hoc basis. That was followed with formally revising the policy controlling the committee structure, in 2014, to now include a set of elected career-line faculty members, so there is peer participation in the committee's responsibility for final approval of the Statements.

The 2014 change to that particular Senate committee was accompanied by sweeping changes to the entire Senate structure. Designated positions for career-line faculty were established for the main body of the Senate itself (adding 18 such positions, elected by career-line peers representing 18 college areas), and career-line members have been integrated into the Senate's ten standing committees; including the vital Executive Committee (see Revised Policy 6-002). They have also been integrated into various Senate ad hoc committees. And as a most recent step (begun May 2015) the University Career-Line Reappointment Committee, whose role in reviewing disputes regarding faculty reappointments/ promotions is described above for Standard 2-B-5, is being created with a membership exclusively of career-line faculty members.

A Task Force on Career-line, Adjunct, and Visiting faculty has been instrumental in accomplishing

these various policy revisions, and is currently continuing to work on related issues on various fronts, in coalition with relevant Senate committees, other University committees, and administrators. One aspect of that work is to encourage and facilitate integration of career-line faculty members into academic governance structures at the level of colleges, departments, and other academic units, particularly in roles where their expertise and work capacity are most clearly advantageous. The recent revisions to policies regarding career-line faculty explicitly encourage units to integrate such faculty into shared-governance roles, and direct units to recognize service in shared-governance activities as valuable contributions to be accounted for in faculty member reviews (Policy 6-310).

The task force also plans in 2015-2016 to begin turning some attention to the adjunct category of faculty.

For all of its categories of faculty, the University's evaluation systems are developed and implemented primarily by the faculty within the individual departments or colleges so that the evaluative criteria are tailored to each discipline, within parameters set by an institution-wide Policy. They provide for periodic review, with comprehensive reviews no less frequently than every five years, provide for mechanisms to address concerns arising between those five-year comprehensive reviews, provide for departmental/college/central administrator access to all primary evaluation data, and provide for mechanisms to timely and effectively address any areas of concern identified in the review of any faculty member. The University has been very actively reviewing and revising these evaluations systems in recent years, and plans to continue aggressively improving them over the next several years—including particularly major attention in the coming year to the systems for review of tenured faculty.

HIGHLIGHT

The Carnegie Foundation for the Advancement of Teaching classifies the University of Utah as a large four-year public research university with very high research activity.

STANDARD 2.C: EDUCATION RESOURCES

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.*

The Carnegie Foundation for the Advancement of Teaching classifies the University of Utah as a large four-year public research university with very high research activity. The undergraduate program is classified as balanced (arts & sciences/professions, with high graduate coexistence), and the graduate program is listed as comprehensive doctoral with a medical school. A comprehensive searchable list of undergraduate and graduate degrees, minors and certificates offered by the University is published in the online catalog (catalog.utah.edu), illustrating the balance of academic programs across traditional disciplines.

The creation of each new academic program is accomplished only by a rigorous process of proposal and review, starting in the academic department and college, and progressing to the Undergraduate Council or Graduate Council, as appropriate, the senior vice president (Academic Affairs or Health Sciences), approval by the Academic Senate, Board of Trustees and the State Board of Regents. All degree programs articulate a clearly defined set of expected learning outcomes (learningoutcomes.utah.edu/) as well as the measures used to assess learning outcomes. Institutional assessments of program effectiveness and achievement of student learning outcomes are performed by the Graduate Council (gradschool.utah.edu/graduate-council/) or Undergraduate Council (ugs.utah.edu/council/), as appropriate, on a seven-year cycle (documents.gradschool.utah.edu/7-year-review-schedule).

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.*

Expected learning outcomes for every degree program are published on the University of Utah website (learningoutcomes.utah.edu/). University regulations require that course descriptions, which are published in course syllabi and distributed to enrolled students, clearly state the learning outcomes and activities that are essential to the award of credit (www.regulations.utah.edu/academics/6-100.html). The Center for Teaching and Learning Excellence publishes a guide to the creation of course syllabi that are in compliance with university regulations and best academic practices (ctle.utah.edu/_doc/syllabus-guidelines.pdf). The Undergraduate Council requires courses fulfilling a General Education requirement have syllabi that indicate which learning outcomes are addressed. A comprehensive collection of General Education course syllabi is available for inspection.

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.*

All academic programs are subject to rigorous internal review and subsequent external review by chief academic officers of other Utah System of Higher Education institutions at the time they undergo approval by the State Board of Regents. This process ensures high quality design, demonstrated need, financial sustainability and learning outcomes that reflect generally accepted learning outcomes in higher education. In addition, many programs undergo ongoing periodic external review for specialized accreditation. The Graduate and Undergraduate Councils are charged with conducting ongoing reviews of academic programs throughout the University on a 7-year cycle to ensure that credit and degrees are being awarded in a manner consistent with University policies. Each review begins with preparation of a departmental self-study document, two site visits by teams of internal reviewers and external reviewers, input from the department chair and dean, preparation of a summary report by the respective Council, and a wrap-up meeting with the department chair, dean, and cognizant senior vice president to identify action items in

response to the recommendations of the review. The Graduate Council Redbook (gradschool.utah.edu/wp-content/uploads/2013/05/Red-Book-2014.pdf) contains a summary of the review procedure. Documentation of program reviews are maintained by the Graduate School for all programs except those having only an undergraduate component (e.g., LEAP Program and Honors College), which are maintained in Undergraduate Studies.

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 follow depth, breadth, and course sequencing standards as determined by specialized accreditation requirements or, in programs without specialized accreditation, follow the depth, breadth and sequencing of nationally recognized programs of study. The course requirements and sequencing are periodically reviewed to align with national trends through ongoing curricular review at the department level and external reviews on the seven year cycle.

Sample programs of study have been created for every bachelor degree program. They demonstrate a suggested sequencing of courses, and can be found on the major pages of the General Catalog (catalog.utah.edu). The curricular design of undergraduate and graduate programs is presented on the websites of the individual departments offering the degrees and certificates. These documents are reviewed by the Graduate or Undergraduate Council as part of the seven-year cycle of program reviews to ensure that programs are up-to-date and are offered with the appropriate level of academic rigor. The Office of Admissions publishes specific admissions requirements for undergraduate and graduate study (admissions.utah.edu/).

Graduation requirements for baccalaureate degrees are published in the university's General Catalog (catalog.utah.edu), which includes major requirements for every degree. The Office of Undergraduate Studies maintains a detailed description of General Education and Baccalaureate degree

requirements (ugs.utah.edu/gen-ed-regs/index.php). In addition, every undergraduate student can access the Degree Audit Requirements System (DARS) in the Campus Information System (cis.utah.edu), which allows students to run degree audits upon request, including "what-if" queries to test the effects of changing or adding majors and minors.

Graduate students are required to develop an official program of study to satisfy the requirements of the degree for which they have been admitted. The program of study is entered into the Graduate Records Tracking System, which can be viewed by the student in the Campus Information System (cis.utah.edu). Students can conduct graduation audits to determine which degree requirements remain to be satisfied prior to graduation.

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.*

As to curriculum, all of the university's educational programs evolve through processes that ensure academic rigor and compatibility with institutional mission, and the faculty collectively has core roles in those processes. As provided in Policy 6-001 "The faculty of each academic unit... shall have, subject to the approval of the Academic Senate and appeal to the University faculty, jurisdiction over all questions of educational policy affecting that academic unit, including requirements for entrance, graduation, and major, and prescribed subjects of study." New courses are approved by departmental faculty, then by college curriculum committees (with faculty membership), and finally by the Office of Curriculum Administration (curriculum.utah.edu/).

New curricular programs (degrees, minors, emphases, or certificates) are subject to additional levels of review by the Graduate Council or Undergraduate Council (primarily faculty membership), cognizant senior vice president, Academic Senate (primarily faculty membership), Board of Trustees and the

State Board of Regents. Courses that satisfy institutional General Education or Baccalaureate degree requirements are reviewed on a 5-year cycle by faculty committees and the Undergraduate Council. The Graduate and Undergraduate Councils review the curricula of other ongoing programs and courses, including those satisfying departmental major requirements, as part of the seven-year cyclical program review process, in accordance with Regents Policy R411, higher.utah.org/policies/policyr411/.

As to selection of new faculty, University Policy 6-302 establishes a procedure governing every appointment of every new faculty member (in every category—tenure-line, career-line, adjunct, or visiting). The core of that process is that the existing faculty in the appointment departments serve as the “Departmental Faculty Appointments Advisory Committee” which reviews, votes upon, and makes a specific recommendation as to every proposed appointment. That recommendation is the primary basis of the ultimate decision on each appointment (which by state law ultimately rests with the University president and Board of Trustees).

Faculty in departments and programs are responsible for establishing and assessing student learning outcomes at the course and program level. Student learning outcomes for all University degrees are published online at learningoutcomes.utah.edu. Outcomes and requirements are tailored to the practices of each discipline; therefore, a wide variety of assessment tools and techniques are employed, including student course evaluations, capstone courses and exams, professional licensure exams, student portfolio reviews, exit interviews, alumni questionnaires, and student job placement data.

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.*

Faculty teaching in the undergraduate curriculum have strong partnership connections with the central Marriott library faculty. Faculty with teaching responsibilities work closely with library-based services, including the Digital Scholarship Lab (DSL), the office of Teaching and Learning Technologies

(TLT), and the Center for Teaching and Learning Excellence (CTLE) ctle.utah.edu/, which supports the University’s teaching community through a variety of workshops, courses, one-on-one consultations, and a database of instructional resources. DSL, TLT and CTLE are all housed in the Faculty Center of the Marriott Library, which allows faculty to cover all of their teaching needs in one location. Subject based library guides are created campusguides.lib.utah.edu/ to enhance learning both in and outside the classroom and teaching and librarian faculty work together to ensure that students learn to find and use scholarly resources appropriately.

Additionally, library and information resources are integrated into the learning process at the department level, as well as through faculty connections as well as through a number of undergraduate teaching and learning communities including: the Honors College; Learning, Engagement, Achievement Progress (LEAP) Program, Undergraduate Research Opportunities Program (UROP), ACCESS Program, and Innovation Scholars. In each of these programs, library faculty are an integral part of the curriculum, ensuring that the use of library and information resources is integrated into the learning process. For example, LEAP students visit the Marriott Library 5 times each semester.

Faculty with teaching responsibilities often contact the Marriott Library, the Eccles Health Sciences Library or the Quinney Law Library to arrange for a guest lecture from a librarian faculty member that teaches students how to access peer-reviewed, scholarly information in their subject area. These course integrated instruction sessions are supplemented by online tutorials and library guides available 24 hours a day anywhere in the world via an Internet connection. In addition, librarians are available for consultations in person, via email, over the phone, or by web conference.

As a particular example, instruction in legal research methodology is a fundamental component of the law school J.D. curriculum. Quinney law librarian faculty with juris doctor degrees teach a required Basic Legal Research course to first year law students, and a popular elective course in Advanced Legal Research. Law library faculty also provide instruction, lectures and tours to undergraduate Uni-

versity courses that have a law-related component, such as Mass Communication Law (Department of Communication, College of Humanities).

Other examples in the Health Sciences include: The School of Medicine and College of Nursing include librarian instruction in the curriculum. The Eccles Health Sciences Library works with curriculum committees in the School of Medicine and the College of Nursing, and partners with the School of Dentistry and Colleges of Health and Pharmacy to incorporate information and health literacy, and informatics concepts into curricula. Librarian faculty visit classrooms to present lectures on library resources and skills, as well as teach curriculum-integrated classes. College of Pharmacy students visit the Library twice a year for instruction on databases and citation management tools. The Eccles librarian faculty are lead partners in the Health Sciences' inter-professional education initiatives that include teaching within simulated patient care environments and disaster response training in a local hospital.

Library faculty work with members of the School of Medicine Curriculum Committee and sit on the Baccalaureate Curriculum Committee and Program Committee for the College of Nursing. To support evidence-based practice, library faculty provide both curricular-based and special classes on knowledge resources, the research process, health literacy, informatics concepts, systematic reviews, citation management and more. For example, library faculty meet with 3rd year medical students in their OB/GYN and Pediatrics clerkships, during each of the 8 rotations, to facilitate learning about finding, analyzing, and applying evidence-based information. Further, first year Pharm.D. students participate in at least two library sessions, in which they identify studies that support or refute claims made by pharmaceutical companies about particular drugs. Library faculty also participate in undergraduate and graduate orientations, as well as faculty retreats, hosted by each of the Schools and Colleges. As inter-professional education initiatives expand on the Health Sciences campus, library faculty have been key partners in co-chairing the program, developing scenarios and facilitating simulated patient care experiences. In addition, library faculty ensure that relevant and needed knowledge resources are available for students and acquire non-owned materials

on an as needed basis through interlibrary loan and pay-per-view document systems. While face-to-face instruction is prevalent, librarians engage with academic faculty to deliver online instruction to distance education nursing students using various meeting technology tools. In addition, librarians create online Research Guides directed to specific student populations; these guides are used by students to support independent learning, and allow them to review the services, resources and tutorials offered by the library.

The partnership connections between teaching faculty and the libraries administrators are continually reexamined through the work of the Senate Advisory Committee on Library Policy, a standing committee of the Academic Senate. See Policy 6-002.

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.*

The University of Utah students may, with the permission of a department chair, "challenge" a course for credit by taking an examination assessing the learning outcomes for the course. An exam grade of C- or better is required, along with the final approval of the Credits and Admissions Committee, per Policies 6-404 and 6-101, (www.regulations.utah.edu) before credit is awarded. Challenge exams are offered on a credit/no-credit basis; no grade is recorded for the course challenged. This type of course challenge is rarely used. The full procedure is given on the Office of Admissions web site (admissions.utah.edu/apply/special-credit/challenge-a-course-for-credit.php)

Additionally, and pursuant to Utah Code 53B-16-107 and Board of Regents Policy R470-8.6.1, the University of Utah must provide written notification to each admissions applicant that it is allowable for university credit to be awarded for military service and training based upon a review of recommendations from a Regent-approved post-secondary association(s) (e.g. American Council on Education (ACE)) and deemed parallel to the coursework at the University. See le.utah.gov/xcode/Title53B/Chapter16/53B-16-S107.html?v=C53B-16-S107_2014040320140513 and higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf. Before university credit may be applied, the student must provide a Joint Services Transcript (JST) and meet with an advisor to discuss the applicability of the coursework, review financial aid implications and other factors. Four lower-division elective credits may also be awarded to military veterans or service members who have completed at least 181 cumulative days of U.S. active military service and were honorably discharged or are currently active duty.

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 transfer credits at the University of Utah depends upon the quality of instruction from the sending institution, comparability of the nature, content, and level of credit earned, and appropriateness and applicability of credit to the University and the student's educational goals.

For undergraduate-level courses, in accordance with University Regulation 6-100 (regulations.utah.edu/academics/6-100.php), the Academic Senate

HIGHLIGHT

The mission of general education is to prepare individuals to become effective students of the 21st century, part of a global village, different from anything experienced by any previous generation.

approves rules regarding acceptance of transfer credit based on recommendations made by the Credit and Admissions Committee. The current rules are published by the Office of Admissions (admissions.utah.edu/apply/undergraduate/transfer-transfer-guide.php). The Utah System of Higher Education has developed an unusually strong system of common course numbering, course articulation and credit transfer, particularly for courses that satisfy General Education degree requirements. A course transfer guide is published online by the Office of Admissions (admissions.utah.edu/apply/undergraduate/transfer/guides/).

For graduate programs, Graduate School policy limits the transfer of graduate credits from another institution to a maximum of six semester credit hours, subject to evaluation and recommendation by the Director of Graduate Studies of the program and approval by the Dean of the Graduate School.

EDUCATIONAL RESOURCES

UNDERGRADUATE PROGRAMS

2.C.9 *The General Education Component of undergraduate programs 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.

The General Education component of undergraduate programs at the University of Utah uses a distribution model to help students acquire insights and knowledge about a broad range of intellectual traditions. The University also now offers an integrated option to completing General Education in two semesters, which is called "Block U." Students select one of six different contemporary issues or themes around which courses are organized. Students also complete a capstone course in the second semester. Current Block U options include: Arts and Advocacy, Entrepreneurship & Society, Global Citizenship, Medical Humanities, Privacy & Surveillance, and Water & Sustainability. One of the Block U programs, Global Citizenship, is being developed into an Integrated Minor that will allow students to integrate advanced language study with their General Education curriculum in Global Citizenship.

The mission of general education is to prepare individuals to become effective students of the 21st century, part of a global village, different from anything experienced by any previous generation. The educational goals and structure of General Education at the University of Utah are as follows:

1. To understand the premise of American Culture, which is met by taking an approved course in American Institutions. The following four courses are approved to achieve this goal: Economics 1740, History 1700, Political Science 1100, and Honors 2212.
2. To develop the rhetorical skills necessary to succeed in college level writing, which is met by taking an approved lower division writing course. The following three courses are approved to achieve this goal: Writing 2010, Honors 2211, and English as a Second Language 1060 (for International Students).
3. To develop the ability to use and critically evaluate numerical information, which is met by taking two approved lower division courses in quantitative reasoning. They may take Math 1030 (or a higher level course if indicated by their placement scores) and a statistics or logic course from an approved list of courses.
4. To be introduced to four broad areas of

intellectual inquiry, which is met by taking six approved courses in intellectual explorations (courses representing the intellectual traditions of the humanities, fine arts, social and behavioral sciences, and physical and natural sciences). Courses taken for the purpose of meeting the requirements of the student's academic major are not considered part of the General Education curriculum.

- a. Courses approved to carry the Humanities designation help students achieve a critical understanding of human thought, cultures, and civilization from perspectives characteristic of the humanities. These courses strive to foster analytic, interpretive, and creative abilities and help students develop intensive, interactive communication skills needed to succeed at the University and to contribute to the larger community as educated and informed citizens. One hundred and twenty-eight courses from 26 departments and 5 programs carry this designation.
- b. Courses approved to carry the Fine Arts designation introduce students to ways of experiencing and understanding a variety of artistic concepts, structures, and forms. These courses explore the world through varying aesthetic viewpoints and seek to foster critical and creative interpretations of artistic expression. Sixty-four courses representing 11 departments and the Office of Undergraduate Studies carry this designation.
- c. Courses approved to carry the Social and Behavioral Sciences designation help students understand institutions, cultures, and behaviors. Such courses acquaint students with fundamental concepts, theories, and methods of analysis used in the social and behavioral sciences. They also enable students to think critically about human behavior. Eighty-three courses from 19 departments, the Honors College, the University Writing Program and the Office of Undergraduate Studies carry this designation.
- d. Courses approved to carry the Physical, Life

and Applied Sciences introduce students to the ways in which scientists, engineers, and scholars in scientifically-based technical fields gain knowledge and understanding. They illustrate the interplay between observation, theory, experiment, deduction and application. Seventy-six courses representing 10 departments carry this designation.

Students select courses from approved and designated lists of courses meeting the University's General Education requirements, with consultation of advisors in University College or their academic departments. These courses are reviewed by a committee of expert faculty and approved by the Undergraduate Council every five years. Since 2009 learning outcomes, using the American Association of Colleges and Universities LEAP Essential Learning Outcomes, have been identified for each course carrying a general education designation.

BACCALAUREATE DEGREE REQUIREMENTS

This distribution model is complemented by a set of Baccalaureate Degree Requirements that help students acquire essential skills in communication and writing, quantitative reasoning or language competence, diversity, and international relations. Baccalaureate Degree Requirements are upper division courses (the Diversity requirement is an exception to this pattern and courses at both the lower and upper division are approved to meet this requirement), typically not taken in the first semester at the University, and often integrated with the student's major field of study. The following four educational goals are met with Baccalaureate Degree Requirements:

1. To prepare students to speak and/or write clearly using the standards and practices of a particular discipline, students take an approved upper division Communication/Writing course set within a major. These courses provide advanced instruction in speaking and writing. One hundred sixteen courses representing 45 departments, the Honors College, the Office of Undergraduate Studies, and the University Writing Program are approved to carry this designation.
2. To prepare students to understand and work productively in an environment characterized by increasing domestic diversity, students take an approved Diversity course. Courses that are approved to carry this designation explore American culture, including its norms, laws, public policies and discourse in the context of its rich and varied cultural diversity. One hundred and one courses representing 33 departments, the Honors College, and the Office of Undergraduate Studies are approved to carry this designation.
3. To prepare students to understand and work productively in an increasingly global environment, students take an approved upper division International course. These courses help students accept and appreciate the interdependence of nations and the viewpoints of other nations, and give them the ability to communicate with people across international borders. Ninety-eight courses representing 25 departments, the Honors College, the University Writing Program, the Middle East Center, and the Office of Undergraduate Studies are approved to carry this designation.
4. To prepare students to understand and work productively in environments heavily influenced by numerical systems of reasoning and decision making, students who are pursuing a Bachelor of Science or a Bachelor of Social Work degree take two approved upper division courses in Quantitative Reasoning. These courses promote the further development of students' quantitative reasoning skills. One hundred and fifty-nine courses are approved to carry this designation.
5. To prepare students to understand and work productively in environments whose systems of reasoning and decision making are heavily influenced by language, students who are pursuing a Bachelor of Arts degree are expected to achieve competence in 4th semester level of a foreign language or American Sign Language. This requirement is managed by the Department of Languages and Literature.

With the consultation of advisors in University College or their academic departments, students select courses from approved and designated lists of courses meeting the General Education requirements of the University. These courses are reviewed by a committee of expert faculty and approved by the Undergraduate Council every five years. Since 2009 learning outcomes, using the American Association of Colleges and Universities LEAP Essential Learning Outcomes, have been identified for each course carrying a baccalaureate designation.

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.*

In 2008, the University of Utah Undergraduate Council adopted the AAC&U LEAP statement of Essential Learning Outcomes (www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf) for all courses that satisfy General Education requirements for baccalaureate degrees. The LEAP Essential Learning Outcomes were thereby determined to be consistent with the mission of the University and its General Education program. The course approval process used by the Undergraduate Council requires that identifiable and assessable learning outcomes be established for each General Education course, and that the outcomes are mapped onto the LEAP Essential Learning Outcomes.

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.*

The University has no applied degree and certificate programs that qualify for federal financial aid under federally define "gainful employment" regulations.

GRADUATE PROGRAMS

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.*

As a comprehensive doctoral-granting university with very high research activity, the University of Utah offers 282 graduate degree programs consistent with its institutional mission (catalog.utah.edu/content.php?catoid=8&navoid=587). The names, descriptions, curricular designs and expected learning outcomes for these degrees are in harmony with similar programs at peer institutions. For example, all of the Ph.D. programs offered by the University are consistent with the educational taxonomy utilized by the National Research Council in its Data-Based Assessment of Research Doctorate Programs in the United States (www.nap.edu/rdp/). For many years, it has been the practice of the University of Utah to program curricular design, relying in the first instance on department- and college-level expertise in specific disciplines and professions. The Graduate School, through the policy-making authority of the Graduate Council (regulations.utah.edu/academics/6-001.php), supports departments and academic units to preserve and enhance the highest standards of excellence in their individual disciplines. Each department establishes policies that are enforced through the regulatory power of the Graduate School (admissions criteria and degree requirements). The Graduate Council relies heavily on the expertise of external reviewers, professional societies, specialized accreditation commissions and national rankings for indicators of the academic rigor, quality and standards of individual units, degrees and programs. Each proposed new graduate degree or 'emphasis' goes through a rigorous multi-level approval process coordinated by the

Graduate Council. For existing programs, potential problems are identified and remediated through the rigorous system of 7-year cyclical program review. These exhaustive processes for initial approval and regular reexamination ensure that each graduate program is rigorous and reflects national and international norms within a discipline.

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.*

In keeping with its commitment that each disciplinary department and professional school retains maximum control over the admission of graduate and professional students, each department establishes its own admission requirements and procedures, and recommends students for admission to graduate study. These recommendations are subject to minimum admissions criteria set by the Graduate School, including an earned baccalaureate degree from an accredited institution (or equivalent), a minimum GPA of 3.0 (or equivalent), and for international students, a minimum English proficiency demonstrated by a minimum TOEFL iBT score of 80 (or equivalent). Additional information typically used by departments for making admissions recommendations include letters of recommendation, standardized achievement test (Graduate Record Exam), written statement of interest, publications and professional experience. Occasionally, departments request exceptions to the minimum GPA requirement for students whose overall record shows promise and strong indicators for success in graduate study. The Graduate School has a current policy of providing rapid administrative approvals for such exceptions limited to 5% of an incoming class of students. The main purpose of this administrative approval process is to empower departments to recruit students who may make exceptional contributions to the diversity of the student body but who otherwise lack the traditional academic record for admission. Requests for exceptions beyond the 5% limit are subject to de-

tailed review and approval by the Graduate Admissions Committee. Graduate transfer credit is strictly limited to 6 semester credit hours and is granted only with the recommendation of the Director of Graduate Studies of the department or program to which the student is matriculated and upon approval of the Graduate School. Every student's individualized program of study must be approved by each of the members of that student's graduate supervisory committee. See gradschool.utah.edu/graduate-catalog/degree-requirements/.

The Graduate School requires that master's degrees be completed within four consecutive calendar years; doctoral degrees must be completed within seven consecutive calendar years. Students must be continuously registered throughout their programs of study, unless a formal leave of absence is granted. Policies for retention of graduate students are the responsibility of individual departments and programs. However, the Graduate School meets with Directors of Graduate Studies monthly to review best practices for graduate student recruitment, admission, retention, tracking, outcomes assessment and student success.

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.*

Specific professional preparation programs within the University do grant credit for internships and practicums that are designed and monitored by the offering department. Good examples of this effective practice are in the Colleges of Nursing, Health, Social Work and Law. No graduate credit is granted for experiential learning external to degree programs.

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.

The rigorous processes for review and approval of new graduate degree and certificate programs (by the department, college, Graduate Council, cognizant senior vice-president, president, Board of Trustees, Commission for Higher Education, Utah Chief Academic Officers and Utah State Board of Regents) ensures that programs have a coherent design that is commensurate with practices at peer institutions and ensure assessment of expected learning outcomes that are consistent with the highest academic standards. Likewise, the system of cyclic 7-year program reviews (with both internal and external review teams) ensures that programs continue to perform at the highest levels of academic excellence, and that any potential problems are identified and corrected.

Graduate programs intended to prepare students for research, scholarship, and artistic creation normally require the preparation, defense and publication of an original thesis or dissertation. Programs intended to prepare students for professional practice normally require a capstone project and/or exam intended to demonstrate knowledge and skills directly associated with effective practice in the profession.

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

2.C.16 *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

Continuing Education and Community Engagement (CECE) supports the mission of the University by supporting student success and contributing to the quality of public life in Utah. CECE offers credit courses in a variety of locations and at flexible times to meet matriculated students' needs. Continuing Education and Community Engagement creates pathways to the University through programs that introduce new students to campus, such as youth education programs and programs for English language learners. CECE's community engagement programs reach out into the K-12 community inspire and prepare young people for higher education. CECE offers professional development and technology education, as well as graduate school test preparation courses for those working toward advanced degrees. A variety of personal enrichment courses for students of all ages extend the reach of the University into the community.

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 University assumes sole responsibility for the academic element of all its instructional programs. It does not maintain contractual relationships with any organization that is not regionally accredited. Although individual academic colleges may seek approval from other organizations to certify a course or courses for professional continuing education units, the college retains full responsibility for the quality of the offering.

The Continuing Education Academic Program Advisory Committee provides oversight of the University's continuing education activities. In addition, each academic college offering continuing

education courses or programs ensures that both planning and evaluation of these offerings involves full-time faculty with appropriate credentials. Some colleges maintain program advisory committees specifically for helping plan and evaluate individual programs. Courses that are offered for academic credit must be approved by the appropriate unit's curriculum committee. (See University Policy 6-100.)

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.*

The granting of any University course credit, including for any continuing education and special learning activities, is governed by University Policy 6-100, www.regulations.utah.edu/academics/6-100.html. The Policy, quoting from an American Council on Education report, provides that "*Credit awarded for successful educational performance should reflect comparable quality and be uniformly defined within an institution, regardless of the methods of instruction used, the time when the course is taught or the site.*" The Policy further provides that "*A University credit hour shall represent approximately three clock hours of the student's time a week for one semester.*" Both instructional programs and courses utilize the standard of one semester hour of credit for 45 hours of student involvement.

With reference to continuing education units (as distinct from University credit) Policy 6-100 states, "*The national standard for Continuing Education Units (CEU) is 'ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.'*" The University adheres to this policy in all of its continuing education noncredit offerings.

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

All Continuing Education courses are assigned a

course number and records regarding each listed course are regularly archived in the PeopleSoft software database. This historical database program allows Continuing Education administration to track the course name and full description of the course, including learning objectives and length of course.

STANDARD 2.D: STUDENT SUPPORT RESOURCES

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.*

The University of Utah strives to provide appropriate educational programs and delivery methods to meet the needs of our diverse campus. An increasing number of students are combining online coursework with on-campus classes. Many students work during the day and must take classes in the evening. The University is offering a wider array of delivery methods than ever before. The Honors College allows highly motivated students to engage with similar students in an academically challenging environment that engages the whole student. The LEAP (Learning Engagement Achievement Progress) Program gives students the opportunity to participate in a small class environment with the same students and instructor over two semesters. The Block U program engages students in a set schedule of thematically organized General Education course that culminates in a meaningful integrated and applied project. Diversity Scholars enroll in a two semester course that connects students with mentoring opportunities at a local elementary and middle school. For students with a greater need for assistance, the Strategies for College Success course introduces them to tips for making a successful transition to the University. Tutoring, the Supplemental Instruction program, and the Writing Center all provide support for students who may be struggling with specific courses. The University's goal is to meet the student's interests and needs in the most appropriate method for the individual.

HIGHLIGHT

The objective of the Office of Admissions is to admit an undergraduate student body of highly qualified, intellectually curious, diverse and actively involved students.

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 University of Utah has in place and adheres to comprehensive policies regarding safety and security of students, and all other members of the University community. The centerpiece of those is Policy 1-011: Campus Security (regulations.utah.edu/general/1-011.php). The University Department of Public Safety has a central role in assuring safety. The mission of the Department to provide a safe, crime-free environment for anyone who chooses to work, live, learn, or visit the University of Utah. This is accomplished by enforcing federal, state and local laws and ordinances, as well as University regulations. Public Safety also provides services to the University community that promote awareness and education, in order to prevent crime, promote personal safety, and protect property. Timely warnings are provided to the campus community when deemed appropriate through the Campus Alert system.

Every effort is made to keep the University community well informed about issues, interests, and policies relevant to safety and security on campus. Information concerning safety and crimes on campus, current crime statistics and other related items are published and distributed annually through the Annual Campus Security and Fire Safety Report (dps.utah.edu/wp-content/uploads/sites/3/2015/07/2014-Campus-Fire-Safety-and-Security-Report.pdf) as per the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f)).

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.

At the undergraduate level, admission to the University of Utah is governed by University Policy 6-404 (regulations.utah.edu/academics/6-404.php), and is based on an individualized holistic evaluation process. The holistic evaluation process focuses on factors that the University has determined to have bearing on the success of the applicant as well as identifies their valuable contributions to the campus community. These are evaluated through an applicant's excellence in academic achievement, intellectual pursuits, and creative endeavors; an understanding of and respect for historically under-represented populations; significant commitment to service to others through public service activities, community engagement, leadership, or familial responsibilities; integrity, personal maturity, motivation, and resiliency; and the ability to contribute to and benefit from a culturally diverse learning community.

The objective of the Office of Admissions is to admit an undergraduate student body of highly qualified, intellectually curious, diverse and actively involved students. The University is committed to providing excellence in its teaching/learning environment, to promoting high levels of student achievement, and to offering appropriate academic support services. By identifying students with outstanding potential and fostering continued personal development in the classroom and the community, the University of Utah expects that future leaders of the state, the region, the nation, and the global community will emerge among its alumni.

Completion of New Student Orientation is required for new undergraduates, both freshmen and transfer students. Orientation provides information about university academic requirements and co-curricular activities. During these sessions, all students meet with academic advisors from specific colleges if their major is known and with University College if they are undeclared. Mandatory first-year advising is also a requirement prior to registering for second semester classes.

Institutional and program graduation requirements are published in the *General Catalog* (catalog.utah.edu/), the *Undergraduate Bulletin and Student Resource Guide* (undergradbulletin.utah.edu/), and other publications provided by academic departments at New Student Orientation and through University College. The Graduation Division of the Registrar's Office verifies that graduation requirements for certificates and degrees are applied consistently.

Student recruitment and admission to graduate degree programs are a shared responsibility between the Graduate School, the Office of Admissions, and individual departments and programs. The Graduate School sets minimum standards for admission to programs, while the Office of Admissions processes admission applications for all programs except JD and MD. Programs review applications and make recommendations to the Office of Admissions for admission. Once admitted, students receive information on orientation and advising directly from the academic program (usually the Director of Graduate Studies or the graduate program coordinator). International students receive specialized advising and orientation from International Student & Scholar Services and from the Graduate School International Teaching Assistant Program to ensure a smooth transition to graduate study as well as compliance with federal immigration and visa regulations.

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 a degree program or significant change to degree requirements requires prior approval by the State Board of Regents. All such proposals must first be approved by the Undergraduate or Graduate Council, the senior vice-president (Academic Affairs or Health Sciences), the Academic Senate and Board of Trustees prior to consideration by the State Board of Regents. Regents Policy R401 (higher.utah.edu/wp-content/uploads/2013/11/

[SBR-Policy-2013-07-19_R401-FINAL-V03.pdf](#)) requires that currently enrolled students must be provided a way to complete a program in a reasonable period of time consistent with accreditation standards prior to program discontinuance.

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*
president.utah.edu/news-events/university-mission-statement/

B. *Entrance requirements and procedures*
admissions.utah.edu
admissions.utah.edu/apply/

C. *Grading Policy*
catalog.utah.edu/content.php?ca-toid=5&navoid=351#Grading_Policies

D. *Info on academic programs, 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*
catalog.utah.edu/

E. *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty*
obja.utah.edu/dm/fir/
faculty.utah.edu/findaresearcher/

F. *Rules regulations for conduct, rights, responsibilities*
regulations.utah.edu/academics/6-400.php

G. *Tuition, fees, other program costs*
fbs.admin.utah.edu/income/tuition/
fbs.admin.utah.edu/income/tuition/undergraduate-tuition-per-semester/

H. *Refund policies and procedures for students who withdraw from enrollment*
fbs.admin.utah.edu/income/tuition/late/

I. *Opportunities and requirements for financial aid*
financialaid.utah.edu/

J. Academic Calendar
registrar.utah.edu/academic-calendars/index.php

2.D.6 *Publications describing educational programs include accurate information on:*

A. *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.*

B. *Description of unique requirements for employment and advancement in the occupation or profession.*

There is no one publication that provides comprehensive information on legal eligibility requirements for licensure for all programs. Instead, each program or college provides to its students the information about how their program meets the national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which the education and training are offered. Examples, with links to accreditation policies, include:

- Division of Occupational Therapy, College of Health: www.health.utah.edu/ot/abo`utus/accreditation.html
- College of Pharmacy: pharmacy.utah.edu/Student_Information_old/pharmDstudents/license.html

A complete list of programs that have earned specialized accreditation is published at accreditation.utah.edu/?page_id=13

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 University of Utah has in place and adheres to comprehensive regulations on security of sensitive information, including student records. See www.regulations.utah.edu/info/policyList.html, Part 4-Information Technology. The University has developed stringent procedures that every University

employee must adhere to in order to gain access to sensitive data. All employees review a security presentation during new employee orientation that emphasizes the importance of keeping institutional data secure. Access to student data is granted only to University employees with a legitimate educational interest in the records. All employees who are granted access to student records acknowledge they have completed a Family Educational Rights and Privacy Act (FERPA) Review and affirm they have read and will comply with the provisions for security and confidentiality of employee and student records and files as outlined in University Policies.

The Student Administration database resides in a Clustered Database Environment. This reduces unplanned downtime ensuring availability even after the loss of one or more servers hosting the database. The database can be recovered to any point in time and is backed up using secure backup technology. Online and offsite copies are kept for Disaster Recovery. All access to the student information must be explicitly assigned to a user, usually on a role basis. The access security system ensures that only authorized University officials have access to protected student records. Additionally UIT USS, which supports the Student Administration System, is audited on a regular basis by both internal and external entities.

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.*

Financial aid programs are primarily overseen or coordinated through the University's Financial Aid Office and the newly created University Scholarship Office, the missions of these two offices are to facilitate student access to the University of Utah by administering federal, state, and institutional aid programs in an equitable and comprehensive manner. Included in this mission are the important goals of recruitment and retention, whereby promising students are attracted to the University and

HIGHLIGHT

The University of Utah's favorable 3.9% default rate is due in part to the University's Loan Orientation Program, which informs and reminds student borrowers of their borrowing obligations.

supported as they pursue their educational goals. In order to achieve an effective financial aid program, the Financial Aid Office and the University Scholarship Office must collaborate continually with on-campus departments and off campus agencies to assure compliance with all federal, state, and institutional guidelines and regulations.

The PeopleSoft financial aid module records all offers, awards, and amounts paid to participating students. This permits the financial accounting system to access the information. Through careful coordination, the Income Accounting Office is then able to receive financial aid and scholarship data electronically to generate cash receipts and disbursements. This separation of responsibility allows for objective reconciliation of the applicable accounts by staff members of the Financial Aid, Income Accounting and General Accounting Offices.

The Financial Aid Office and the University Scholarship Office provides access to obtaining federal, state and institutional aid. Located in the Student Services Building, the Financial Aid Office and the University Scholarship Office are accessible to all employees, students, and prospective students during standard business hours 8:00 a.m. to 5:00 p.m., Monday and Wednesday through Friday; Tuesday's hours are 10:00 a.m. to 5:00 p.m. In addition, both offices also conduct informational and outreach presentations throughout the University and the community at large.

The University of Utah offers students a variety of grants, loans and scholarships. Information regarding the various types of financial assistance available at the University of Utah can be found on the Financial Aid and Scholarships website at financialaid.utah.edu/. For additional information regarding federal aid programs, individuals are encouraged to visit the website federalstudentaid.ed.gov/.

2.D.9 *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and institution's loan default rate.*

All students receiving loans of any type are required to complete at least one entrance counseling session before the Financial Aid Office certifies their first Federal Direct Loans (subsidized or unsubsidized), Perkins loans or PLUS Direct Loans. The counseling session provides information about how to manage student loans, both during and after college. In addition, students are required to complete exit counseling at the end of their academic careers at the University of Utah.

The University, through the Financial Aid Office, receives the Cohort Default Rate from the Department of Education annually. With regard to the loan default rate for the University, the Student Loan Office accounts for the Federal Perkins Loans and its respective default rate. The Financial Aid Office accounts for all Federal Direct Loans (DL) through the Free Application for Federal Student Aid (FAFSA).

The official cohort default rates are important to the University and are reviewed carefully by the Financial Aid Office because they affect the University's eligibility to participate in the Title IV Student Financial Assistance Programs. The University of Utah's favorable 3.9% default rate is due in part to the University's Loan Orientation Program, which informs and reminds student borrowers of their borrowing obligations.

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 of Utah utilizes a "split model" undergraduate advising system, which divides initial advising between University College and academic subunits. See advising.utah.edu. As students select

majors, minors, and certificate programs, they engage advisors in academic subunits to understand curricular and co-curricular opportunities and plan for degree completion. Advisors at University College are available for students throughout their undergraduate experience to clarify degree requirements (excluding major and minor requirements) and explain academic policy and procedures. In addition to academic advisors, students can utilize technology tools for informational advising. These include a Degree Audit Report (DARS), a Graduation Planning System (GPS), the online catalog, and various websites provide by service agencies and academic departments that explain requirements for a degree.

Students are introduced to academic advising as prospective students and meet advisors at the campus Orientation. Also, students receive the annual *Undergraduate Bulletin*, which clearly defines academic advising, advisor responsibilities, advisee responsibilities, locations for advising, degree requirements, and the Mandatory Advising Program (MAP). MAP requires students to meet with an advisor during their first semester of enrollment and during their second year of enrollment before they can continue with enrollment. Students are notified of this requirement via e-mail, postcards, the Undergraduate Bulletin, the posting of campus banners, and announcement in appropriate courses. Students are directed to a website maintained by University College that explains the learning outcomes for MAP and provides advisor contact information. In addition to these contact points, it is clearly communicated to students that advisors are available to meet with students any time during their undergraduate experience.

Campus advisors are hired, trained, and managed through a service or academic unit. In addition, University College employs a Coordinator for Advisor Education and Development. This position coordinates an 8 hour orientation program for new advisors called Advising Basics (offered 5 times a year), training for technology tools such as PeopleSoft and DARS (offered 4 times a year), monthly advising in-services on various topics, an advisor listserv & website, and an annual advising conference. Additionally, there is coordination between this position and the Coordinator for the Mandatory

Advising Program (MAP) to provide annual training and resources to advisors involved in the MAP. The MAP training focuses on content as well as pedagogy of advising and tools to create productive relationships with students. Finally, the university advising community has organized the University Academic Advising Committee (UAAC) to create a network for advisors that meets monthly for campus updates on policy, processes, and resources. (See advising.utah.edu/uaac/.) This committee has sub-committees that focus on various topics such as the Academic Advisor position, advisor awards, assessment, marketing & promoting advising, and appreciative advising. Members are from the campus community and periodic reports are made to the campus to maintain a proactive dialogue on the subject of academic advising for undergraduates.

Academic advising is assessed through various tools on a regular basis. These measurement tools include surveying after various activities, campus-wide surveys that are specific to advising, campus-wide surveys that include items on advising (NSSE, U of U Senior Survey, and academic department surveys), focus groups, and data organized by the Office of Budget and Institutional Analysis (OBIA). From these tools that contribute to holistic assessment, data are gathered and analyzed for change.

Institutional changes that emerged from this ongoing assessment process include the Mandatory Advising Program, the implementation of degree planning with GPS, and the initiation of a Coordinator for Advisor Education and Development. The most recent round of assessment resulted in the campus purchasing an electronic tool for scheduling online appointments with advisors, which will be implemented for undergraduate advisors in 2014-15 on a voluntary basis. Also, there is a movement to bridge the academic policy of the department, college, and university that students are required to know through new advising positions called "Bridge Academic Advisors." Staff members serving in these roles are trained on policy and process for all three areas so that students receive holistic information as they negotiate the campus to achieve their degree.

Students in graduate programs are assigned faculty supervisory committees. Committee members, and in particular the committee chairs, are primarily

responsible for student-specific academic advising. Each academic program appoints a Director of Graduate Studies to coordinate graduate advising within the department or program. A complete list of Directors of Graduate Studies is published by the Graduate School at gradschool.utah.edu/directors-of-graduate-studies/dogs-contacts-by-department/.

2.D.11 *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

The Associated Students of the University of Utah (ASUU) is the university-wide student government, and the central campus clearing house for a rich array of student clubs and organizations which carry out extra-curricular and co-curricular activities. See asuu.utah.edu/. Each year ASUU maintains the registration of approximately 600 student clubs and organizations. These groups cover a wide range of interests including academic, artistic, political, and athletic interests. All of the currently registered groups can be accessed through the ASUU Website. To help provide access to activities that meet the needs of many students, ASUU has cabinet boards and directors for Diversity, Campus Relations, Non-Traditional Student Outreach, and a First Year Council. The co-curricular activities are focused on providing social, educational and recreational support of the student experience.

To reinforce the learning goals of these activities, learning outcomes have been developed around the themes of Academic Persistence & Achievement, Campus Community, Civic Engagement & Social Responsibility, Critical Thinking, Diversity & Inclusion, Global Citizenship, Health & Wellness, Leadership, and Practical Competence. Co-curricular activities and events offered through ASUU have corresponding learning outcomes.

The relationship of ASUU and the University is provided for in University Policy 6-401, www.regulations.utah.edu/academics/6-401.html, and details are outlined in the ASUU Constitution "Red Book" (www.asuu.utah.edu/wp-content/uploads/2010/05/Redbook-9-4-2014.pdf). The Red Book outlines all bylaws, policies and procedures for

ASUU governance. The Director of Student Involvement and Leadership serves as the advisor to ASUU.

Student groups, such as the Residence Halls Association, fraternities and sororities, Union Programming Council, Bennion Center service groups, and Student Health Advisory Council, have staff or faculty advisors who work closely with student activities to ensure compliance with all state and federal laws as well as school policies. They also serve as "sounding boards" for student groups during the planning processes.

Evaluation of co-curricular programming is conducted jointly through advisors and students. The Student Affairs Director of Assessment, Evaluation and Research works closely with many of the student organizations to help identify needs and evaluate the effectiveness of their programming and student engagement efforts.

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.*

Housing & Residential Education (HRE) have facilities which include, in addition to living space, classrooms, computer labs, a tutoring program, study space, and two 24-hour community buildings with cafés. The programming model is based on the University of Utah Student Affairs Learning Domains. In collaboration with Academic and Student Affairs partners, there are 26 unique Living Learning opportunities. Two unique student engagement initiatives include the Social Justice Advocate program and the Late Night Programming team. A new Entrepreneurship and Innovation Living Learning Community "Lassonde Studios" building will be opening fall 2016 in partnership with the David Eccles School of Business Lassonde Institute.

The University Guest House and Conference Center operates a hotel and conference program on campus. The Guest House provides temporary housing for students during academic breaks when

the residence halls are closed, as well as overflow housing when the residence halls are full. Faculty and staff who may have recently relocated from another location or are doing business with the University also stay at the Guest House. Approximately 50 students are employed by the Center. Many of them use their experience at the guest house to fulfill a degree requirement. The conference program brings approximately 8000 high school students on campus each year, and exposes them to the University and college life at a time when they are making decisions about their future.

University Student Apartments (USA) supports the academic, research and public service missions of the University of Utah by providing convenient, moderately-priced apartments for eligible students, faculty, staff and their families. Residents have the opportunity to be involved in their community by being a Resident Assistant, Mom's Club Coordinator, or a member of the Community Safety Patrol. In addition, they may serve on the USA Resident Council that represents the interests and concerns of residents by proposing policy and providing programming.

With 11 locations on campus, **Dining Services** feeds more than 10,000 people each day. In addition to a casual sit-down restaurant, it also operates several convenience stores and cafes, the athletic dining facility and a food court. Dining Services also operates a large, buffet-style dining hall in the heart of Heritage Commons, the section of campus dedicated to on-campus housing and residential education. Dining Services meets regularly with Housing & Residential Education staff and resident assistants to get feedback about its services as well as texting services to receive immediate feedback from students. Dining Services sponsors a variety of activities throughout the year that contribute to the University's academic mission and donates \$10,000 annually to the Emerging Leaders scholarship, awarded through Housing & Residential Education.

The University owned **Campus Store** is comprised of six locations and four websites. We provide students, faculty, staff, alumni, and members of the campus community with insignia merchandise, computer hardware and software, traditional, electronic and rental textbooks, and general books.

HIGHLIGHT

The University is a Division I member of the National Collegiate Athletic Association, and a member of the Pac-12 athletic and academic conference.

Also available are school supplies, other necessary course materials, and convenience store products. Students, faculty, and staff have the opportunity to participate on the Campus Store Advisory and Review Committee. This committee is actively involved in the development and monitoring of Campus Store policy and procedures, and makes recommendations to improve operations.

In addition to these five auxiliary units, the University also has a plethora of other auxiliaries (www.utah.edu/arts/) that contribute to the academic mission of the University by providing educational, artistic and cultural opportunities for students and members of the community. All auxiliary units report to university officials and governing boards, which provide opportunities for students, faculty, staff and administrators to provide input on their operation.

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.*

The University of Utah has an extensive set of intercollegiate athletic programs, administered through the Athletics Department. See utahutes.cstv.com/genrel/utah-mission-statement.html. The University is a Division I member of the National Collegiate Athletic Association, and a member of the Pac-12 athletic and academic conference. Those affiliations require regular comprehensive scrutiny of the athletic programs, and the University maintains rigorous internal oversight mechanisms. These include a standing athletics advisory committee with faculty membership, which reviews athletics operations and reports annually to the Academic Senate.

Student-athlete applicants are subject to the same admission policies and procedures as the general

student body. There is no special consideration given only to student-athletes in the admissions process. The only accommodation made during the admissions process is the extra time committed to evaluating the student-athlete applications and reviewing all subsequent decisions, ensuring that each applicant meets established admission criteria. The University of Utah's policies and procedures concerning admission are available for inspection. The Athletics Department *Student-Athlete Handbook* discusses academic eligibility from the student-athlete perspective.

As mandated by University Policy 6-100 and described in the University *General Catalog*, all students are required to maintain a cumulative grade point average of not less than 2.0. The cumulative grade point average of a student who has transferred to the University is computed on the work taken at the University of Utah only.

- **Academic Probation:** A student who fails to maintain a cumulative grade point average of 2.0 or above shall be placed on scholastic probation and have a hold placed on his or her registration. To clear this hold, the student must contact University College to determine the conditions under which the student will be allowed to register.
- **Suspension:** A student whose cumulative grade point average has been below a 2.0 for three consecutive semesters is subject to suspension. A registration hold will be placed on the student's record and will prevent the student from registering for courses at the University during the suspension period. The suspension period will be for a minimum of three (3) semesters unless revoked on appeal.

According to the University *Student-Athlete Handbook*, student-athletes must follow the University policy grade point average requirements as mentioned above.

The University's Office of Financial Aid and Scholarships administers scholarships for student-athletes. Student-athletes may receive institutional financial aid, based on athletics ability, outside financial aid

for which athletics participation is a major criterion, and certain education expenses, up to the value of a full grant-in-aid, plus any other financial aid unrelated to athletics ability up to cost of attendance. The value of a "full grant-in-aid" and "cost of attendance" are set by the Financial Aid Office based on federal guidelines.

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.*

Distance Education offers a variety of courses to students who have a desire to earn undergraduate credit and to professionals looking for credit or non-credit courses to progress within their fields. Credited courses are written, approved and taught by campus department representatives and are available in fully online or hybrid formats. Non-credit courses are written and taught by leaders within the industry.

Many of the online and print courses has a proctored final exam and most have proctored midterm exams. Guidelines for proctoring exams are strictly enforced and require all students to take midterms and final exams at a university or college testing center, and show a picture ID. If a university or college testing center is not available within a reasonable distance, a high school principal or a public head librarian may be eligible to proctor the exam. In each instance, the Office of Distance Education verifies the authenticity of the proctor prior to each exam being sent. In addition, a strictly maintained policy is in place requiring the students to pass the final exam in order to pass the course. This deters students from having someone else complete their course requirements (assignments, projects, discussions) and allows Distance Education to verify via picture ID the student actually taking the exam.

Privacy for each student is maintained by only providing the students first and last name to the proctor, no additional information is given. If the student's name that appears on the picture identification varies from the name given to the proctor by Distance Education, the assessment is not given. Students are notified of our privacy act through our website which states:

"The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that sets forth requirements regarding the privacy of student records. FERPA governs the release of records maintained by an educational institution and access to those records. Institutions that receive funds administered by the Federal Office of Education are bound by FERPA requirements. Failure to comply with them may result in the loss of federal funding. The Distance Education office, in keeping with FERPA, is forbidden from releasing personally-identifiable student education records or files to anyone but the enrolled student. No information will be disclosed to parents, spouses, children or friends of an enrolled student."

Students are also required to read and agree to the Continuing Education's Drop/Refund policy prior to enrolling in a Distance Education course. Students are also notified at the time of enrollment of the Continuing Education Privacy and Security Policy (continue.utah.edu/policy).

STANDARD 2.E: LIBRARY AND INFORMATION RESOURCES

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.*

Librarians and library staff from the J.W. Marriott Library, the Spencer S. Eccles Health Sciences Library, and the S.J. Quinney Law Library work with departments as new programs are instituted to support those programs. The libraries have worked aggressively to increase the number of online resources

offered, ranging from making an increasing number of e-journals and e-books available to joining archival initiatives like HathiTrust that provide campus users with a wealth of resources beyond those held physically in the libraries.

Different support means are evolving such as Marriott Library's patron-driven acquisition program that involves the procurement of online resources for faculty and students in the moment that their need is realized. Marriott Library staff delivers journal articles on demand, usually directly to desktops or offices, ranging from 5 minutes to 24 hours. A vigorous digitization program has helped to make state and regional primary sources broadly available. In addition, Eccles Health Science Library has innovative online repositories like the Neuro-Ophthalmology Virtual Education Library (NOVEL), a world-class open access repository of digital sources, and e-channel, an alternative multimedia publishing venue.

Eccles Health Sciences Library's physical location within the Health Sciences campus and Quinney Law Library's proximity to the Law School help embed the librarians within practice contexts ensuring that teaching, research, and patient-care faculty, students, and staff have ready connections to library collections and services. The Hope Fox Eccles Health Library, located in the lobby of the University Hospital, provides a convenient source of health information and research assistance to patients and family members.

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 for faculty, staff, students, and administrators.*

The J.W. Marriott Library, the Spencer S. Eccles Health Sciences Library, and the S.J. Quinney Law Library assemble a variety of data from user surveys, from statistics compiled by the Association of Research Libraries and Association of Academic Health Sciences Librarians, from LibQUAL+ and building use surveys, and from other assessment tools that help ensure each library's responsiveness to user needs. Usage of new journal and database subscriptions is routinely evaluated after the initial subscription period and at

J. Willard Marriott Library					
Association of Research Libraries Statistics 2009-2013					
	2009	2010	2011	2012	2013
Volumes Held	2,970,901	2,992,502	3,159,576	3,285,712	3,523,013
Total Current Serials	63,843	68,225	86,266	**	**
Total Interlibrary Lending	32,724	29,411	29,968	29,756	28,536
Total Interlibrary Borrowing	25,820	24,351	22,160	21,411	21,563
Total Materials Expenditures	\$5,651,075	\$4,866,874	\$5,681,485	\$6,169,974	\$6,383,298
Total Library Expenditures	\$18,406,269	\$17,850,038	\$18,467,339	\$18,934,332	\$19,496,302
Eccles Health Sciences Library					
Association of Research Libraries Statistics 2009-2013					
	2009	2010	2011	2012	2013
Volumes Held	197,641	195,139	193,813	189,337	200,424
Total Current Serials	3,497	3,488	3,249	**	**
Total Interlibrary Lending	9,227	3,325	2,368	2,594	1,888
Total Interlibrary Borrowing	10,209	6,113	5,570	4,693	5,384
Total Materials Expenditures	\$958,738	\$1,145,847	\$1,258,569	\$1,377,074	\$1,667,236
Total Library Expenditures	\$4,026,695	\$4,061,802	\$5,113,122	\$4,682,798	\$4,940,219
S.J. Quinney College of Law Library					
Association of Research Libraries Statistics 2009-2013					
	2009	2010	2011	2012	2013
Volumes Held	250,434	254,324	271,327	270,526	242,130
Total Current Serials	4,586	4,601	4,605	**	**
Total Interlibrary Lending	528	453	343	420	491
Total Interlibrary Borrowing	1,007	991	777	1,111	802
Total Materials Expenditures	\$705,045	\$715,374	\$687,265	\$879,348	\$890,775
Total Library Expenditures	\$1,515,413	\$1,414,949	\$1,411,284	\$1,612,817	\$1,705,953

**Measure no longer collected by Association of Research Libraries beginning FY2012.

TABLE 2.1: J. WILLARD MARRIOTT LIBRARY

regular intervals in order to ensure that funding is allocated to purchase library resources that are most relevant to needs of students and faculty.

At the Marriott Library the growing program of patron-driven acquisition makes user feedback an automatic part of the collection-building process. Under a patron-driven system, online books and journals that have not yet been purchased or licensed are made available to students and faculty for their use and the purchase happens as a direct result of actual demand and in a manner transparent to the user. This minimizes the analytical guesswork required in traditional collection development and eliminates the distance between librarians' per-

ceptions of users' needs and users' actual research behavior.

At a broader level, planning of library resources is guided by the Senate Advisory Committee on Library Policy, a standing committee of the Academic Senate. (See Policy 6-002)

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 J.W. Marriott Library, the Spencer S. Eccles Health Sciences Library, and the S.J. Quinney Law Library provide an array of services to enhance library user effectiveness.

The goal of the Marriott Library staff is to supply access to high quality knowledge, coupled with high-tech, high-touch services that remove the mystery from research and learning. Users are offered a solid grounding that will serve them for the entire life experience of finding, utilizing, evaluating, and creating knowledge. Library faculty design and provide instruction in a variety of campus and on-line settings to enhance students' ability to obtain, evaluate, and use library and information resources. For example, the Marriott Library works with the Honors College and the Learning, Engagement, Achievement, Progress (LEAP) Program to provide carefully directed instruction designed to introduce these concepts in the context of program goals and student projects. Librarians also provide course-tailored instruction to give students skills to find and evaluate information and to use that information in an ethical manner. Courses offered through Marriott Library's Book Arts program and opportunities to work throughout the Library further enhance students' educational experiences.

The Marriott Library's Knowledge Commons combines access to hundreds of computers and software packages along with expert staff to assist students and faculty in the use of these technologies. As they complete course assignments, students can move from an idea to a finished product with assistance from librarians and other library staff to help them find, evaluate, use, and properly cite information resources. Faculty can consult with librarians with subject expertise to complete literature reviews for grant applications or for the completion of a scholarly article or book. The Eccles Health Sciences Library has staff located in the Health Sciences Education Building who videotape classes, schedule special events, offer building use, information resources, services, and technology support.

The Eccles Health Sciences Library director co-chairs the inter-professional education activities of the Health Sciences to develop students' knowledge

HIGHLIGHT

The J.W. Marriott Library, the Spencer S. Eccles Health Sciences Library, and the S.J. Quinney Law Library regularly reevaluate their resources and services.

of each other's professions. Library faculty provide instruction in the programs of all five health sciences colleges/schools. The Eccles Health Sciences Library also worked with a University-wide interest group to develop an online tutorial for students and faculty to learn about health literacy.

The Quinney Law Library faculty provides structured courses in legal research for law students.

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.*

The J.W. Marriott Library, the Spencer S. Eccles Health Sciences Library, and the S.J. Quinney Law Library regularly reevaluate their resources and services (Table 2.1).

The Marriott Library conducts regular reviews of its subscriptions, evaluating usage levels, cost per use, and ongoing relevance to the curriculum; the Library adjusts subscription lists and delete and add titles each year based on findings, on budgetary constraints, and on faculty and student need. The quality and adequacy of these resources are not always easy to assess in objective terms, but can be inferred from usage patterns and from patron feedback, which is actively solicited by methods that include formal surveys (including LibQUAL+) and a variety of formal and informal locally generated feedback forms. College and interdisciplinary teams keep in close and constant contact with University departments and colleges, monitoring changes to individual research agendas and the University curriculum as a whole and communicating such changes to the collection development team.

The Marriott Library's physical security program is administered by a staff of full- and part-time security personnel. Collections are also protected by the Automated Retrieval Center (ARC) in which

one million of the Library's three million items are housed, reachable only by trained personnel with special clearance. The rare and unique materials in Special Collections are housed behind multiple levels of security and in a recently renovated physical environment that is constantly controlled for temperature and humidity. The Marriott Library's internationally-recognized preservation program ensures that physical collections, particularly rare and unique materials, are maintained and repaired.

At the Eccles Health Sciences Library, electronic resources and services, the use of collaborative and innovation-focused spaces, and curricular instruction and consultation are under constant review and transformation in accordance with the rapidly changing need of the health sciences colleges, schools, and healthcare facilities the Library serves. Lean projects are activated as needed to assess and reassess whether the Library's resources, services, spaces, and policies are effectively meeting health sciences personnel's information and collaboration needs.

The Quinney Law Library submits statistics annually to the American Bar Association, its accrediting agency, and subscribes to the cumulative take-offs from that survey to inform its evaluations. The Library's physical security was enhanced in fall 2011 through implementation of an alarm and camera-based security system. The Quinney Library also conducts an annual review of all subscriptions, evaluating usage levels and ongoing relevance to the curriculum, adjusting subscription lists and deleting and adding titles each year based on findings.

STANDARD 2.F: FINANCIAL RESOURCES

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.*

The University of Utah has a series of financial planning processes and fiscal control measures

that work in concert to help ensure the University's mission, goals, and strategic objectives have the best chance of being achieved. While the University operates in a largely decentralized manner, there is a shared understanding of the University's financial positions, the resource streams available, and the manner in which funds are allocated. The University has a budget system that is used across campus. The system allows departments and units to budget all sources of revenue and the expenses associated with those revenues. The budget system includes a robust set of reports for tracking and analyzing budgets and comparison to actuals. Budgets can be included in the University financial system (PeopleSoft) on an individual account level to provide detailed monitoring during the fiscal year. The management reports are also available online, as are various perspectives on University finances that are updated annually. Management reports from PeopleSoft are required by regulations to be reviewed by the responsible person at least monthly. The responsible person is assigned and approved by the General Accounting Department.

A good measure of financial reserves is the amount of unrestricted net assets. These are resources that are not reflective of investments in non-current assets, nor are they resources that have had other external restrictions placed on their usage. Even though much of this balance is set aside for specific purposes internally, it could be used for any institutional purpose, including meeting unforeseen fluctuations in operating revenue, expenses, and debt service.

The central administration maintains a variety of reserve accounts: contingency funds, unrestricted gifts, a cash management reserve, the internal deficit reduction pool which functions in effect as a reserve for short term problems, and a research overhead reserve. Altogether, the University is confident that it has adequate reserves to meet problems that have a reasonable probability of occurring.

The Utah State Legislature allows public colleges and universities to carry forward unspent state-appropriated operating funds from each fiscal year to the next. The amount of the carry-forward should not be more than 7% by Regent's policy. The University's central administration also permits oper-

ating units across the institution to carry forward unspent funds within unit budgets rather than sweeping them into central accounts. As a result of these two policies, at any given time unallocated, unencumbered money is available within operating units outside the central administration. Of course, unit managers typically have plans for these funds and the funds are not distributed evenly across operating units, but for some units the funds could be of considerable help in mitigating the impact of a serious budget problem if the problem required budget cuts across operating units.

Each School of Medicine clinical department is asked to maintain sufficient cash reserves to: 1) support normal day-to-day business operations, 2) allow time to adjust for unanticipated losses of revenue streams or increases in operating expenses, 3) fund faculty recruitment and start-up costs, and 4) provide for growth in clinical and research endeavors. The School has a detailed set of requirements for establishing and maintaining cash reserves in each department.

Total cash reserves and the reserves for each of the units are monitored on a monthly basis.

2.F.2 *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

The University of Utah develops and implements budgets on an annual, fiscal-year cycle which begins July 1 and ends June 30. All units within the University budget are on this cycle, regardless of source of funds.

In late winter of each year the Budget Office distributes a budget development schedule. The schedule is a calendar showing when key events will take place, including the distribution of the president's budget letter, the period of time when the budget system will accept budget entries, meetings of deans with the two senior vice presidents, and vice presidents with the President.

The budget cycle officially begins with distribution of the president's budget letter. The letter typically

comes out within a week to ten days following the close of the legislative session in early March. The letter contains general guidelines, such as the directive that money must be spent in accord with legislative intent, and specific guidelines related to compensation, such as permissible ranges for faculty and staff raises, or other matters. The president's letter is followed closely by a memo from the Budget Office explaining any technical issues or details related to that year's budget submission.

Budgets are entered into the University's budget system by individuals in budget departments and entities across the campus. Final budgets are delivered to the Budget Office for review.

The Budget Office provides training in the development of budgets annually for administrators and for small groups or individuals as needed.

The University includes budgets for each budget center in the PeopleSoft system. These reports are distributed monthly to the responsible person.

The associate vice president for Enrollment Management under the director of the senior vice president for Academic Affairs is responsible for establishing strategic enrollment targets that are consistent with the University's mission, and meeting those targets by implementing appropriate admissions standards and criteria.

The vice president for Institutional Advancement is responsible for planning and projecting income from donations. Similarly, the vice president for Research plans and projects income for sponsored projects. Both vice presidents report on these non-tuition revenue sources at regular meetings of the Board of Trustees.

The largest source of non-tuition income is from the University Hospitals and Clinics and School of Medicine clinical operations. Financial planning, operation and oversight of these units is the responsibility of the senior vice president for Health Sciences.

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.

At a very high level of aggregation the operating budget function is split into several large parts. The budget director reports to the associate vice president for Budget and Planning (AVPBP) who reports to the senior vice president for Academic Affairs (SVPAA). Each college or other major budget center (museums, libraries, plant operations, human resources, etc.) employs administrative managers who are responsible for all financial and administrative functions of the units.

The senior vice president for Health Sciences (SVPHS) and members of her immediate staff are responsible for the budgets of all units reporting to the SVPHS including the Hospital and Clinics. Each entity within the Health Sciences Center employs one or more people responsible for its consolidated financial operations and budgeting. Most departments within the Colleges of Health, Nursing, and Pharmacy, School of Dentistry and School of Medicine also employ administrative managers who are responsible for all financial and administrative functions of the departments. All financial and administrative managers report directly to the dean, department head or director of their unit.

Integration of the budget process occurs at various levels. For example, all operating budgets run on the same budget software. The two senior vice presidents provide budget advice to the president, who ultimately submits budgets to the Board of Trustees.

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.*

The University utilizes the PeopleSoft accounting system built and sold by Oracle Corporation. It is a fully functional system for recording, categorizing, summarizing and reporting financial transactions in accordance with generally accepted accounting principles, using the economic resources measurement focus and the accrual basis of accounting. According to the annual Independent State Audi-

tor's Reports, the University's financial statements are in conformity with generally accepted principles of accounting.

The University is, by law, audited by the State Auditor's Office which functions as an independent audit firm. All funds of the University are encompassed in the annual financial audit conducted by that office. The Single Audit of federal government funds is also conducted by the State Auditor's Office which is considered "independent" in relation to the University.

The University of Utah's internal auditing program (web.utah.edu/internal_audit/) is established and governed by University regulations. According to regulation "the Internal Audit Department derives its authority directly from the Board of Trustees and the president, and is authorized to conduct such reviews of university organizational units or functional activities as are necessary to accomplish its objectives. Internal Audit is authorized access to all records, personnel, and physical properties relevant to the performance of audits. The Internal Audit Department is charged with the responsibility to review the fiscal operational and administrative operations of the University. It is intended to be a protective and constructive link between policy-making and operational levels." The Office of Financial and Business Services (fbs.admin.utah.edu/) publishes and distributes policies and educational resources regarding financial management for the benefit of the entire university community.

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.*

The University has a systematic approach to analyzing and prioritizing capital needs. The process involves analysis by technical staff and a review by the two senior vice presidents and the University

president. Buildings move from a wish list to a five-year plan to a one-year plan, depending on priorities and prospects for funding. All of this occurs within the framework of the long range development plan for further developing the University's physical facilities.

The State Legislature requires that each year the University submit its one-year plan for both state-funded and non-state-funded capital projects and its five-year plan for state-funded capital projects. In these reports the University indicates in broad terms the purpose of the project, its size, the source of funds (state, private, and/or institutional), and whether state funds will be requested for operation and maintenance of the new facilities. Internally, the University maintains tables showing in greater detail the sources of funds over the next three years for projects that will require institutional funds in addition to those from governmental or private sources.

The University must obtain legislative approval for all capital projects even if they are privately funded. The State Board of Regents coordinates the ranking of capital projects for all Utah institutions of higher education. The Regents use an algorithm to rank or order the various capital projects submitted for state funding by the University and other institutions within the Utah System of Higher Education. For privately funded projects both the legislature and the Regents must approve these projects when the University is asking for operation and maintenance funding. The external review by both of these entities helps provide a control that plans for physical facilities fit the University's missions and needs.

The capacity for and desirability of issuing additional debt is analyzed carefully by University management and its outside advisors. The prudent use of debt is seen as a strategic financial tactic in accomplishing the overall missions of the University and its capital planning objectives. Several Board of Regents policies deal with the use and limitations of debt, such as "Issuance of Revenue Bonds for Facilities Construction or Equipment" higheredutah.org/wp-content/uploads/2014/04/R590-Regent-approved-2014-3-28.pdf, "Nontraditional Arrangements for Development of Facilities on Campuses" [**HIGHLIGHT**](http://higheredutah.org/wp-con-</p>
</div>
<div data-bbox=)

By state statute, the University is audited by the State Auditor's Office which functions as an independent audit firm.

[tent/uploads/2013/06/R712.pdf](http://higheredutah.org/wp-content/uploads/2013/06/R712.pdf), and "Lease-Purchase Financing." higheredutah.org/wp-content/uploads/2014/01/R587-Regent-Approved-2014-1-24.pdf.

A comprehensive list of Board of Regents policies on Business and Financial Affairs is available from Section 5 of the Board of Regents Policies web site, higheredutah.org/policies/.

The University maintains detailed documentation of indebtedness, and conscientiously maintains a conservative philosophy in staying well under the relevant debt capacity limits, so as not to affect the quality of educational programs by siphoning off funds for debt service payments that could otherwise be used for educational purposes. Information is adequately documented in the University's annual audited financial statements which are publically available. Specifically, statement footnotes list each year's obligations as well as future debt service obligations for the following five years. Reports for the past 12 years are available at fbs.admin.utah.edu/controller/controller-report/.

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.*

The Utah State Board of Regents' policies and University Regulations, and, in some cases, relevant bond covenants govern auxiliary enterprise operations. Board of Regents and University policies require auxiliary enterprises to be financially self-supporting and to pay their appropriate share of costs for physical plant operations and other directly chargeable support costs related to their operation. They are also required to pay an appropriate share of general administrative support costs of the University.

All freestanding auxiliary operations have positive fund balances and bonded auxiliary enterprises

generate positive cash flow and maintain investment grade bond ratings.

Financial results for each auxiliary enterprise are reported to the Board of Trustees semi-annually and to the Board of Regents annually.

2.F.7 *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, 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 the governing board.*

By state statute, the University is audited by the State Auditor's Office which functions as an independent audit firm. All funds of the University are included in the annual financial audit conducted by that office. The Single Audit of federal governmental funds is also conducted by the State Auditor's office which is considered independent in relation to the University.

The University has established policies and practices to ensure appropriate action is taken regarding audit recommendations. A written response to each recommendation is obtained from responsible line managers. All management letters are submitted to and reviewed by the Board of Trustees' audit committee which evaluates the adequacy of management's responses and the sufficiency of corrective actions.

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 institutional fundraising activities are governed by policies adopted by the Board of Trustees and overseen by the vice president for Institutional Advancement. The activities are conducted in a professional and ethical manner consistent with guide-

lines adopted by the Council for Advancement and Support of Education, the National Committee on Planned Giving, the American Committee on Gift Annuities, and other professional organizations serving the development community. The University maintains relationships with the University of Utah Research Foundation and the University of Utah Hospital Foundation, which have written agreements to promote the research and health care missions of the University, respectively. All activities of the foundations are monitored within the formal University administrative structure.

STANDARD 2.G – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

PHYSICAL INFRASTRUCTURE

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 management, maintenance, and operations of the University's facilities are adequate to support the educational programs and services of the institution. All buildings are open, functional, and provide a healthy and safe environment for the occupants. Staffing levels are monitored and compared with other peer organizations and institutions. Capital improvement needs to facilities, infrastructure, and utilities are identified through self and independent consultant inspection. These needs are reviewed, scoped, designed, priced and submitted for funding. A preventive maintenance program has been established to maintain campus equipment to extend life, minimize failure, and help prevent unscheduled down time of critical equipment. Corrective maintenance or failure calls are repaired by a staff of skilled and licensed craftsmen, in a timely manner to minimize down time and inconvenience to students, staff, and faculty. See facilities.utah.edu.

2.G.2 *The institution adopts, publishes, reviews regu-*

larly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The University of Utah has established policies and procedures regarding the safe use, storage and disposal of hazardous or toxic materials. Policy 3-300: Environmental Health and Safety provides oversight authority for these and other health and safety related issues.

Policy 3-300 establishes general responsibilities and accountability, related to health and safety for all levels of University involvement from the president of the University through all University faculty, staff, and students. The policy is reviewed periodically to ensure it aligns with established federal, state and local regulations and with best practice guidelines.

There are two established entities with responsibility for oversight of the safe use, storage, and disposal of hazardous or toxic materials on campus.

The Environmental Health and Safety Department (EHS) has primary responsibility to promote, create, and maintain a safe and healthful campus environment including management of regulated waste. EHS is responsible for interpretation of federal, state, and local regulations related to occupational and environmental health and safety. EHS provides guidance and support to University of Utah operations and advises senior administration on business aspects of environmental health and safety.

To accomplish this mission EHS employs a professional staff composed of Industrial Hygienists, Occupational Safety Specialists, Fire Prevention Specialists, and Environmental Management Specialists; divided into 6 basic divisions covering the following: Research Safety, General (Facilities and Infrastructure) Safety, Biological Safety, Environmental Compliance, Clinical Care Safety, and Fire/Life Safety.

The Radiological Health Department oversees all aspects of the radiation protection program for the University of Utah, its hospitals and clinics. Primary areas of focus are licensing, responsible use of radiation, training and ensuring public health and safety in matters related to use of radioactive materials. The Director of the Radiological Health Department

is also the University's Radiation Safety Officer (RSO). To accomplish this mission the Radiological Health Department employs a professional staff of health physicists, radiation analysts, and radiation safety technologists.

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 campus master plan (facilities.utah.edu/campus-planning/master-plan/) continues to be consistent with its mission, core themes, and long-range and financial plans for the University. To assess the challenges and opportunities represented by educational plans, the University began in early 2003 to update its 1997 long-range development plan. To keep up with the 7-10 year cycle of comprehensive master planning, a comprehensive master plan exercise was started in 2009 and completed in 2011. This update was intended to continue to address the immediate planning concerns and help inform the strategic planning process. The new master plan is now in place, and continues to guide a more comprehensive and ongoing physical planning process. The Office of Facilities Planning meets with senior administrators to assess the capital facilities required to support the University's mission and goals.

As projects for facilities development and major renovation are planned, both capital expense and operating costs for each project are identified. Detailed design and program planning are not started until the appropriate senior vice president indicates that capital expense funding is in place.

Detailed precinct master plans are developed when major capital development projects are anticipated within a precinct. These precinct plans validate the master planning principles established by the Campus Master Plan, and provide more detail to inform the design of the building and the site, and help ensure continuity between the Campus Master Plan and the capital development projects.

A funding model is developed by the facilities managers of higher education in Utah, which is

submitted to and approved by the State Board of Regents as well as the State Building Board. The model is used to determine the amount of funding to be requested and allocated for operations and maintenance. The funding requests are ultimately submitted to the Legislature for approval if support from state appropriations is in order.

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.*

The Facility Operations Department continues to be consistent with the University's mission and core themes. Facilities has recently put into place two programs to enhance the institutional support function. The first assigns facility coordinators to campus buildings. These coordinators are familiar with the building, operations of the building, and the occupant's needs. They are the liaison between the campus departments and Facilities to ensure their needs are being met. Facility coordinators manage the preventive maintenance for the building to make sure required and routine services are being completed thoroughly, and in a timely manner. The second program identifies first responders for trouble calls and corrective maintenance needs. First responders diagnose the problem, identify and dispatch the appropriate shop to make the necessary repair, and provide follow up to ensure the problem has been resolved and completed. These two programs have enabled Facility Operations to provide better communication and support of the institutions and its mission.

Facility Operations has in place a preventive maintenance program that requires trained technicians to inspect, adjust, repair, and replace components and systems critical to the continuous operations of facilities. The program continues with technical enhancements to extend the useful life of critical mechanical/electrical assets to minimize failure and prevent unscheduled down time.

Management reports are available to monitor scheduled and unscheduled work to ensure it is

being completed in a timely and cost effective basis. Other reports include service call information broken down by shops, buildings, building type (research, classroom, administrative, etc.), budget and expenditure reports, work type summaries, etc.

In collaboration with other campus departments and state agencies, a "needs backlog" has been developed to identify projects to be programmed for funding in future years, in order to help assure safe and continuous operation. The State Legislature, reacting to this list of needs, has developed and implemented a funding formula based on asset value. This provides an annual allocation of a substantial sum of "capital improvement" funding that helps the University address those critical needs. In 2012, the University received \$35,000,000 special funding from the Legislature for electrical and high temperature water (HTW) infrastructure upgrades and replacement. The final funding for infrastructure completion has been received and the project continues with an anticipated completion in 2016.

TECHNOLOGICAL INFRASTRUCTURE

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.*

The University of Utah manages and operates an extensive fiber optic network and campus backbone in support of its mission of teaching, research, administrative support services, and public life. This allows any University application to be delivered to the entire University community. The University has invested in ubiquitous wireless and virtual private network (VPN) technologies to allow students, faculty and staff to access the University network on- or off campus. Management, operations, and support service units have access to the same network, enabling them to support the University and its mission.

In addition, the University has an enhanced research network. Dedicated circuit capabilities on

the national networks support specific research applications in the School of Computing, the Scientific Computing and Imaging Institute, and the Institute for Clean and Secure Energy as well as high-capacity production requirements tied to the University data center.

The University owns and operates a state of the art 30,000 square foot tier 3 data center designed to accommodate the long-term growth needs of the University and Hospital. The data center is home to Campus, Hospital and Research systems and network infrastructure that supports applications in a secure, reliable and highly available environment. The data center is foundational in providing 24 x 7 IT services to the entire University community.

The University serves as a 100-Gbps connector to the Internet2 Network, and in conjunction with the Idaho Regional Optical Network (IRON), serves as the Internet2 Network aggregator for Utah and a portion of Idaho. The University also maintains a close relationship with the Utah Education Network (UEN), which provides the University with a robust connection to the public Internet. The partnership with UEN links the primary research institutions in the State of Utah and provides Internet2 connectivity to all K-20 schools and libraries across the state.

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.*

The University supports faculty, students, and staff with teaching and classroom technologies through its Teaching and Learning Technologies (TLT) unit. TLT focuses mainly on the operational, support and training services associated with using technologies for teaching and learning, including the UOnline Center that administers proctored exams to students taking online classes. Patrons can request individual instructional technology consultations or just-in-time technology support from trained instructional technologists and equipment technicians. Regular workshops and seminars are held

throughout the year specifically focused on developing teaching technology skills with faculty and teaching assistants. The TLT website provides access to tutorials and documentation for the centrally supported campus teaching technologies and classroom systems. Canvas, the University's primary learning management system, is managed by TLT. See tlt.utah.edu/.

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.*

Several IT governance groups meet monthly, comprised by a broad range of representation across the entire University of Utah community. The groups include the Strategic IT and Operational IT Committees, and the Research, Support Services, Teaching and Learning, and Infrastructure portfolios. The governance groups provide input regarding current and future IT infrastructure needs. In addition to the governance mechanisms, the University supports formal IT portfolios. Each portfolio has representation from colleges and departments outside of IT. IT projects are vetted, prioritized and supported by University infrastructure. See cio.utah.edu/it-governance/.

An independent committee known as the IT Professionals Forum meets monthly, gathering IT professionals from across campus departments, colleges, and other units to discuss shared IT concerns and foster communication and collaboration.

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.*

On an annual basis, the University reviews and updates its technology plan. This includes the annual equipment replacement plan for the network backbone and edge services and systems and storage infrastructure, as well as all central IT services. The University technology infrastructure is monitored on a 24 x 7 basis. This prepares the network and systems for the delivery of services that depend on

specific service quality levels.

Each month the IT governance committees and portfolios meet, in part to assess and make recommendations for improving IT infrastructure and services. **U**

STANDARD THREE

INSTITUTIONAL PLANNING



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.*

Planning at the University of Utah is ongoing, integrated and comprehensive. It takes place within each cabinet member's portfolio, and within departments, colleges, and units. Each plan is integrated with broader university-wide planning, evaluation and improvement efforts. These efforts are detailed in subsequent sections.

In the recent past, presidential inaugural addresses have played a key role in articulating core themes and initiatives intended to focus and unify the campus. President David Pershing's fall 2012 inaugural address provided a framework for the university's goals for the next five years. In 2014-15, the university fleshed out that framework by engaging hundreds of faculty and staff from across campus. Each operating unit then



HIGHLIGHT

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement.

articulated priority goals and strategies based on the broad inaugural themes outlined by President Pershing.

All planning at the University of Utah is guided by a mission statement created by a campus-wide task force with broad representation from every corner of the University. The campus community reviewed and commented on the mission statement through town hall meetings, focus groups, and the Academic Senate review. Following this thorough vetting, this statement was accepted in 2014 as representative of the mission and core values of the University of Utah. It reads:

University Mission Statement

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

Teaching

In its role as a teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, gradu-

ate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

Research

In its role as a research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

Public Life

In its role as a contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations, public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

HIGHLIGHT

More than 500 faculty and staff participated in interactive discussion sessions to arrive at these goals, to refine the strategies to pursue these goals, and to decide how best to evaluate progress toward meeting these shared institutional aims.

The themes used in the year-three accreditation report reflect the values of this mission statement, while adding the core theme of health. Crucial to the University’s ongoing process of refining and affirming its values and mission, then-SVP David Pershing, in 2011, assigned Dean of the Graduate School Chuck Wight and Associate Vice President of Academic Affairs and Dean of Undergraduate Studies Martha Bradley-Evans to lead Phase One of a two-part strategic planning process. Their task was to develop a list of core institutional commitments that would form the basis of a strategic plan and which would articulate the University’s underlying values. In the fall of 2013 the University recruited the new SVP, Ruth Watkins, from the University of Illinois. Under the direction of President Pershing, SVP Watkins led the development of Phase Two of this process in AY2014-15 guided by the list of commitments that emerged from Phase One.

The seven core commitments are:

1. Student success and engagement: The U offers students the opportunity to realize their full potential and flourish by its providing strong academic, co-curricular, and high-impact programs, along with advising for students’ successful navigation through the system, so that they may identify and achieve their goals.
2. Research and teaching excellence: The U engages in cutting-edge teaching and research that foster inter- and trans-disciplinary innovation, creativity, entrepreneurship, and knowledge/technology transfer.
3. Diversity: The U celebrates the rich diversity of people as well as creative and intellectual traditions by being inclusive in every respect.
4. The pursuit and practice of sustainability: The U contributes to a more sustainable world through research, teaching, and best practic-

es for protecting and enhancing the natural and built environment on the campus and its environs, making it a great place to live, learn, work, play, create, recreate, and visit.

5. A collective global vision and strategy: The U thinks and acts globally by increasing opportunities for students and faculty to engage in international study, teaching, research, and service.
6. Building community: The U maintains a strong sense of community among students, faculty, and staff; builds community in the region; and cultivates meaningful university-neighborhood-city-region-state-global partnerships.
7. A broadened sense of leadership: The U engages students, faculty, staff and the larger community in conversations that lead to positive transformation at the local, state, national, and global levels.

In AY2014-15, guided by these core commitments, President Pershing and SVP Watkins undertook a comprehensive and inclusive approach to implementing the University’s major goals: continuing to emphasize student success and engagement, innovation, entrepreneurship, and knowledge/technology transfer, and community engagement at local and global levels. These goals are intended to leverage our strategic advantage as a premier research university in the Intermountain West. More than 500 faculty and staff participated in interactive discussion sessions to arrive at these goals, to refine the strategies to pursue these goals, and to decide how best to evaluate progress toward meeting these shared institutional aims.

FOUR BIG GOALS 2014-15

These four goals update the core themes of the year-three accreditation report and are being used by President Pershing and SVP Watkins to guide their planning and visioning processes.

1. Promote Student Success to Transform Lives
2. Develop and Transfer New Knowledge
3. Engage Communities to Improve Health and Quality of Life

4. Ensure Long-Term Viability of the University

Progress toward these goals can be seen in the University's new dashboard. These goals are perpetuated, reinforced, and used as the basis for annual meetings with each academic and administrative unit. Resource allocation decisions are aligned with these goals as the institution seeks to bring together all units – departments, colleges, student support units, and administrative units in a common effort to achieve these goals.

3.A.2 *The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

As summarized above, the University of Utah is a large organization with planning processes taking place in a variety of divisions on campus. Planning at every level is unified by both the presidential framework and a university-wide effort in AY2014-15 to create a set of shared campus goals.

Over the past decade, the University's central goals have been articulated in the presidents' inaugural address and reinforced by strategic planning in key areas of administration and governance. In 2005, the University of Utah engaged in a broad-based process to draft a mission statement, gather input, and articulate goals. In May 2005, Michael Young became the 14th president of the University of Utah and in his inaugural address, he articulated several themes that became the rallying cry for the campus: student engagement, academic preparation, global engagement, diversity, and partnership.

With the appointment of new senior leadership, these themes were actualized through a rigorous, campus-wide planning process.

This process began in 2011, under the leadership of then-SVP Pershing. The campus engaged in a collaborative and community-based process to identify core commitments in Phase One of a strategic planning process that would set the stage for Phase Two under new leadership. During this process, town hall meetings, focus groups, surveys and small group meetings gathered input from faculty, administrators, staff, community members and,

HIGHLIGHT

During fall of 2014, President Pershing and SVP Watkins initiated a process to integrate the seven core commitments within a more focused goal-based approach. Four specific goals for the University of Utah were identified to guide our campus in a powerful way on our future course.

most importantly, students. Hundreds of members of the University community participated in this important public process. More than 500 members of the University community participated in this effort. The "Seven Core Commitments" are listed in 3.A.1 of this document.

During fall of 2014, President Pershing and SVP Watkins initiated a process to integrate the seven core commitments within a more focused goal-based approach. Four specific goals for the University of Utah were identified to guide our campus in a powerful way on our future course. These goals were distilled from the seven core commitments (our underlying values) and were developed in consultation with students, faculty, and staff. Strategies to enable the goals were refined through a series of four campus-wide dialogue sessions convened in spring 2015. One dialogue session was held for each goal, and faculty and staff from across the campus were invited to participate in these interactive dialogue sessions. The Four Big Goals guiding the University of Utah's strategy over the next five years are:

1. Promote Student Success to Transform Lives
2. Develop and Transfer New Knowledge
3. Engage Communities to Improve Health and Quality of Life
4. Ensure Long-Term Viability of the University

These goals and the strategies that emerged from campus-wide dialogues provide the basic structure of the president's dashboard that went live in the spring of 2015. Town hall meetings convened in spring 2015 provided broad public feedback from the university community on the goals and strategies to achieve them, in addition to identifying critical actions. In April 2015, President Pershing and SVP Watkins held their annual leadership meeting with more than eighty participants to discuss the

goals, strategies, data, and re-focus the leadership teams of the colleges and departments on the agenda. The new campus dashboard – linked to the Four Big Goals – was used to illustrate our current status on various metrics of our goals, as well as to set measurable targets for the future, which were discussed with leaders from across the campus. A similar session was held with staff leaders in July 2015.

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.*

The primary units involved in the comprehensive planning effort at the University are the Office of Institutional Advancement, the Office of Budget and Planning, the Office of Undergraduate Studies, the Office of Student Affairs, The Office of the Senior Vice President of Academic Affairs, and the Offices of Global Engagement and Sustainability. The strategic plans of the academic colleges focus on the Four Big Goals as articulated in 2014 by President Pershing and SVP Watkins.

All college plans are coordinated through the president's cabinet and through the two senior vice presidents: SVP Ruth Watkins for main campus and SVP Vivian Lee for health sciences. Evidence-based plans are specifically centered on data provided by OBIA and metrics that measure the institution's progress.

3.A.4 *The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and the application of institutional capacity.*

As stated in the response to Standard 3.A.1, comprehensive planning at the University of Utah is systematic and multilevel, guided by the leaders – chairs, deans, directors, and vice presidents (members of the president's cabinet) – and linked to the core themes outlined by the president in his inaugural address and in the strategic plan. The short-term strategies and tactics undertaken to accomplish the long-term goals are a focus of the annual budget process as well as scheduled discussions by leadership groups throughout each

year, particularly the Council of Academic Deans, the President's Cabinet, and twice yearly directional dialogues hosted by the president and SVP of Academic Affairs.

Decisions on resource allocations are primarily made as part of this annual budget process. The senior vice presidents of Academic Affairs and Health Sciences, and other vice presidents, are responsible for reviewing and ensuring that the units that report to them align requests for new resources with the strategic goals of the campus as outlined in the budget guidelines, and use resources for strategic actions that will contribute to the broader institutional goals. Budget committees act as advisory boards for both Academic Affairs and Health Sciences, and make recommendations on resource allocation decisions to the senior vice presidents.

Resource allocations have been focused on addressing future needs of the institution, such as building the infrastructure necessary for successful online education, providing stronger support for undergraduate retention and graduation, and capital improvement of facilities for twenty-first century teaching, learning, and research. Annual reports from all units now incorporate the Four Big Goals and the strategies undertaken to achieve these goals.

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 University of Utah's Emergency Operations Plan (EOP) establishes policies, procedures, and organizational structure for response to emergencies occurring on campus. The Plan incorporates operating procedures from the Incident Command System (ICS), the National Response Framework (NFR), and the National Incident Management System (NIMS)

HIGHLIGHT

Comprehensive planning at the University of Utah is systematic and multilevel, guided by the leaders – chairs, deans, directors, and vice presidents (members of the president's cabinet) – and linked to the core themes outlined by the president in his inaugural address and in the strategic plan.

for handling emergencies that disrupt normal campus operations such as, but not limited to: fires, floods, severe storms, earthquakes, hazardous materials incidents, acts of violence, terrorist threats, and other potential disasters.

Ultimate responsibility for establishing the University's priorities and direction lies with the president and the cabinet. Strategic direction for coordinating and assisting with the development of an emergency management program is assigned to the University of Utah Emergency Advisory Committee (EAC). Operating units within Administrative Services, Student Affairs, Human Resources, Health Sciences, Research, Academic Affairs, and University Relations have, as part of their assignments, responsibility for essential support functions during emergency events. A core group from the operating units comprises the campus Emergency Planning Committee responsible for refining and documenting plans. The Planning Committee includes, at a minimum, representatives from Police, Fire/Hazardous Materials Response (HazMat), Human Resources, Space Management, Plant Operations, Information Technology, and Student Affairs.

The University is committed to respond to emergencies in a safe, effective and timely manner.

University personnel and equipment are mobilized each on the following priorities:

- **Priority I:** Protection of Life Safety, including first responders;
- **Priority II:** Maintenance of Life Safety and Assessment of Damages
- **Priority III:** Restoration of General Campus Operations

As responses progress from Priority I through Priorities II and III, administrative control of the campus will transition from the ICS/NIMS structure back to the routine University of Utah organizational structure. To the greatest extent possible, regulations regarding the protection of the environment will be complied with during disaster response activities. See: www.emergencymanagement.utah.edu/ and ehs.utah.edu/emergency-preparedness/emergency-contacts. 

STANDARD FOUR

CORE THEME PLANNING, ASSESSMENT & IMPROVEMENT



ELIGIBILITY REQUIREMENTS

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.

The University of Utah maintains a continually updated database of expected learning outcomes for every degree program. The database is maintained by the chair of the departmental faculty curriculum committee for each degree program. The updated catalog of expected learning outcomes is published online (learningoutcomes.utah.edu). The database also contains an inventory of outcomes assessment procedures that are continually used to assess the program success in achieving the expected learning outcomes. The expected learning outcomes and outcomes assessment for



a given program are periodically reviewed and ratified by the program faculty. The program faculty regularly reviews results of ongoing outcomes assessment, and curricular modifications are implemented, as necessary, in response to these results.

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.

The University of Utah follows a well-defined and documented Business Planning and Consolidation (BPC) System, which includes mature training modules in BPC, publications of the senior vice president for Academic Affairs (SVPAA) Budget Principles and Processes, and budget memos and guidelines for the current budget cycle (e.g. FY 16 SVPAA and FY 16 Presidential). All elements of the Budget Planning process are guided by the principles of transparent, data driven decisions with strategic priorities linked directly to institutional mission and core themes. The BPC website also includes a calendar of the annual budget planning cycle which defines key deadlines and milestones for Departmental, College, Central Administration, and Business Planning & Consolidation. The budget planning cycle delineates the hierarchy and planning of the annual budget planning reviews.

Departmental and College budget planning is developed according to the SVPAA Budget memo, which includes specific guidance for budget requests to delineate the relevance of all requests to the core campus priorities and the University mission. The annual budget planning and allocation process is data-driven, assisted by analysis of trends in historical data regarding student enrollment, graduation and retention rates, degrees awarded, revenue, operating expenses, research and teaching expenditures, etc., as provided by the University of

Utah's Office of Budget and Institutional Analysis (OBIA). Seven-year reviews of college, departmental, and program statistics are also tabulated. These results are publicly available at the OBIA website, including a student success dashboard and summary tied directly to the success in achieving the University's mission and core themes. In preparing their budgets, deans and directors are required to base their requests on results of yearly program assessments as well as statistical trends observed in the institutional OBIA database. These statistical trends are used to assess how changing student and financial trends may impact individual degree programs and affect the long-term viability and sustainability of these programs.

All academic programs undergo an extensive Graduate Council Program Review on a seven-year cycle. These reviews require an extensive departmental self-study, and evaluation by internal and external reviewers. Summary Graduate Council Program reports for each review are sent for approval to the Academic Senate, The University Board of Trustees, and to the Board of Regents, and are available as public documents on the meeting agenda websites of each level of review. The Graduate Council Program Reviews are also used to develop a signed memo of understanding (MOU) between the individual program director, Dean of the relevant College, Dean of the Graduate School, and cognizant Senior Vice President. The memo of understanding details the agreed steps and resources that will be brought about to address recommendations of the Graduate Program review.

Deans of individual colleges present their budgetary requests and priorities to the Campus Budget Advisory Committee (CBAC), including a review of assessment and OBIA trends. The SVPAA and the Dean of the Graduate School also serve on the CBAC. Consequently, items agreed upon in the individual Graduate Program Review MOUs can be targeted to receive priority in the annual budgetary planning process. The final annual budget plan is completed in conference with the President's cabinet, including final revenue and expense projections. The final budget reflects current budgetary priorities established through a review of the adequacy of current investments linked to program quality and assessment, and new initiatives

directly linked to the institutional mission and core principles.

3.B: CORE THEME PLANNING

3.B 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.

STANDARD 4: EFFECTIVENESS AND IMPROVEMENT

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A: ASSESSMENT

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.

In order to achieve progress on the Four Big Goals, to maximize effectiveness and efficiency, and to integrate a continual improvement model across the institution, we strive to:

- Communicate broadly across the university – at multiple levels and through varied approaches – about current institutional goals, strategies implemented to achieve goals, and progress

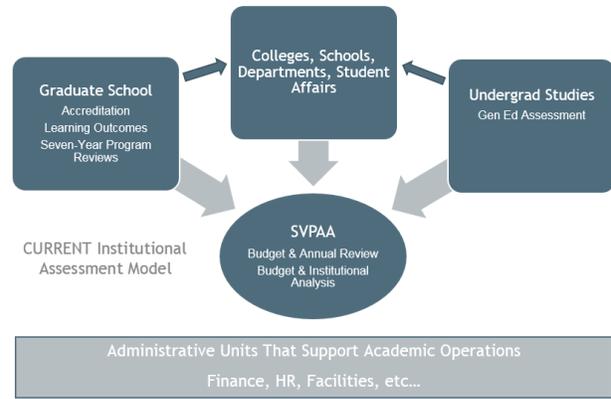


FIGURE 4.1: CURRENT INSTITUTIONAL ASSESSMENT MODEL

- Align departments, colleges and campus-wide offices on core strategies and goals, and the key measures of relevance related to each major goal and strategy;
- Integrate various elements of our assessment portfolio, and the resources associated with the assessment portfolio, toward shared aims (Figure 4.1).

Institutional assessment is conducted in multiple places within the University of Utah. The Office of Budget and Institutional Analysis (OBIA) is our core institutional research office. OBIA manages data and official reporting for the institution, including serving as our official data source for various surveys, such as IPEDS. The Graduate School is our official accreditation office and has assisted every academic program with establishing learning outcomes, and conducts official seven-year reviews of every program on campus, including managing the process of developing a written MOU on planned changes in curriculum or other aspects of the program following a review. Undergraduate Studies leads General Education evaluation and feedback to departments, and has developed portfolios of student learning and products as evidence of general education impacts. Student Affairs Assessment, Evaluation, and Research regularly evaluates various student programs, and is responsible for institutional surveys such as the Graduating Student Survey, and leads the review and integration of findings of these tools with campus leaders. Student Affairs Assessment, Evaluation, and Research and Undergraduate Studies partner to administer and synthesize

HIGHLIGHT

IDMV has also created an institutional level dashboard for the President's Office website displaying critical indicators relevant to measuring our success in meeting our goals across the four core institutional goals.

results of our Graduating Student Survey each year, and convey findings to key campus leaders for program improvement purposes. Figure 4.1 provides an overview of the current organization of the University of Utah's assessment and evaluation offices, and the opportunities for ensuring alignment and integration across various offices and units where assessment is conducted.

OFFICE OF BUDGET AND INSTITUTIONAL ANALYSIS (OBIA)

The Office of Budget and Institutional Analysis (OBIA) is the official source of information for the University of Utah and is primarily responsible for institutional-level data collection, analysis, reporting and presentation. Specifically, this office processes data related to retention, graduation enrollment, course-taking, course performance, faculty and staff census, salary, and faculty academic and research productivity benchmarks. This office provides official data to state and federal agencies (e.g. USHE, IPEDS), responds to internal and external inquiries for single use or ongoing data analytics, and provides routine and one-time-only reports. These data requests come from all types of entities ranging from external policy makers and legislators to internal units such as Housing and Residential Education, Academic Advising, Enrollment Management, Financial Aid, academic deans, department chairs, and program managers, among others.

Tools have been developed and deployed to allow the generation of a wide range of data on demand. These data on demand tools, where possible, allow data to be viewed in summary reports as well as disaggregated to commonly requested levels such as by major, degree, ethnicity, gender, year or semester, etc. The tools have also been developed to allow users to download extracts of the data for use in their own individual analysis. Examples of these data on demand tools include seven-year department reviews, enrolled majors, undergraduate and

graduate major's profiles, degrees awarded and course enrollment profiles. These tools are located on the OBIA website at www.obia.utah.edu/dm/.

Other data analysis tools available on the OBIA website include Graduation and Retention reports that describe educational progress metrics which can be summarized or disaggregated based upon multiple criteria (www.obia.utah.edu/ia/rpg/). There is also a Statistical Summary tool that reports data such as student enrollment, college major statistics, and faculty complement disaggregated by department, program and demographics (www.obia.utah.edu/ia/stat/index.php).

A new department called Institutional Data Management & Visualization (IDMV) was recently created with the primary purpose of making more OBIA data available to multiple audiences, developing methods to deploy the data securely and in multiple formats, generating new analysis as well as designing visual presentation of complex, multi-variable data in a manner that easily conveys understandable meaning, thereby capturing the richness and depth of institutional data. The department emphasizes data presentation where the visual indicators of the data are concise, clear, intuitive and appropriate to the type of data presented. The department also serves as a resource to assist other areas across campus in developing and visually presenting their own data in a similar manner.

IDMV has created strategic data dashboards for the Graduate School, the Associate VP for Faculty Affairs, as well as dozens of individual tools used by Senior Administration to analyze department, college and area data related to performance in finance, scholarly productivity and academic excellence. IDMV has also created an institutional level dashboard for the President's Office website that displays critical indicators relevant to measuring our success in meeting our goals across the Four Big Goals. This dashboard is located at www.dashboards.utah.edu.

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.

All undergraduate and graduate degree granting programs at the University are subject to regular review. This process is managed by the dean and associate dean of the Graduate School for three purposes: first, informing long-range planning on the stability and viability of programs; second, providing educational units (typically departments) with the opportunity to engage in self-study and program enhancement; and third, to provide data to state agencies for the purposes of accountability. Each program is reviewed on a seven-year cycle. The review is conducted by internal and external review committee members and is reviewed and approved by the Graduate Council. Recommendations that can be achieved within the resources of the University are incorporated into an action plan for improvement. A schedule of program reviews is available at gradschool.utah.edu/wp-content/uploads/2013/05/reviewschedule.pdf; individual program review reports are available from the Graduate School.

The Graduate School administers the Seven-Year Program Review process for the institution. This process is a comprehensive evaluation of program quality and includes written evidence of program effectiveness, as well as curriculum evaluation that often leads to specific program revisions (typically driven by student needs and learning indicators, as well as trends in the field). The process includes a self-study, a visit by external evaluators from peer institutions, and an internal campus team of reviewers. The process is impressive in its detail and comprehensive nature. The Faculty Senate, Board of Trustees and Regents review and approve final reports – including actions planned and already taken. Many recent reviews have included discussion and detail on curriculum revisions specifically designed to respond to student needs and improve learning outcomes. External evaluators complimented the Graduate Review process during the last NWCCU on-site accreditation visit.

Six areas of scrutiny and evaluation are included in the Academic Program reviews: Program Overview, Faculty, Students, Curriculum and Programs of Study, Program Effectiveness – Outcomes Assessment, and Facilities and Resources. The process is

multi-layered, thorough, and historically successful. Periodic update reports that are tracked by the Graduate School regularly report progress being made on review recommendations. When progress is not being made, meetings with the Dean of the Graduate School are encouraged. Department chairs overwhelmingly report using review recommendations as direct guides for shaping strategic plans in collaboration with their faculty members. Faculty members are typically involved in the review process. Chairs/directors and associate chairs are often responsible for authoring sections of self-studies. As major stakeholders in departments, they also routinely meet with review teams to provide candid feedback on all aspects of their job duties (research, teaching, service).

Approximately ten academic programs are reviewed each year following a standard format, including selection of internal and external reviewers, data presentation, wrap-up session, regular follow up, and an in-person meeting with the chair and Graduate Dean during the third year post-review. It is interesting to note that the University of Utah's Graduate Council Program Review process has served as a model for other program reviews nationwide. The model has been presented at regional and national conferences (Western Association of Graduate Schools and Council of Graduate Schools). As described in the 2006 NWCCU Seven Year Report:

"One of the distinguishing and treasured features of the University of Utah is its long tradition of faculty governance at the level closest to each academic area of expertise. Consequently, The Graduate School, through the policy-making power of the Graduate Council, seeds to help individual units preserve and enhance the highest standards of excellence in their individual disciplines. Each department establishes policies that are enforced through the regulatory power of The Graduate School (i.e., admissions criteria in addition to University minimums and degree requirements within general guidelines and upon Graduate Council approval). The Graduate Council relies heavily on the expertise of external reviewers, professional associations, and disciplinary societies for critiques of the quality and standards of individual units, degrees, and programs. [2006 Self-Study for NWC-CU Standard 2.2.D.2]"

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.*

COLLEGE PRACTICES

Each academic college is responsible for administration and structure of assessment to support discipline specific needs. Each program and degree is required to publish their Expected Learning Outcomes Assessment by college at the centralized, public University of Utah Learning Outcomes website (learningoutcomes.utah.edu/). Colleges are also represented within the University of Utah Assessment Team. Further information about college specific approaches to assessment can be found at www.assessment.utah.edu/.

CAMPUS-WIDE LEARNING OUTCOMES ASSESSMENT

Learning outcomes assessment is conducted campus-wide in the context of colleges and the curriculum leading toward majors, minors and graduate degrees. In 2006, the Graduate School began collecting learning outcomes statements from the degree-offering departments and programs from across campus and published those on the learningoutcomes.utah.edu web site. They also asked departments and programs to identify what assessment methods they were using to measure the stated learning outcomes. This process was repeated every three years.

Beginning in 2014, departments and programs were asked to examine the Expected Learning Outcomes that had been previously published for each degree to determine whether they were up to

HIGHLIGHT

Our mission is to assist each academic unit in developing faculty driven learning outcome assessment plans and processes.

date. Each academic unit identified individuals who were given access to a new website where they could make any necessary changes to ELOs. They also completed a survey about which categories of activities were used to assess each degree program and the frequency of the assessment. Finally, each department's faculty voted to ratify the ELOs. In some cases this prompted further revisions to the ELOs. All departments and programs have reported that they have completed this process. See: learningoutcomes.utah.edu for full report and more information here: www.assessment.utah.edu.

With the foundation of clearly stated program-level learning outcomes and assessment methods established for each academic unit, the University has now begun the process of establishing assessment plans and processes. In June 2015, the Office of Undergraduate Studies has taken on the responsibility of making sure that each academic unit is regularly assessing student achievement of learning outcomes and using information gained from those assessment processes to make strategic decisions about curriculum planning and instructional support. Our mission is to assist each academic unit in developing faculty driven learning outcome assessment plans and processes. These assessment plans are collected and curated on our learning outcome assessment website (ugs.utah.edu/learning-outcomes-assessment/).

We are currently meeting with department chairs and program directors to ascertain the best way that we can assist them in moving from stated program level learning outcomes to assessment plans and processes and, ultimately, assessment reports. This summer we have targeted the College of Social and Behavioral Sciences (CSBS), motivated by a strong request and pledge of support by the CSBS Dean. Our work with this college is guided by three goals:

1. By the end of the Fall Semester 2015, there will be a ratified faculty commitment to a concrete assessment plan in place for each unit in the college.
2. By the end of the 2015-16 academic year, each unit in the college will have activated several elements of this assessment plan (i.e., have begun to collect and store student artifacts).

By the end of Fall Semester 2016, each unit will have begun to pilot assessment processes.

Once we have met with each department chair and program director in the CSBS, we will be meeting with similar program directors in each of the other colleges that currently have limited assessment plans and processes in place. Colleges with specialized accreditation, such as Architecture, Business, Education, and Engineering, are generally strongly involved in the use of outcomes assessment for curricular modifications, and already have well-defined, operational processes in place.

In 2015, a Faculty Senate Ad Hoc Committee on Enhanced Learning Outcome Assessment recommended, among other things, that a faculty-led system of accountability surrounding learning outcome assessment and curricular modification be established. During the 2015-16 academic year we will be working with the president of the Academic Senate and the Undergraduate and Graduate Councils to develop and implement policy on this system.

SUPPORT FOR LEARNING OUTCOME ASSESSMENT

Partnering with the Center for Teaching & Learning Excellence we will have two kinds of support available to faculty. We have developed a website that serves as a clearinghouse for information and best practices about learning outcome assessment. Additionally, we will provide training and facilitate conversations about learning outcome assessment as requested by any unit on campus.

UNDERGRADUATE STUDIES

The Office of Undergraduate Studies (UGS) oversees General Education and Bachelor Degree Requirements as well as a variety of high impact academic programs (deeply engaged learning experiences) that happen outside the major departments. These programs include: the Block U (General Education) Program, the New University Scholars, the Capstone Initiative, Continuing Education, the Honors College, the Leadership Studies Minor, the Learning, Enhancement, Achievement, and Progress (LEAP)

program, the My Utah Signature Experience (MUSE) Program, National Student Exchange, University Studies, the Office of Engagement, UOnline, the Student Success and Empowerment Initiative, Undergraduate Advancement, the Office of Undergraduate Research and the Undergraduate Research Opportunities Program (UROP), and University College Advising. Faculty support programs include the Center for Teaching and Learning Excellence, Learning Outcomes Assessment, and the Teaching and Learning Technologies offices. Each of these programs engages in a regular examination of their own goals and outcomes. The Office of Undergraduate Studies assists these programs with assessment design, survey design and implementation, and integration of institutional data with program data to measure student success. The Office of Undergraduate Studies uses program assessment data, institutional demographic data, and institutional survey data to help the institution better understand how participation in our programs and characteristics of students' experiences contribute to their success.

GENERAL EDUCATION COURSE ADOPTION AND REVIEW

To have a General Education or Bachelor Degree requirement designation placed on a course, departments apply through an online application on the General Education web site (evals.ugs.utah.edu). The application, syllabus, and any other materials submitted by the departments are reviewed by the General Education Curriculum Council and the Undergraduate Council using rubrics developed for this purpose by the Office of General Education. The application asks departmental representatives to describe the content of the course, the teaching processes and practices used in the class, and to select at least three General Education learning outcomes that instructors believe students will be able to accomplish through participation in the course. A separate process is in place to assess the accomplishment of those learning outcomes. If a course is reviewed and approved for a designation by the General Education Curriculum Council then it is forwarded to the Undergraduate Council for their approval as well. Once a course has a designation it is reviewed every five years to ensure that it still meets the designation requirements. These

follow-up reviews are identical to the initial review except they do not require the secondary approval of the Undergraduate Council. See: ugs.utah.edu/general_education/index.php for criteria, descriptions of processes, and membership of the Gen Ed council.

GENERAL EDUCATION OUTCOMES ASSESSMENT

In 2008, the Undergraduate Council adopted the American Association of Colleges & Universities' (AAC&U) Essential Learning Outcomes as the learning goals for the University of Utah's General Education and Bachelor Degree Requirements ("General Education").

In 2009, a question on learning outcomes was added to the General Education application that departments complete to secure a new or a five-year recertification of a General Education requirement designation for their courses. In 2013, the Office of Learning Outcomes Assessment conducted the first of three pilot studies over the next three years to investigate the best methods and processes for assessing the General Education Learning Outcomes. The pilot studies included:

- Solicitation of examples of student work on the faculty-identified assignments showing the achievement of learning outcomes in the course
- Training General Education Curriculum Council faculty to use the AAC&U rubrics for assessing artifacts
- Designing a system to collect and review artifacts
- Reviewing and scoring artifacts by faculty
- Analyzing data, synthesizing and writing up results and recommendations.

These pilot projects, evaluating student learning in

HIGHLIGHT

The Office of Learning Outcomes Assessment is developing support information and services to help units move from plans to actual assessment processes.

general education courses, revealed that student academic products that were assigned passing grades (or above) demonstrated core skills, as outlined by the AAC&U rubric (see [accreditation.utah.edu/](https://www.aacu.org/accreditation) for additional information on this pilot project). Research efforts continue as University of Utah faculty and staff leaders work to directly evaluate products of student learning in general education courses against the criteria outlined by AAC&U.

The Office of General Education is responsible for assessing the 15 General Education learning outcomes, which are the same as the Essential Learning Outcomes developed by the American Association of Colleges and Universities (AAC&U). Starting in 2013, the office began pilot-testing a process for assessing these learning outcomes using the rubrics that were designed by AAC&U to assess them. This process begins with faculty identifying the learning outcomes during their application for a General Education designation for their course. Faculty are also asked to identify, from their syllabus, what assignment can be used to demonstrate that students are accomplishing the selected learning outcomes. In 2013 and 2014, we asked faculty from classes meeting one of two selected learning outcomes to submit student work on those assignments so that review teams could assess the accomplishment of the learning outcomes using the AAC&U rubrics. This process will continue each year with two new learning outcomes assessed each year.

In summary, expected learning outcomes have been identified for General Education and each degree and certificate offered by the University. Efforts to establish these expected learning outcomes were led by the Undergraduate Council and the Graduate School. In addition, all degree programs have or are developing a written assessment plan for measuring learning outcomes and using assessment findings to inform degree program curriculum.

With the establishment of the Office of Learning Outcomes Assessment in Undergraduate Studies, efforts to conduct learning outcome assessment using direct and indirect metrics will be increasingly centralized and strengthened. Building on what we have learned through learning outcome assessment in General Education the Office of Learning

Outcomes Assessment is developing support information and services to help units move from plans to actual assessment processes.

Finally, recommendations made by an ad hoc committee of the Academic Senate on learning outcome assessment will be discussed more broadly by the Undergraduate and Graduate Councils during the 2015-16 academic year. These discussions will be guided by questions about how to implement those recommendations as institutional policy and practice.

GRADUATING STUDENT SURVEY LEARNING OUTCOME STRATEGY

In 2015 a pilot study was conducted using open-ended direct learning outcomes questions on the Graduating Student Survey to gather some initial information about students' ability to apply knowledge gained from their education at the University to real-life prompts using the AAC&U VALUE framework. This data will be analyzed using modified VALUE rubrics. While this data is clearly limited, it does provide insight into how students apply knowledge and the findings will be used to inform the decision-making process for adoption of a broader standardized learning outcomes measure. Because this was integrated into an existing instrument that provides data on first destination outcomes following graduation, key data for the Voluntary System of Accountability (VSA) as well as other metrics for units across campus, a sampling strategy to minimize the impact on the students completing the survey was used. All students received the following question, "In your own words, please describe the specific skills or knowledge (e.g. critical thinking, creative problem solving) that will support your future goals that you gained through your education at the University of Utah."

Students then received one of three random questions addressing different learning domains:

1. Please describe a situation where you were able to apply teamwork skills you gained

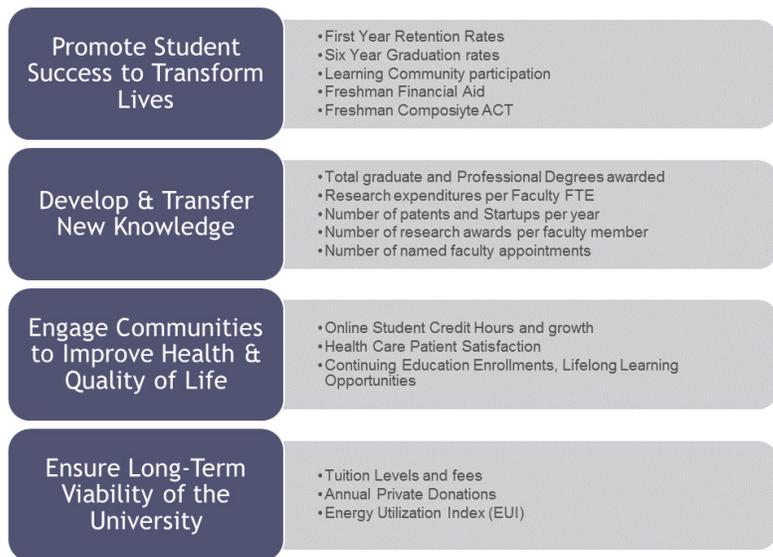


FIGURE 4.2: UNIVERSITY OF UTAH ASSESSMENT MATRIX

- through your experience at the University of Utah.
2. Please provide a situation where you applied critical thinking skills to resolve an ethical issue that you gained through your education at the University of Utah.
3. Please provide an example of a situation where you used new written or verbal communication skills that were gained during your education at the University of Utah.

These data are currently being analyzed by Undergraduate Studies. In addition to qualitative analysis of these findings, the inclusion of these questions will be evaluated to see how they might support other standardized learning outcomes measures.

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

While the process of assessment promotes a data-informed culture at the University of Utah, the University of Utah Assessment Matrix (Figure 4.2) provides focus and a comprehensive approach to assessment for the institution. Assessment efforts are organized through this framework, through the updated institutional strategic planning process

Summary Table of Assessment-Focused Units at the University of Utah		
Assessment Unit	Scope	Primary Roles
Office of Budget and Institutional Analysis (OBIA)	Institutional	Official data reporting for the institution (USHE, IPEDS), enrollment, graduation, retention, course-taking, course performance, faculty and staff census, salary, and research productivity benchmarks. Institutional data visualization.
Graduate School	Departmental/ Degree Program	NWCCU Accreditation Process; Seven-Year Program Review Process; Discipline specific accreditation to NWCCU Accreditation Process; Seven-Year Graduate Council Program Review Process; Discipline specific accreditation. Yearly review of Centers, Institutes and Bureaus
	Institutional Centers Institutes and Bureaus	
Undergraduate Studies Assessment and Research	College/Division	General Education Learning Outcomes; learning outcomes for Undergraduate Studies high impact programs or deeply engaged learning experiences; Office of Learning Outcomes Assessment (established June 2015 to gather campus wide LO's and assessment plans)
	Department	
	Program	
Student Affairs Assessment, Evaluation, and Research	Division	Institutional survey support; strategic planning, assessment and reporting; learning and general outcomes assessment for co-curricular Student Affairs programs and services
	Department	
	Program	
Office of Equity and Diversity	Department Program	Learning outcomes for Ethnic Studies and Gender Studies; Assessment; Service learning and community engagement
Facilities Management	Institutional	Building performance; building operations; design standards for energy efficiency; corrective and deferred maintenance monitoring.
Human Resources	Institutional	HR Analytics; performance management; employee training hours; employee satisfaction and commitment

TABLE 4.1: ASSESSMENT-FOCUSED UNITS

and the adoption of the Four Big Goals to connect efforts across campus with a particular emphasis on learning outcomes assessment. Figure 4.2 illustrates the institutional level view of effectiveness and improvement.

Assessment is embedded within multiple units across campus and reflects the decentralized organizational model of the institution. That being said, there are several centralized units that support assessment across the institution and that create an institutional framework for support for student success, support of the research mission of the university, a framework for outreach and engagement, and the structure for the long-term viability of the institution. Each of these units provide insight and collaborate to ensure the Four Big Goals are met through clear objectives at the institutional, divisional, college, program and staffing level. Table 4.1 outlines the roles of each of these key organizations.

In addition to those offices that are engaged in learning outcomes assessment of General Education, undergraduate education and co-curricular learning experiences, and on a regular basis, key programs and divisions regularly and holistically evaluate the ways that their work aligns, correlates, integrates, and leads to the accomplishment of core theme objectives. The following are important examples of this practice.

OFFICE OF EQUITY AND DIVERSITY

The Office for Equity & Diversity (OED), which includes Student Equity & Diversity (SED) as a student support services branch, offers students academic advising, academic programming, community engagement, culturally relevant social programming, and career and graduate school preparation. These programs all primarily seek to positively impact retention and sense of belonging for underrepresented

HIGHLIGHT

Through these programs, OED supports student cohort programs and learning communities.

sented students and students of color. OED also includes major and minor degree offering academic units, the Ethnic Studies Program and the Gender Studies Program. Comprehensively, OED includes SED, the American Indian Resource Center, the Ethnic Studies Program, and the Gender Studies Program. Through these programs, OED supports student cohort programs and learning communities. These programs, Diversity Scholars (DS) and Transfer Diversity Scholars (TDS), are geared to serve underrepresented students and students of color, and are housed in OED. Programming is based in current research and includes constant participant feedback. OED conducts regular assessments and evaluates the effectiveness and impact of programmatic goals. In fact, OED, together with SED, Ethnic Studies, and Gender Studies, supports the assessment process and oversees findings through the OED Office for Assessment & Research. These evaluative efforts are conducted in collaboration with institutional data-collection to evaluate the impact of the OED programs within OED and across the University for broader institutional impact. Information derived from our evaluation processes is looped back to inform programming, reinforcing our goals of working within data-driven research-based practices.

FACILITIES MANAGEMENT (FM)

This division assesses effectiveness of facilities by monitoring the building performance in areas such as energy consumption, equipment reliability/availability, occupant comfort, air quality, building safety, and building condition. In FM the effectiveness of building operations is embedded in several facility operations groups. For example, both the energy management and campus utilities offices assess energy consumption. Facility Operations and the Facility Coordinators use a variety of inspections and services to assess the condition of the building systems. FM shops with system ownership responsibilities continually monitor and assess the reliability and availability of their systems (HVAC, electrical, carpentry, etc.). FM management monitors various

metrics for system reliability, efficiency, etc. FM collects data that reflects the condition, efficiency, and reliability of building systems. FM routinely collects metrics for energy consumption and costs; equipment runtime and reliability; deferred maintenance and building condition; corrective maintenance work compared with preventive maintenance; workforce productivity; timeliness of work order completion; cost, schedule, and scope control of projects; and various service satisfaction measures from their customers. FM has improved and changed services offered based on data and metrics. For example, FM has changed design standards to drive more energy efficient construction; used Corrective Maintenance and Facility Condition data to focus preventive maintenance funding as well as deferred maintenance/capital improvement funding; improved worker productivity based on work order data; and added preventive maintenance tasks to minimize corrective maintenance and to improve reliability. Based on customer feedback and other data, we have modified several processes to be more effective and efficient.

HUMAN RESOURCES (HR)

The Human Resources office uses multiple approaches to assess practices and processes essential to the unit. These include survey tools to support customer services and functional areas (payroll, benefits, training and development, recruitment, etc.). Surveys are conducted on a semi-annual basis. Both quantitative and qualitative data are analyzed to provide continuous process improvement in these areas. We also have quantitative measures that roll up into a primary and secondary dashboard; these look at current and historical trends in our university-wide as well as HR unit analytics. These analytics address different aspects of our HR operations (service, fiscal, and demographics/forecasting). HR utilizes a primary score card to provide a robust view of operations. Metrics for the score card include the following: customer satisfaction score, new hire satisfaction score, days to fill positions, staff turnover rate, HR: FTE ratio, number of active performance management plans (UUPM system), training hours conducted, and employee commitment score (affective commitment).

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.*

The Division of Student Affairs utilizes a comprehensive assessment approach to ensure that co-curricular learning opportunities, programs and services are achieving desired outcomes to ensure student success and provide support to the broader University of Utah community. In addition to internal assessment strategies, the Division engaged Keeling and Associates in 2012 to conduct an independent review that was provided to President Pershing as well as used by the Division for strategic initiatives and process refinement. Student Affairs utilizes both a division-level assessment strategy to align with the broader institutional goals as well as department and program level strategies. Student Affairs conducted an extensive strategic planning process in 2009 that resulted in a division level strategic plan that has provided direction for the Division (studentaffairs.utah.edu/assessment/index.php). The Division has also established a set of "Learning Domains" that guide learning outcomes development and assessment at program, department and division level (discussed in section 4.A.3 and available here: studentaffairs.utah.edu/assessment/index.php). Assessment conducted within Student Affairs utilizes these frameworks to support the measurement of learning, general and utilization outcomes (Figure 4.3). This approach provides evidence at the division, department and program level.

Student Affairs Assessment, Evaluation, and Research (SA-AER) serves the Division of Student Affairs through strategic planning and assessment of general and learning outcomes of programs and services. SA-AER also serves the institution through the coordination and development of many institutional surveys such as the Graduating Student Survey, which is a key data source of student outcomes for the entire institution. SA-AER works closely with

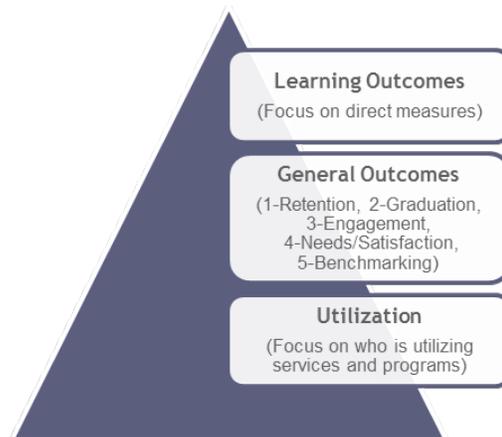


FIGURE 4.3: STUDENT AFFAIRS ASSESSMENT MODEL

Enrollment Management, Institutional Analysis, the Graduate School, Undergraduate Studies and Facilities Management to provide a coordinated approach to survey administration. Within Student Affairs, SA-AER works with 31 separate departments that are organized into five separate reporting lines including the Vice President of Student Affairs, Enrollment Management, Dean of Students, Student Development and Business and Auxiliary Services.

Each reporting line has specific data needs that are coordinated through SA-AER to support a division-level approach to data management. Enrollment Management utilizes data from both Institutional Analysis as well as SA-AER to support a strategic enrollment management approach throughout the student life cycle. The Dean of Students' reporting line utilizes data related to student conduct, engagement and use of facilities. Student Development is focused on support for student success

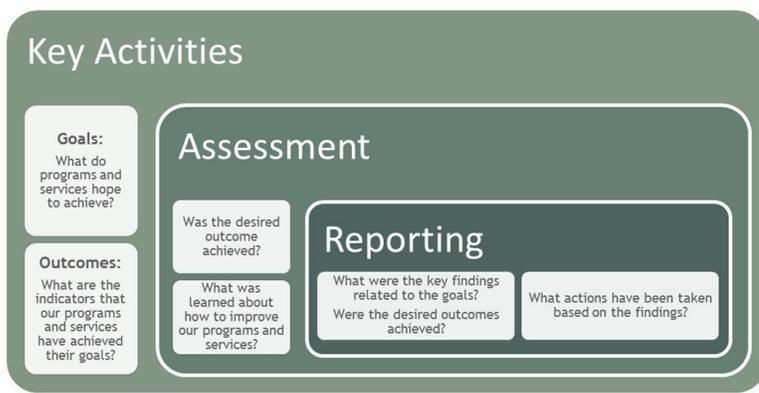


FIGURE 4.4: STUDENT AFFAIRS ASSESSMENT CYCLE

and utilizes data that are protected by HIPAA as well as broader engagement and service delivery metrics. Business and Auxiliary Services utilize metrics that encompass engagement, facilities usage and cost and needs assessment. At the departmental level, each department has identified key activities, goals and outcomes. Assessment plans are aligned at the departmental, division and institutional level to provide a multi-dimensional view of Student Affairs. Departments “close the loop” by documenting the findings from assessment projects not only in individual progress summaries but also through annual reports that show departmental progress towards goals. In order to support a culture of evidence within Student Affairs, as well as the larger institution, Student Affairs Assessment, Evaluation, and Research provides ongoing assessment education through a seminar series, trainings and publications. Please see: studentaffairs.utah.edu/assessment/index.php

In order to close the loop and ensure that data is used to inform practice, all assessment requests must show their alignment to the Student Affairs Strategic Plan and/or Learning Domains. At the close of the assessment process, the project initiator is required to provide a summary of the key data and how this has informed practice. This information is also summarized in departmental annual reports. With the implementation of institutional level Four Big Goals over the past year, Student Affairs has implemented a new strategic planning process to allow more modular connections to be made across the division and within the institution. During 2014-2015, departments developed key activities, goals and outcomes (Figure 4.4).

These were then used to update assessment plans for each unit. This process provided important data for Student Affairs Assessment, Evaluation, and Research and the Student Affairs Leadership Team about how effectively assessment data was being used. As a result, some data collection strategies have been discontinued and others have been refocused. This has served as a macro-assessment strategy to document progress towards the Student Affairs Strategic Plan and show division-level progress towards the University of Utah Four Big Goals.

HIGHLIGHT

Departments “close the loop” by documenting the findings from assessment projects not only in individual progress summaries but also through annual reports that show departmental progress towards goals.

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement*

There are several contexts each year when assessment processes, practices and tools are reconsidered: in light of critical goals and objectives of the university (particularly the Four Big Goals and the strategies underway to achieve these goals), current performance and changes in performance on core measures, emerging needs and opportunities, and new strategies that require new assessment tools. For example:

- Twice each year – roughly October 1 and April 20 – President Pershing, SVP Watkins and SVP Lee hold an open dialogue session with campus leaders (deans, chairs, directors, vice presidents, and assessment experts). These dialogue sessions are an opportunity to review major goals, strategies to achieve goals, and highlights of progress or lack of progress toward critical goals.
- At least once per year, the Senior Vice President for Academic Affairs and key personnel involved in assessment, evaluation, and the administration of standardized assessments and tools review our plan for such tools, whether they should continue to be administered and whether new tools or surveys should be added. In addition, each spring, as we prepare for the Graduating Student Survey, undergraduate leaders (Senior Vice President for Academic Affairs, Vice President for Student Affairs, Associate Vice President and Dean of Undergraduate Studies, and Associate Vice President for Enrollment Management) meet to consider whether new items should be added to the survey – to address the Four Big Goals and/or strategies underway on campus – and to consider how participation in this key survey can be enhanced.
- For General Education assessments, all classes

HIGHLIGHT

CIB reviews will ensure that all CIBs are supporting the mission of the university, functioning to maximum efficiency, and have available to them the resources and support necessary for growth, expansion, and success.

that carry General Education attributes are reviewed by the General Education Council on a five-year cycle.

- For Learning Outcomes assessments, in 2013, a website was set up by the Graduate School to gather information about Learning Outcomes Assessment and planning processes in the colleges. In June of 2015, this website and function moved to Undergraduate Studies, and the Office of Learning Outcomes Assessment was established and charged with gathering information about LO Assessment across campus, training and engaging faculty in LO development and assessment, and annually collecting evidence of the feedback loop established in departments and colleges around all curriculum.
- Related to the annual college budget and review meetings, and the seven-year comprehensive program reviews, academic programs are asked to review and incorporate their profiles on Academic Analytics and include these profiles in their written reports. The profiles provide information on scholarly productivity (e.g., publications, grants, and awards by academic program). These profiles are used to evaluate the scholarly productivity of the unit, relative to similar units from other top-tier universities. These evaluations are vital because they provide virtually our only opportunity to consider unit performance relative to peers, to identify strengths and challenges in a unit's portfolio, to identify missing information in Academic Analytics and to convey this to the company for correction, and to make specific plans to improve units based on the patterns of strength and weakness that are found. The analysis enables consideration of how an individual unit is contributing to institutional goals and the broader campus mission. This analysis, synthesis and planning occurs in the context of annual college budget and review meetings.

The Graduate School associate dean has made it a priority to continually improve the already well-honed Graduate Review process by using feedback from departments to make changes. For example, the Graduate School has recently created an electronic template for the self-study, has gone paperless by distributing PDFs instead of hard copies of documents, more carefully proofreads self-studies to be sure each of the six areas required for review have complete information, and checks data with institutional and department administrators to ensure it is as correct as possible. Following recommendations received following the last NWCCU review, we stepped up our efforts on Program Effectiveness – Outcomes Assessment and Staff Performance Reviews. The Graduate School piloted for the new HR staff performance review system (UUPM), and the Dean of the Graduate School has been directly involved in increasing institutional efforts to implement more systematic means of gathering feedback from students and then using that feedback to make improvements in curriculum and other dimensions of academic programs such as advising, mentoring, clarifying processes, etc.

The review process now includes greater focus on student outcomes and staff feedback following a review of the strengths and weaknesses of student outcomes assessment and staff performance reviews University-wide. In conjunction with the University Diversity Committee, more criteria and data have been requested to be included in self-studies. Reviewers are instructed to scrutinize this aspect of the reviews thoroughly; and in general, more emphasis has been placed on efforts to increase diversity of faculty, students, and staff in all departments.

CENTER, INSTITUTE, AND BUREAU POLICY

The Graduate Council Review process has led to many discussions about clarifying policies regarding the creation and evaluation of Centers, Institutes, and Bureaus (CIB) across campus. The policy regarding creation of a CIB had not been reviewed for more than 20 years, and practices were generally non-uniform across campus. According to University policy, the review of CIBs is the responsibility of the Graduate Council, yet this Council had never

established formal policy or procedures for the creation, systematic, periodic review, or discontinuation of a CIB. Beginning in 2013, a task force of the Graduate Council was established by the Dean of the Graduate School with the charge of developing a recommendation for policy and procedures for CIB stewardship. The task force engaged faculty, administrators, Graduate Council, Academic Senate and directors of CIB in extended discussions of the depth, cadence and level of CIB review, as well as clarifications regarding policies for creation and discontinuation. At this time, the task force also undertook a systematic survey of all CIB on campus, including their operational status (e.g. active, dormant, abandoned) to ascertain the magnitude of the review process. At present count there are 121 centers, institutes, and bureaus active at the University including 33 CIBs in Health Sciences, 17 University Resource Centers, 12 National Resources Centers or State Centers of Excellence, and CIBs from every college on campus.

The survey reaffirmed how unique each CIB is, making the task of reviewing these units a great challenge. However, the review process is one of great value to the University, to stake-holders in CIBs, and to these academic units themselves. CIB reviews will ensure that all CIBs are supporting the mission of the university, functioning to maximum efficiency, and have available to them the resources and support necessary for growth, expansion, and success.

University Policy 6-001, which provides a framework for the processes of creation, review, and discontinuation of academic units (including CIBs) at the University is presently undergoing revision. This revision is a two-stage process with Phase I having been approved by the Academic Senate and Board of Trustees in May of 2014. That current version of 6-100 and an explanation of the overall revision project may be seen online at regulations.utah.edu/academics/6-001.php. We expect Phase II will reach the Senate during fall 2015. A draft of this policy has been made available for consideration and input by faculty, administrators, and CIB directors before it goes through the Academic Senate. In conjunction with this policy, the CIB task force has drafted a Guidance Document, which has been approved by Graduate Council, outlining the procedures

involved in starting, reviewing, and discontinuing a CIB.

In fall 2014, the Global Change and Sustainability Center (GCSC) graciously served as a pilot program for evaluating the proposed annual review process for CIBs. The CIB review task force developed a one-page template report form, and GCSC created a report from this template and submitted the report to the Graduate Council in February 2015. GCSC also submitted written suggestions on how to improve the process, making it clearer, more efficient, and as easy as possible on CIB Directors. This GCSC review was accepted by the Graduate Council, and the GCSC recommendations regarding CIB review process were reviewed and used to modify the CIB review procedure.

By 2015, a revised CIB policy was drafted by the task force and ratified by the Graduate Council, and the policy was discussed with campus stakeholders in a series of Town Hall meetings on CIB review in summer 2015. Integration of the CIB task force recommendations and policy into University Policy and Procedures will proceed through the Academic Senate in AY 2015-2016. In the meantime, pilot reviews of all 121 CIBs are commencing fall Semester 2015. A summary of first annual review of all CIBs will be discussed in Graduate Council in 2016.

4.B: IMPROVEMENT

The University of Utah is committed to continual improvement in all practices. We have articulated a dynamic and directional strategy to guide the university over the next five years, from 2015-2020, and incorporated into this plan Four Big Goals, including specific strategies and tactics linked to each big goal, and clear metrics that identify current and target performance for the university within each goal and strategy. The strategy and dashboard can be found at www.dashboards.utah.edu. Leaders in the institution – staff, faculty, chairs, deans, directors, and vice presidents – are aware of the big goals, strategies and metrics, and have aligned their work with this agenda through annual reviews and resource allocation. Multiple efforts are made across the campus, from dialogue sessions to town halls

meetings to weekly written communication tools to meetings of key teams, to ensure awareness of campus goals and targets, and provide long-term support for improving the institution in critical areas.

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

The University of Utah embeds assessment across the institution to ensure assessment is an integrated function that occurs at different levels to support core areas of the institution (Figure 4.5). At an institutional level, Senior Leadership have developed and implemented a campus strategy to guide the University of Utah. Dashboards have been developed that reflect the University of Utah's Four Big Goals and provide a mechanism for ongoing feedback and processes of data-informed improvements. In the annual budget process, units are asked to align the goals of their college, department or other administrative unit with the Four Big Goals of the university as a whole to ensure that funding is used to promote mission fulfillment. This loop has also been "closed" with the expectation that data assessment is used to evaluate funded initiatives. Strategic plans are regularly developed at the division, college, department and unit level to ensure alignment as well. Program reviews, assessment of expected learning outcomes, and in some cases, discipline specific accreditation ensure ongoing assessment at the department level. The human element of the institution is assessed through leadership evaluation, the faculty through the Retention, Promotion and Tenure Process, and staff, through performance management and regular staff review. Each of these elements is discussed in more detail throughout this document.

The University is united in goals, strategies to drive progress on goals, and relevant metrics of performance and continuous improvement through the Four Big Goals and the associated university strategy effort. Four specific efforts have facilitated the

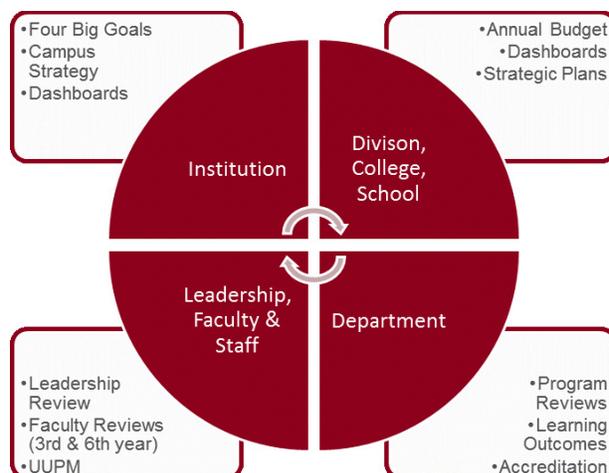


FIGURE 4.5: OVERVIEW OF UNIVERSITY OF UTAH ASSESSMENT PROCESS

alignment of assessment results and institutional planning:

- Development and use of a University-wide dashboard that aligns with the Four Big Goals, illustrates current university performance on various measures relevant for each goal, and summarizes the strategies in progress to advance the institution of the big goals. www.dashboards.utah.edu.
- Departmental dashboards that succinctly summarize productivity measures and salary information for each academic department, both teaching data and scholarly information (drawn from Academic Analytics). www.dashboards.utah.edu. Twice annually – October and April – President Pershing, SVP Watkins, and SVP Lee meet with deans, directors, chairs, and other vice presidents. These meetings allow the campus leadership team to discuss institutional performance on key measures, to consider strategies underway to move forward on goals, and to evaluate whether new strategies and priorities should be considered. The plan and dashboard are dynamic and directional, rather than static. These meetings provide opportunities to share relevant data and promote alignment with the U's core mission.
- Annual college budget and review meetings provide the opportunity for every college and major unit to develop a written report of their

goals, priorities, strategies used to advance goals, and use of resources to achieve goals. In their reports, every unit is asked to articulate alignment with the Four Big Goals, as appropriate, to consider the university dashboard and their college dashboard, and to discuss alignment with core mission.

As summarized throughout Standard 4, the University of Utah is engaged in comprehensive, systematic assessment practices.

- Our assessment practices are closely linked to meaningful institutional indicators of achievement through the University-wide dashboard and departmental dashboards.
- These assessments and our institutional performance indicators are made available to campus constituencies in a variety of ways, through blogs, through presentations, in work groups and task forces, in functional team meetings, through the Council of Academic Deans, and countless other venues.
- Comprehensive, systematic assessments are used to improve planning, decision-making and resource allocation through a variety of mechanisms, including the annual budget process, through the work of every major campus leader (Cabinet members, deans, chairs, directors) and their teams, and through the departmental and curricular mechanisms previously described.

Over the past year, as the university strategy was developed and dashboards created, we have realized that our efforts at continuous improvement and planning also need to be highlighted, as does our progress on various strategies that drive goals. With this in mind, we are adding a role in the SVPAA office focused on continuous improvement and planning, beginning July 2015. We plan to highlight the continual improvement focus through a Process Improvement Initiative (PI2), to be launched fall 2015 under the leadership of the senior vice president for Academic Affairs and the Chief Financial Officer and VP for Administration.

The following are examples of improvements in response to enrollment trends and initiatives

HIGHLIGHT

Comprehensive, systematic assessments are used to improve planning, decision-making and resource allocation through a variety of mechanisms, including the annual budget process, through the work of every major campus leader (Cabinet members, deans, chairs, directors) and their teams, and through the departmental and curricular mechanisms previously described.

emerging from the task forces organized during the past three years that have engaged individuals from across campus in conversations and analysis around retention and completion, orientation, and strategic scheduling:

BRIDGE ADVISING MODEL

We have created a new approach to academic advising in response to students' needs. Specifically, we have found that many students struggle in the transition between University College and an academic college – e.g., they stay in UC too long, have difficulty finding and staying within a major, are challenged with taking courses that move them toward degree progress in a major, etc. To help promote smoother transitions, more efficient progress to degree, and less "leakage" in the academic pipeline, we created a role of Bridge Advisors, individuals who are connected with UC who assist students in smoother transitions within a home academic college. The model is now in use in the Colleges of Health, Science, Social and Behavioral Science, Fine Arts, Health, Education, Architecture and Business.

STUDENT SUCCESS AND EMPOWERMENT INITIATIVE

The Student Success and Empowerment Initiative (SSEI) focuses on providing all University of Utah undergraduate students with individualized, holistic support as they determine their own definition of success as a college student. Student Success Advocates (SSAs) do not have an office; rather, they initiate conversations with students in the spaces where they already are – the library, classroom buildings, the Union, or riding the University Shuttle or TRAX. Utilizing deep listening skills and their knowledge of college student development theory, SSAs work with individual students over time and through consistent follow-up. Data tracking the

HIGHLIGHT

As a strategy to facilitate full-time enrollment, we have expanded the availability of online courses that are critical for many fields of study, and are building upper-division courses in high enrollment majors to promote degree completion and meet students' needs.

numbers and types of student-SSA interactions indicate that five SSAs interact with approximately 2000 students monthly through basic introductions, deep conversations, classroom presentations, and follow-up in person or via email, phone, or text. Follow-ups comprised 40% of the 8300 SSA interactions with students during Fall Semester 2014. A satisfaction and outcomes survey is also administered each semester. Students are asked about their satisfaction with their SSA interactions and to describe what they have done differently since meeting with an SSA. Many engage in behaviors that are linked to a strong sense of belonging, such as participating in community service, joining a student organization, conducting research with a professor, or participating in an internship. The ongoing focus of the SSEI is on enhancing our ability to work deeply with students to enhance behavioral changes that contribute to students' sense of belonging, which in turn, increases their persistence in college as they are empowered to meet their academic goals in a timely fashion.

STRATEGIC SCHEDULING FOR STUDENT SUCCESS INITIATIVE

Strategic Scheduling for Student Success is a two-year initiative focused on identifying ways to maximize the use of classrooms, course scheduling patterns, and institutional processes in order to facilitate student success. SVP Watkins gave the committee the following charge: "Develop an integrated, central scheduling plan for essential courses that form the gateway to many upper-division courses in majors across the campus (e.g., writing, math, basic science, and social science courses). The goals of the effort are: (a) a schedule that connects core courses in a logical progression, to maximize efficiency for students and classroom space use, and (b) a predictable schedule that is known and publicized in multi-year planning blocks." A group of 28 colleagues representing academic units, Student Affairs, the Registrar's Office, and Space Planning

have been assigned to this task. During the first year we have been focused on data analysis and best practices research. Year two will likely focus on implementation issues related to specific recommendations that emerge from our data analysis and best practice research.

ACCESS U

Through data analytics, we have learned that students who arrive at the U with insufficient academic preparation are unlikely to earn the baccalaureate degree within six years, even with support in academic programming when at the U. To meet this student need and maintain access to the U, we've worked with Salt Lake Community College to create ACCESS U, a pathway program that invites students to begin at SLCC where they build academic skills for college, earn their associates degree, and transition smoothly to the U to complete their baccalaureate degrees. The program includes access to U advising and academic experiences from the beginning of college – during enrollment at SLCC – as a key feature.

UONLINE

We are assertively expanding online courses and degree completion sequences in order to help students' progress to their degrees. Our graduating student survey reveals that 43% of our undergraduates are married or partnered and 20% have one or more children upon graduation, and roughly half are working 20 hours per week or more. With these complex demands, it is difficult for U students to enroll full-time (which is known to be a predictor of success). As a strategy to facilitate full-time enrollment, we have expanded availability of online courses that are critical for many fields of study, and are building upper-division courses in high enrollment majors to promote degree completion and meet students' needs.

TRANSFER LEAP

During 2013-14, the LEAP Program developed a one-semester Transfer LEAP taught by two LEAP professors who had been with the program longer than 10 years. The course was designed to include the positive attributes of LEAP in general—small

classes, taught by nurturing professors, emphasis on critical reading and writing skill development, peer mentors, academic advisors and librarians in wrap around support, but in this case the design focused on the unique needs of transfer students. Nearly half of all incoming undergraduate students are transfer students; transfer surveys and focus groups indicate these students are overwhelmed and lost when they arrive. The Transfer LEAP program is intended to connect students to a community of other transfer students to support their success.

These examples and the recommendations that have emerged from the various task forces over the past few years evidence the university's process of continuous reflection, evaluation, and improvement. These and other similar programs seek to support the retention and completion of students and to provide seamless navigation through the system.

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.*

As summarized previously, the university and all core units – departments, colleges, and campus-wide units – use assessment findings to inform individual faculty and academic and student support units of opportunities to improve learning outcomes. This improvement process occurs at multiple levels and in a variety of ways, as described above, including:

- General Education Committee review of general education course content and pilot studies of student learning products – inform general education course content and approval processes (specific pilot studies cited above).
- Learning Outcomes Assessment at the departmental level informs individual courses and faculty about areas for improvement, and entire departments/programs about ways in which student learning can be enhanced (many examples cited above).
- Curricular reforms, often driven by seven-year

program review processes or learning outcome assessment findings, enable faculty to revised course content, sequence and strategy to improve student learning (many examples cited above).

- Reforms in courses identified as troublesome, such as the chemistry and math examples provided below, were undertaken by academic departments following program and student learning outcomes assessment processes.

The process of establishing ELOs, developing, and defining learning outcomes assessment procedures has systematized the process of data-driven curricular modification across campus. Programs regularly assess student performance in individual courses and degree programs, and use the results of these assessments to plan and implement curricular modifications to improve student learning. Inset 4.1 provides multiple examples of individual academic programs using results from outcomes assessment to effectively drive curricular modifications.

BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

3.B: PLANNING AND MISSION ALIGNMENT

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.*

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.*

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 in-*

INSET 4.1: SELECTED HIGHLIGHTS OF COLLEGE CURRICULAR CHANGES

The following are examples of curricular changes that have occurred in the colleges and departments over the past three to five years as a result of assessment of expected learning outcomes. These represent selected examples where departments articulated learning outcomes, systematically evaluated student learning, and used findings to improve curricula or educational practices.

The **College of Architecture + Planning (CA+P)** has made several changes to their curriculum as a result of previous accreditation visits as well as examination of learning outcomes.

- Because of inadequate preparation to succeed in the design studio sequence of the architecture major, CA+P added ARCH 2632 Advanced Architectural Design Workshop as a prerequisite for the architecture major. This is giving students the experience of beginning design at the building scale in the first semester of the major curriculum.
- CA+P recognized their students were lacking in conceptual foundations of sustainability, a core learning outcome of the curriculum. They identified that the course related to sustainability – PHYS 2011 – did not have content that was sufficiently relevant to Architecture. To replace it they looked to the rest of the University and developed a list of courses with strong sustainability emphases to meet their needs. They also added ARCH 2611: Design of the Built Environment as one of the options for students to achieve this learning outcome.
- CA+P, like other schools in architecture, identified student diversity in the program and subsequently in the profession in Utah. To address diversity, CA+P added two courses – ARCH 1610 & 1611 Architecture LEAP I & II. The LEAP first year experience program typically has students that are more diverse than the University as a whole. The hope is that this new set of courses will create a cohort with a larger proportion of female and in the pre-major that will feed into the major.

The **College of Education:**

- Added or revised five courses in order to provide more substantial alignment with both ISLCC standards 2008 and Utah Educational Leadership Standards 2011.
- The Ed.D. in Educational Leadership and Policy added ELP 7020: Introduction to Inquiry to improve student achievement of their learning outcomes, which focus on students' ability to use theory to critically frame problems of practice inquiry and to synthesize knowledge from multiple domains of educational leadership and policy.
- The Ph.D. Program in Educational Leadership and Policy added or revised six courses based on ongoing program improvement efforts that are related to improvement of student learning outcomes and for improvement of program preparation for future careers as researchers in K-12 and higher education.

The **College of Fine Arts** oversees six departments, three of which are accredited by national bodies in their own areas: Music: National Association of Schools of Music (National Association of Schools of Music/NASM), Modern Dance, and Ballet (National Association of Schools of Dance/

NASD). Some of the significant changes that have occurred in the departments over the past couple of years include the following:

- To pursue some of the College's learning outcomes that include "students from across the University ... [engaging in] integrative learning opportunities" and "be[ing] able to identify, analyze, and assess information from a variety of sources and perspectives," the Department of Art & Art History has created new minors in Drawing, Sculpture/Intermedia (in progress), and Printmaking (in progress). These new minors join existing minors in Drawing, Ceramics, and Book Arts to provide students from across campus with diverse and interdisciplinary skills that increase their career options.
- The Department of Film & Media Arts created emphases in Animation and Film Production (in progress) in response to student interest as articulated in exit interviews and anonymous surveys. In preparation for the new emphasis in Film Production, the department established several courses designed to provide students with the established learning outcome of "a solid base in the technologies of film production." These courses include: Special Topics in Film Production, Grip & Lighting, and Ultra-High Definition Cinema.
- The Ballet program increased the number of required courses in dance pedagogy and the variety of dance performance courses as well as added two sequential semesters in Dance History. This was in response to the department's expected learning outcome that students become "versatile and technically proficient artists who are also sensitive, expressive performers and dedicated teachers."

In the **College of Health**:

- Parks, Recreation, and Tourism: PRT developed an "integrated core" approach to their required core classes, consisting of 14 credits offered in a block schedule during the first semester in the major. This format provides opportunities for immediate application of material and experiential learning activities during class time, accommodates different learning styles, and develops an educational cohort, which is particularly important on a commuter campus.
- Physical Therapy: The Department reevaluated and adjusted the credit hour values of each of their graduate courses in alignment with certification requirements, class times, and lab demands.
- In addition, the College of Health Curriculum Committee created a syllabus template that includes ADA, Title IX, Student Wellness, and Student Responsibility statements. These references provide information to reduce uncertainty and provide links for further resources to assist students. The template is designed to provide consistency of information delivery and a comprehensive view of the course and university requirements that affect the student. A primary focus for this template is the requirement for Student Learning Outcomes for every course offered in the College of Health with measurable outcomes tied directly to the course and the major.

The **Honors College** has implemented the following curriculum revisions over the past three years in response to meetings with faculty, feedback from students, and discussions with the Honors Policy Board:

- Intellectual Traditions Requirement – Every honors student, regardless of major, is now required

to complete two honors Intellectual Traditions courses as part of their core honors degree requirements. Previously some majors would waive this requirement as part of their departmental honors track. This initiative set out to create consistent honors requirements for all majors.

- Science/Math Requirement – The Honors Policy Board approved a new honors science requirement for the fall 2014 entering class. Students can complete this requirement through an honors Physical/Life Science (SF), Applied Science (AS) or Quantitative Reasoning (QA or QB) course. This change reflects the need to have all honors students, regardless of major, embedded in a liberal arts and science curriculum.
- HONOR 3700 credit hours – Honors Praxis Labs (HONOR 3700) credit hours were increased from 3 to 4.5 for fall 2014. This change reflects the workload of this intense, two semester experience. Students are expected to make significant contributions outside of the classroom and in the community to gain practical skills to succeed in future academic or professional careers. Students can now fulfill three of their honors electives through one year-long intensive course.

In the **College of Humanities:**

- The Department of Communication regularly conducts an exit survey with their seniors and this revealed students' desire to have a more rigorous program and to be better prepared for careers in fast-evolving fields such as digital media and interdisciplinary communication. As a result, the three existing sequences were thoroughly revised to provide more rigor – for example, by increasing the required number of 5000-level courses. In addition, a 4th sequence was added in Science, Health, and Environmental Communication to provide better training for careers in health care communication and public health.
- In the Department of English, both faculty and students have expressed concerns about students' preparation to respond to short writing assignments and to sustain an extended argument based on research and revision. While their Advanced Seminars, created several years ago to address similar issues, have been successful, they have identified the need to teach preparation for this type of material early in the majors' careers at the University. While this is in the design phase, it will likely result in an introductory seminar for the major which will be a relatively small, writing intensive course.
- In student evaluations of the Senior Seminar taught by the History Department, many students expressed frustration that they had not encountered all of the necessary skills for the types of assignments they were being asked to complete. Professors agreed with this assessment of the situation and a team of faculty was asked to design an innovative History Methodologies course, entitled History 3100: The Historians Craft. This is now a requirement for all entering History majors and is taught every fall and spring semester. These changes are taking place in the context of the History Department's participation in a statewide "Tuning" Program (funded by the Lumina Foundation) that developed learning outcomes for History courses across the state and which have now been adopted by the American Historical Association. As a result, all History syllabi have clearly articulated learning outcomes and the whole History major is assessed regularly using learning outcomes agreed upon by the faculty. Early assessment work of these outcomes shows that students' performance has improved and students' confidence in their ability to understand the craft of history has increased as well.
- Several of the language sections in the Department of Languages and Literature have made curricular changes after close examination of goals and learning outcomes. For example, the

Arabic faculty, after assessing feedback from students, dropped the co-requisites for first- and second-year Arabic courses and instituted in their place one-credit hour conversation courses. The Korean section also established one-credit hour conversation courses for its lower division students and 3000-level writing courses for upper division students after assessing students' progress in the language and finding that students were not getting enough contact hours or speaking practice to make adequate progress. Based on exit surveys to graduating seniors, they found students wanting more opportunities to practice their language skills in professional settings, so they added a course entitled "Health and Culture in Spanish Speaking Countries" as well as "Business French" and "Business Portuguese."

- The Philosophy Department listened to student feedback about wanting evening courses and is now teaching four evening courses. They also have trained a staff member on a survey system which they are now using more regularly to get feedback from students about their needs and opinions on the program.
- The Department of Writing and Rhetoric Studies, created in 2014, was launched with a new set of learning outcomes for their majors. They developed a comprehensive matrix of their learning outcomes and their courses to demonstrate where students will accomplish each of the learning outcomes. They are now developing a portfolio requirement in which students will develop a portfolio that will be used to assess students' progress through the degree. This portfolio will be reviewed annually.

The **College of Law** continues to explore ways to promote students' interest in cross-cutting practice areas, and to advance interdisciplinary education—a key facet for any modern lawyer. To this end, the College of Law has done the following over the past couple of years:

- Created two new dual degrees. The first is the J.D./Master of Real Estate Development degree with the Business School, and the second is the J.D./Master of City and Metropolitan Planning. Both degrees have measurable student interest.
- To meet a new American Bar Association requirement for all students to have six hours of experiential learning, the College of Law carefully studied alternatives for how to implement this requirement. After surveying and interviewing instructors of courses that might satisfy the requirement, they designed and implemented a graduation requirement consistent with the ABA mandate.
- In response to an ever-evolving legal market and changing demands on students graduating from law school, the College of Law has added several courses over the past few years. These include: Technology and Modern Litigation, Immigration Skills Lab, Family Law Skills Lab, Corporate Financial Transactions, Securities and Corporate Law Research, Information Privacy Law, Religion and the First Amendment, and Initial Public Offerings. The College believes that these courses are responsive to changing demands on recent graduates and will prepare students interested in those areas to be better practitioners upon graduation.

The **College of Social and Behavioral Sciences**, home to 13 departments or programs, has made a significant number of curricular changes in the past couple of years. Some highlights include:

- Through an Innovate Teaching Award through the college, faculty in Anthropology assessed

student training in anthropological data analysis and based on the findings designed two new courses: Introduction to Statistical Thinking in Anthropology, and Spatial Analysis in Anthropology.

- In response to students' documented desire to have more training and opportunities in econometrics, the Economics Department added two courses - Economics 4660 (Statistical Tools for Applied Economics Research), and Economics 4670 (Economic Research in the Community – as well as created an Emphasis in Statistical Analysis for Economics (approved spring 2015).
- The Environmental and Sustainability Studies Program developed four new courses to enhance the strength and integrity of the curriculum and make graduates more attractive to prospective employers. Also, these courses make sure that students learn all of the fundamental concepts embodied in the term, "sustainability." Three of these courses are required core classes: Introduction to Environmental and Sustainability Science, Challenges to Global Sustainability, and the Senior Capstone.
- The Gender Studies program has added two courses in response to feedback from students wanting more ways to understand LGBTQ history and contemporary debates: LGBTQ Studies and Trans Studies. Because the field changes so fast, they typically add new courses to their upper division offerings almost every year, including the following recently: Everyday Transnational Feminism; Race, Sex, Love; Men of Color Masculinities; Bad Bodies; Gender and Nature.
- In response to students' desire to have better training and marketability, the Department of Geography has added seven new emphases: Ecology & Biogeography; Geographic Information Science; Geomorphology & Hydrology; Global Development, Population, & Sustainability; Hazards, Resources, and Human Security; Remote Sensing of the Environment; Urban Systems, Location, & Resilience.
- The Health, Society, and Policy Program implemented a new introductory course in health economics, ECON 3190. It was generated to better address the needs of many students in the HSP major to be introduced to the intersection of the economy and health, health care, and policy. This course promotes outcomes related to foundational understanding in the discipline, critical thinking, and problem-solving.
- In response to Master in Public Administration program accreditation feedback in 2010, the program hired Bryan Hotchkins in 2013 to do a two-year post-doc centered on social equity, social justice and diversity in public administration. Dr. Hotchkins has developed and taught courses for the program on diversity, social justice and social equity. Dr. Hotchkins has also done a thorough review of all core course curricula in the MPA program to help infuse and better deal with social equity, social justice and diversity themes and training across our program.
- The Department of Political Science added three areas of emphasis to their undergraduate major. The request to consider the creation of emphases within the major came from members of the political science undergraduate Student Advisory Committee (SAC) and their desire to be able to demonstrate a learning focus that would be beneficial to their future plans for employment or additional education (e.g., J.D., MPA, MPP, or Ph.D.) and recognized on their official transcript.
- The Department of Psychology heard from students that they wanted to be able to graduate with an honors degree so they worked with the Honors College to create one. With this implementation came Honors sections to core classes (such as statistics), as well as an increased number of upper-level seminars devoted to Honors students, such as Stress & Management, Health Psychology, Emotion and the Brain, Cognitive Science, and History and Systems. In addition, two research thesis courses were added to allow students to complete their theses, Psych 4998 and 4999.

In the **College of Science**, the Chemistry Department discovered two years ago that their General Chemistry I course was one of the top 20 most failed courses on campus. Through an analysis of their program data they also discovered that those most at-risk of failing General Chemistry II were those with a low grade in General Chemistry I and a low score on an introductory quiz. If students scored poorly on the quiz and had a low score in General Chemistry I they were considered “at-risk” of failing General Chemistry II. Those considered at-risk made up 44% of the enrollment in the course and only 60% of them passed the course. The department did further analysis and discovered that almost half of those at-risk did not attend their discussion section (see Figure 4.6).

They then looked at the passing rate of at-risk students who did attend discussion sections and discovered that there was a strong relationship between attending discussion sections and passing the course (see Figure 4.7).

As can be seen, increased attendance of discussion significantly increases General Chemistry II pass rates. **Using these results, discussion attendance was made a required portion of the General Chemistry I course the following school year.** This change resulted in a meaningful shift in the grades students achieved in this course in fall 2014 compared to fall 2013 (Figure 4.8).

This change in policy related to discussion sections also resulted in a seismic shift in the scores that chemistry students achieved on the American Chemical Society’s General Chemistry I final exam, which shifted from the 46.6th percentile nationally in fall 2013 to the 68th percentile in fall 2014.

Department of Mathematics:

All students at the University of Utah must complete the Quantitative Reasoning requirement. Depending on the students’ concentration, this requirement may be fulfilled through courses taken during their freshmen year as they prepare for their major, or it may be a course students postpone until their junior or senior year. Math 1010,

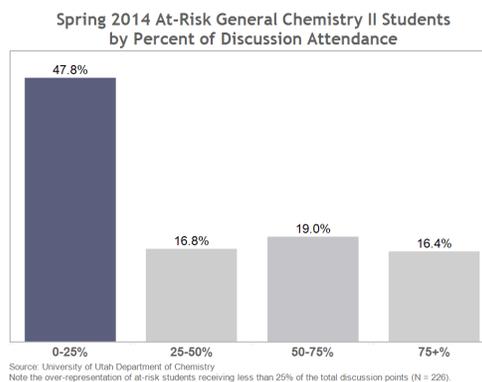


FIGURE 4.6

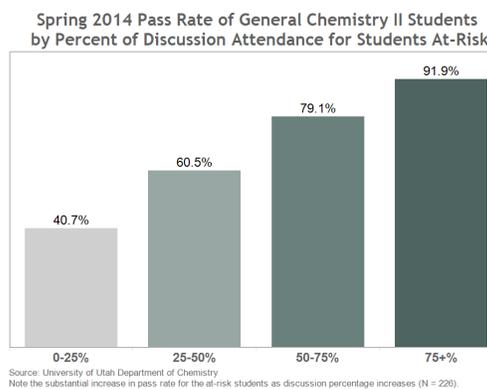


FIGURE 4.7

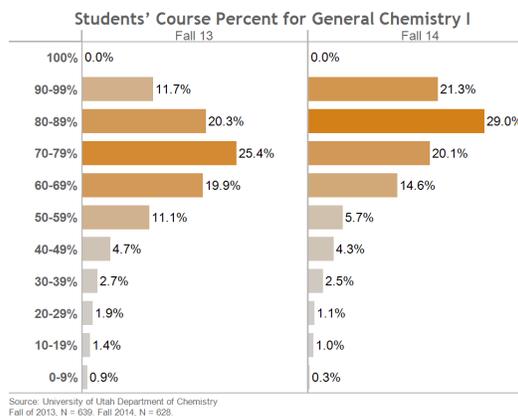


FIGURE 4.8

Intermediate Algebra, is the course that is intended to prepare students for a successful completion of Math 1050, in which students prepare for Calculus or Math 1030, which is a terminal mathematics course.

The background of the students in the course is varied, but almost exclusively they view mathematics as filled with procedures, and the only way to succeed is to memorize whatever sequence of steps they were given. In addition to making sure that they can fluently perform the necessary algorithms, the purpose of this course is to change students' views of the usability and necessity of understanding the underlying principles. Further, students are generally resistant to engaging in any type of application, and perform poorly on problems unfamiliar to them. In order to change this, we formulated expected learning outcomes that explicitly address these problems:

1. Students are willing to engage with problems which are unfamiliar to them and to which the solutions or paths to solutions are not immediately obvious.
2. Students can extract relationships between quantities and describe them in different ways: tables, expressions, graphs, words, and can translate between these representations in order to answer questions most efficiently.
3. Students can answer questions about quantities given relationships between two or more by solving equations, whether it be algebraically, using tables, graphs or approximating.

Over the past three semesters, the final exams contained two application problems to inform these learning outcomes.

Modeling with linear functions: This problem generally required the students to recognize a linear relationship from a situation either given verbally or in a table (we will code this as R in the table to the right). They needed to translate the given information into algebraic expression (T), use this to predict future results (P), and interpret their findings (I).

Semester	R	T	P	I
Fall 13	na ¹	34.53	37.16	21.66
Spring 14	54.21	40.17	60.68	59.4
Fall 14	86.14	614.5	na	71.21

Source: University of Utah Department of Mathematics

We attributed the steady improvement over these three semesters to the changes in the curriculum, which was written by the course instructors to encourage problem solving and independent thinking, as well as the instructors' ability to implement the curriculum. The curriculum was organized in a workbook where a portion of the material was worked on in class during whole group discussions as well as small group work. Each section contained a selection of problems that students were supposed to complete individually.

Novel application problem: This problem is chosen so that the contexts chosen are unfamiliar to the students. We were interested both in their willingness to engage with the problem as well as ability to successfully complete it.

It seemed that the students were getting more comfortable working with application problems when the contexts were familiar, and problems solved in the manner similar to the ones

Semester	Average
Fall 13	32.34
Spring 14	ns
Fall 14	23.77

Source: University of Utah Department of Mathematics

they've seen before. However, their ability to work on novel situations has not improved. Upon consideration of possible causes, the instructors decided that the individual problem sets were not having desired effect, and that students were not attempting the application problems they deemed too hard. The following changes were implemented to the course structure: the problem sets were redesigned now as in class, small work handouts. The students would collaborate in solving these problems with others and in such a way improve their problem solving skills. The instructors are tasked with modeling the problem solving methods during large group instruction using talk aloud strategies. The results on the two types of questions in the spring 2015 final were as follows:

Semester	R	T	P	I
Spring 15	80.52	63.21	46.43	53.986

Source: University of Utah Department of Mathematics

Semester	Average
Spring 15	34.44

Source: University of Utah Department of Mathematics

Note: The linear function question in fact included a similarly novel situation, and while the results are slightly lower than ones from the Fall Semester 2014, the problem was significantly harder due to the context. The Math Department views these as positive results and intends to continue using similar techniques.

formed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

4.B – IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

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.*

BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

OBJECTIVES, INDICATORS OF ACHIEVEMENT, RATIONALE, METRICS AND ACCEPTABLE THRESHOLDS

Performance Indicators and Acceptable Thresholds for Big Goal 1: Promote Student Success to Transform Lives

As a broad effort to support the student experience, the University of Utah employs a variety of different strategies to meet the institutional goal: “Promote Student Success and Transform Lives.” Important overall measures of student success are retention, completion and first destination following graduation. Deeply impactful learning experiences and programs to support students are key to this indicator. Assessment of broad indicators, program outcomes and learning outcomes are in place and routinely reviewed to provide evidence of achievement and include national benchmarking data as well as institutionally developed approaches.

As described in Standard One, President Pershing and his leadership team have initiated a variety of

strategies to enhance and support undergraduate students the University of Utah. The average number of undergraduate students over the past five years is roughly 24,000. Enrollment trends for each level of student have remained consistent over the past five years (Figure 4.9).

The University of Utah focuses on retention and completion in intentional and strategic ways. As part of the USHE system, in May 2012, the University of Utah set annual and five-year goals for both student retention (first to second year) and student completion of degrees. These two indicators are key quantitative performance indicators for Big Goal 1. Retention and graduation rates at the University of Utah are different than at many other institutions. As allowed under federal methodology (IPEDS), the University of Utah official graduation and retention rates are adjusted for students who leave on official church missions sometime after their first semester. These cohort adjustments are only made for the officially-reported four, six, and eight-year graduation rates, as well as the officially-reported fall-to-fall retention rates. First-year retention is nearly 90% (2014), in the top third of the Pac-12 public universities (Figure 4.10). Yet, our six-year graduation rate is 62.2% (2014) (Figure 4.11), near the bottom of our Pac-12 peers, with only Arizona State at a lower completion rate. And finally, our eight-year graduation rate is roughly 70% (2014), in the middle of the Pac-12 public universities (Figure 4.12). Of note, the University of Utah is the only Pac-12 institution whose completion rate changes markedly after six years.

Figures 4.10 and 4.11 also show the University's five year performance thresholds of 90% for full-time first-year retention, and 70% for six year graduation rate. The performance thresholds also include

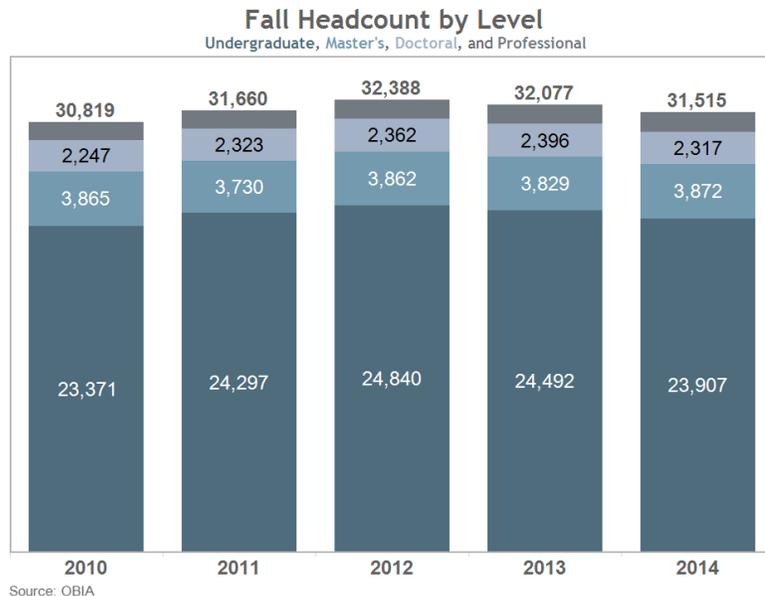


FIGURE 4.9

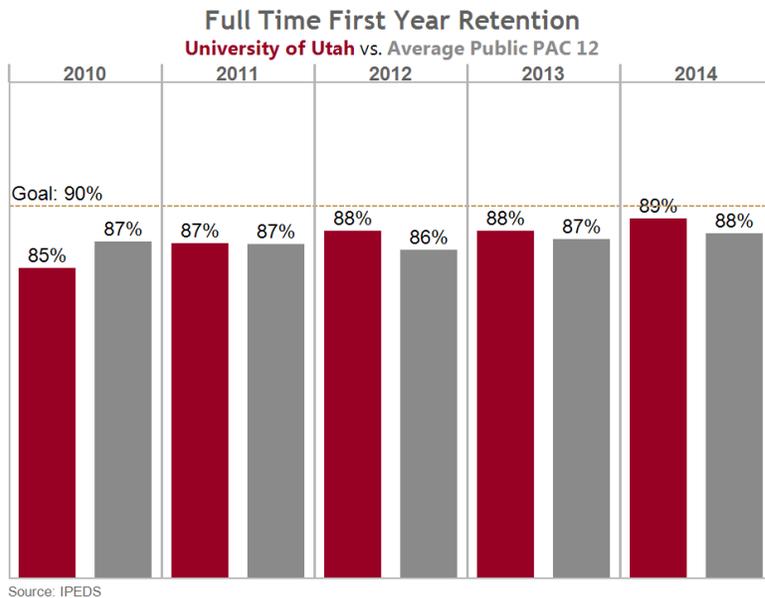


FIGURE 4.10

requirement of improvement in both of these indicators. At the time of this Seven Year study (2015), the University has made substantial, yearly progress on both of these indicators, thereby indicating mission fulfillment for this common aspect of both performance indicators. In recent years, the first year retention rate has risen four percentage points, approaching the performance threshold, but the indicator is still marginally underperforming

(89% vs. 90% threshold). However, we note that during the past five years we have overtaken our peer group, public Pac-12 institutions; during this period their performance has remained essentially unchanged (rising only one percentage point). The U's six-year graduation rate (2014) is also underperforming compared to the performance threshold (62.2% vs. 70%). We note that the U has made substantial progress (rising by six percentage points) compared to Pac-12 public institutions, whose performance on this indicator has remained essentially static (rising only one percentage point) during this period.

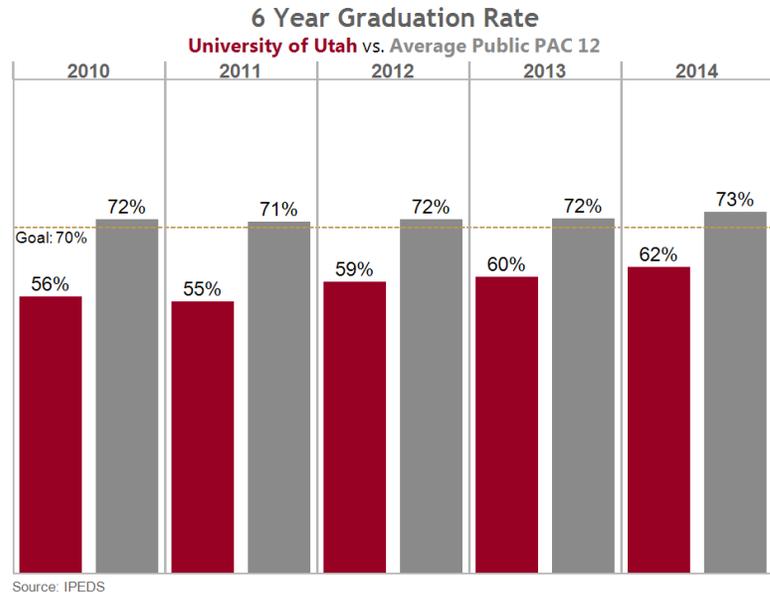


FIGURE 4.11

Because our completion pattern differs from peer institutions, understanding the contextual variables that contribute to this difference has been a focus of assessment and planning efforts. Many University of Utah students, particularly males, take a two-year break from their studies to serve a religious mission for the LDS church. This trend may change with the lowering of the LDS mission age for both males (18 years) and females (19 years) in 2013. Before this time, the missionary age was 19 for males and 21 for females. It is estimated that approximately 44% of the student population identifies as LDS (Source: Profile of Today's College Student), so this type of policy change may have a deep impact and is a particular concern in the State of Utah. Of students who graduated in spring 2015, approximately 18% stopped attending the university for a period of six months or more prior to graduation. Of these students, religious service and family or personal reasons were most often selected followed by work and financial reasons (Figure 4.13).

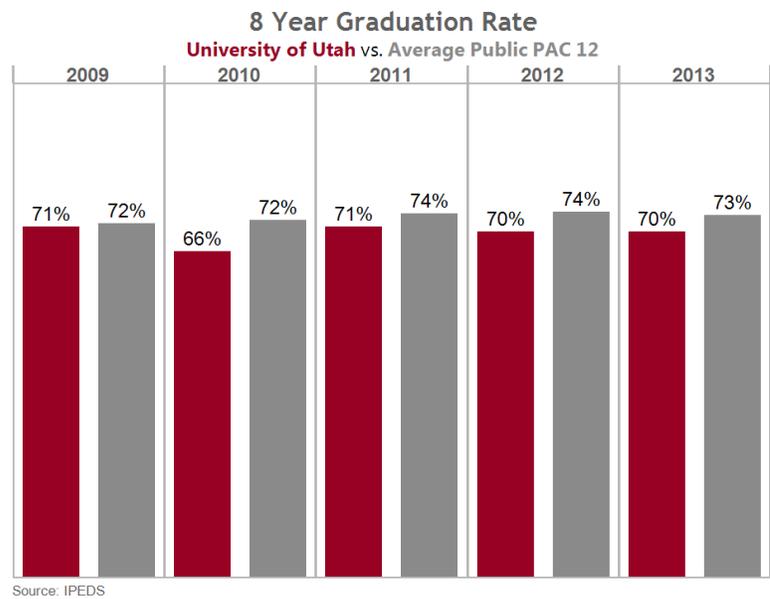


FIGURE 4.12

In addition to the number of students who stop attending for religious service, the undergraduate

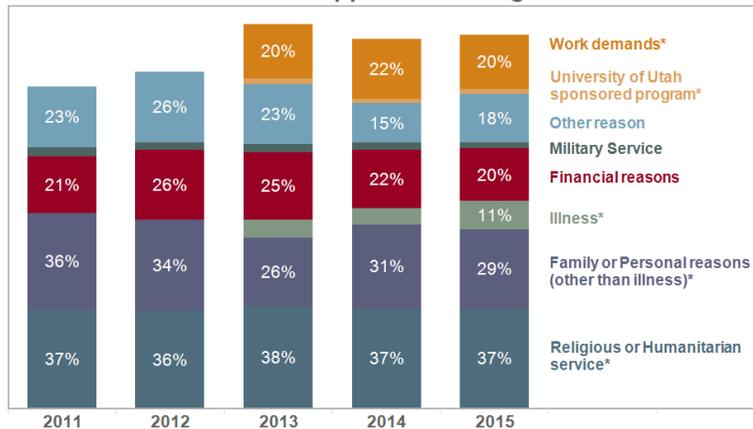
population at the University of Utah has a number of other distinctive characteristics that appear to contribute to our atypical graduation rate patterns. Males comprise a higher number of overall undergraduate students due to a higher number of males who transfer into the institution than do females. While females graduate at a higher rate than males, the majority of bachelor's degree recipients are male due to a higher number of men who enroll.

Roughly 43% of our undergraduate students get married or are in a committed partnership before completion of the undergraduate degree. Approximately 20% of students have one or more child upon graduation (Figure 4.14).

Nearly all of our students work for pay while attending the U, based on Graduating Student Survey data. Over the past five years, an average of only 11% of undergraduate students say that they have not worked for pay while attending the university upon graduation. About half of students (51.5% average) had worked more than 20 hours a week. Of those who work, paying for college and providing financial support for dependents are the most frequently endorsed reasons for work. Through analysis of the NSSE, both First Year and Senior University of Utah students are significantly more likely to work, and to work off campus, than students at our Carnegie Class peer institutions (Figure 4.15). The effect size is moderate to large, which suggests that this difference is important to student engagement, a key indicator of retention and completion. Interestingly, the University of Utah is similar in terms of the number of on-campus work opportunities for students as its Carnegie Class peers. Given that University of Utah students work more off campus and work more hours, a strategy that is under exploration is increasing on-campus work opportunities as well as other financial aid strategies to support student engagement.

University of Utah students also have a very low completion rate of the FAFSA, which further limits the possibility of financial support through the institution (Figure 4.16). These factors add complexity to how services such as Financial Aid are administered as well as the level of student participation in engagement opportunities, both within and outside the classroom.

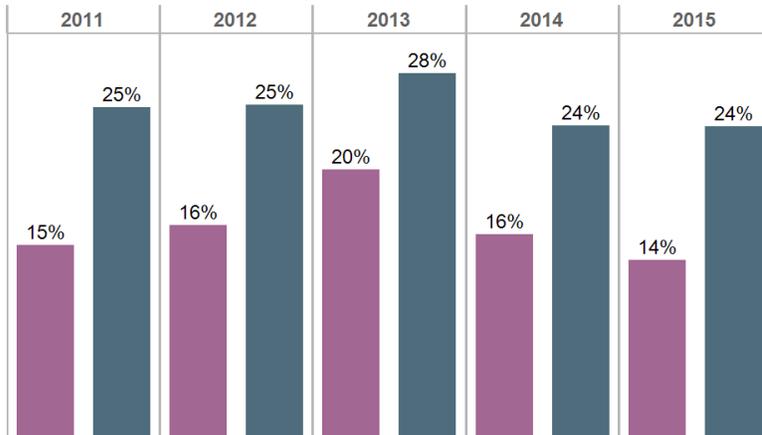
Reasons Students Stopped Attending for 6+ Months



Source: Graduating Student Survey
 Population: Undergraduate students who stopped attending for 6+ months
 N = 104 (2011), 267 (2012), 200 (2013), 148 (2014), 179 (2015)
 * Note: Response options changed in 2013. "Ecclesiastical mission" changed to "Religious or Humanitarian service." Options "University of Utah sponsored program," "Illness" (apart from family or personal reasons), and "Work demands" were added.

FIGURE 4.13

Students who Have Children Upon Graduation
 Percent of Female and Male



Source: Graduating Student Survey
 Population: Undergraduate students
 N = 1234 (2011), 1205 (2012), 996 (2013), 855 (2014), 978 (2015)

FIGURE 4.14

Undergraduates at the U take on relatively little student loan debt, and have a low default rate. In brief, University of Utah undergraduates are managing complex life demands while pursuing – and succeeding, albeit over a longer time frame – in higher education. These simultaneous issues generate a unique set of complications. It is unlikely that undergraduates enrolled at other Pac-12 public universities are balancing similar competing demands while pursuing their degrees.

DEMOGRAPHIC CHANGES WITHIN UTAH

In Utah, racial/ethnic diversity is increasingly growing and, for some groups, this figure has doubled in the last decade (Perlich, 2009). Overall, Utah's rate of diversity¹ is at about 6.8%. Adding the Latina/o and Hispanic population, which is at 13.1 % but counted in a separate category, this figure jumps to 19.9% (Table 4.2).

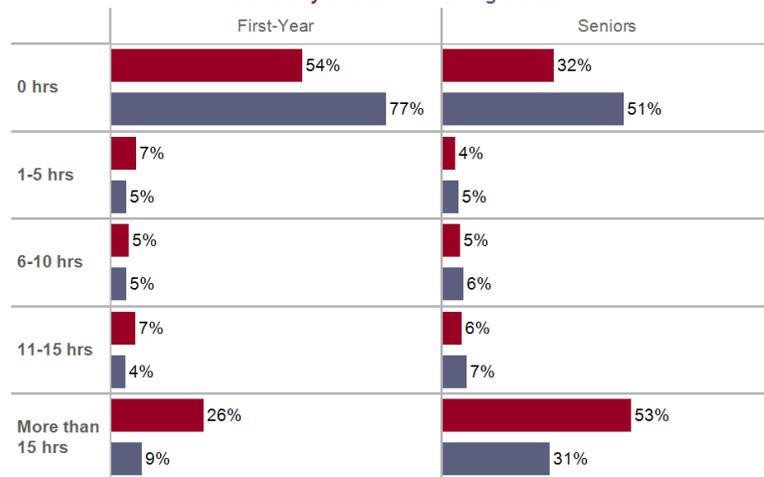
With these demographic shifts, the University of Utah strives to promote an inclusive environment to promote the excellence that this diversity represents. The Utah System of Higher Education (USHE) Data book indicates that four-year universities in the state have a 14% enrollment of racial/ethnic diverse students (Table 4.3). Additionally, this rate has increased by 1% every year since 2011-2012 for the state. The University of Utah exceeds the statewide postsecondary enrollment figures provided by USHE and aligns closer to the statewide population with a 19% racial/ethnic diverse enrollment (Figure 4.17).

Completion Analysis

Under the direction of the SVP Watkins, the University of Utah is currently conducting completion analysis to understand the variables that are predictive of student success. This work started with forming first-time freshmen cohorts from six to eight years ago, and separating those cohorts into students who have completed within six years and students who have not. The examined variables of interest are derived from students' incoming academic preparedness, demographic characteristics, course behavior, credit hour attempts, major selection, and first year outcomes – all variables contained within student records. Preliminary findings, utilizing student record data, suggest that most of

¹ Diverse Students/Students of Color include African American/Black, American Indian/Alaskan Native, Asian American, Latina/o/Hispanic, Pacific Islander/Native Hawaiian, and Multi/Bi Racial.

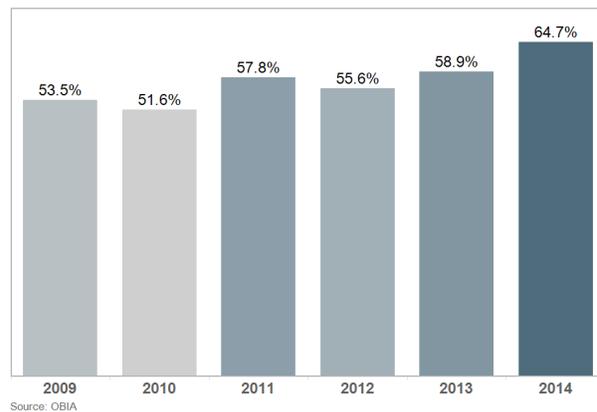
Working for Pay Off Campus University of Utah vs. Carnegie Class



Source: NSSE 2013 Survey
UofU Mean First-Year Students 7.8 (n=582), Carnegie Class 3.2 (n=10,958, p<.001) Effect size = .62
UofU Mean Senior Students 15.7 (n=1,301), Carnegie Class 9.5 (n=16,791, p<.001) Effect size = .52

FIGURE 4.15

% of First Time Freshmen Completing a FAFSA Application as of 3rd Week of Class



Source: OBIA

FIGURE 4.16

the student completion variance can be explained by students' grades and outcomes from their first term at the University. Clearly, most of that particular outcome is explained by the student's incoming academic preparedness. Other important indicators and factors in a student's likelihood of succeeding are being explored in more depth. The University has considerable influence over many of these factors. This ongoing analysis will illuminate areas in which the University can directly help a greater portion of its students to persist and succeed in completing a degree in a timely manner. The application of such data is forthcoming, the "Success Index," but

US Census Bureau Race Demographic Profile for Utah

	2010	2013
American Indian and Alaska Native alone	1.0%	1.0%
Asian alone	2.0%	2.0%
Black or African American alone	0.9%	1.0%
Hispanic or Latino	13.0%	13.1%
Native Hawaiian and Other Pacific Islander alone	0.9%	0.9%
Some Other Race alone	0.1%	0.1%
Two or More Races	1.7%	1.7%
White alone	80.4%	80.1%

Source: United States Census Bureau
 2010 Data - Profile of General Population and Housing Characteristics. Report DP01, 2010, Demographic Profile Data
 2013 Data - 2009-2013 5-Year American Community Survey. Report DP05, 2009-2013 American Community Survey 5-Year Est.

TABLE 4.2

is anticipated to be delivered and utilized widely in department-, college-, and institutional-levels.

As Figure 4.18 illustrates, differences in term GPA between completers and non-completers begin from students' first term at the University of Utah. While not entirely causal in nature, the first term GPA provides an opportunity to reach out to students who may be at risk of attrition. This significant insight has informed decisions surrounding early intervention programs, early advising, and further course outcome analysis.

First Destination of University of Utah Graduates

Data is routinely collected about planned first destination for all degree-seeking students at the University of Utah through the Graduating Student Survey, First Destination Survey and through registration with Career Services. Employment and continuation on to graduate and professional programs were the two most frequently endorsed activities by undergraduate students (Table 4.4). The second most frequent activity for graduate students was starting or raising a family (Table 4.5).

At the time of survey completion, slightly over 40% of undergraduate students who planned to attend graduate school indicated that they had already been admitted to graduate or professional programs. Nearly 50% of students who indicated that they plan to pursue graduate studies have taken a graduate entrance exam already, another 30% plan to do so in the next twelve months, and 17% do not need to do so for their program. In order to validate

USHE Total Headcount Enrollment by Race/Ethnicity

	2011-12	2012-13	2013-14	2014-15
Asian American	2,844	2,651	2,641	2,708
Black/African American	1,501	1,494	1,488	1,485
International	4,155	5,234	5,532	5,433
Latina/o/Hispanic	9,225	9,960	10,401	11,064
Multi/Bi Racial	1,121	1,403	1,622	1,747
Pacific Islander/Native Hawaiian	879	839	769	766
White	100,270	98,059	95,685	92,677
Unspecified	15,005	15,678	18,629	18,721
American Indian/Alaska Native	1,381	1,262	1,297	1,156

Source: Utah System of Higher Education
 Note: Based on Fall 3rd week Data
 Excludes: 2-year institutions (Snow College and Salt Lake Community College)

TABLE 4.3

survey data related to graduate school enrollment of our bachelor's degree recipients, the Office of Institutional Analysis routinely performs analyses on these graduating cohorts. Through submissions to the National Student Clearinghouse, OBIA is able to validate the survey estimates. The latest figures suggest that more than 40% of our bachelor's degree recipients will attend graduate school within five years of graduating. Our findings from these independent analyses are entirely consistent with what is reported from the survey respondents.

Comprehensive Retention and Completion Task Force

During the academic year 2013-14 and under the leadership of SVP Watkins, the campus focused on issues of retention and completion with new energy, focus and intentionality. The creation of the Comprehensive Completion and Retention Task

FIGURE 4.17

Undergraduate Headcount Enrollments by Race/Ethnicity
 White, Total Domestic Students of Color, and Unknown



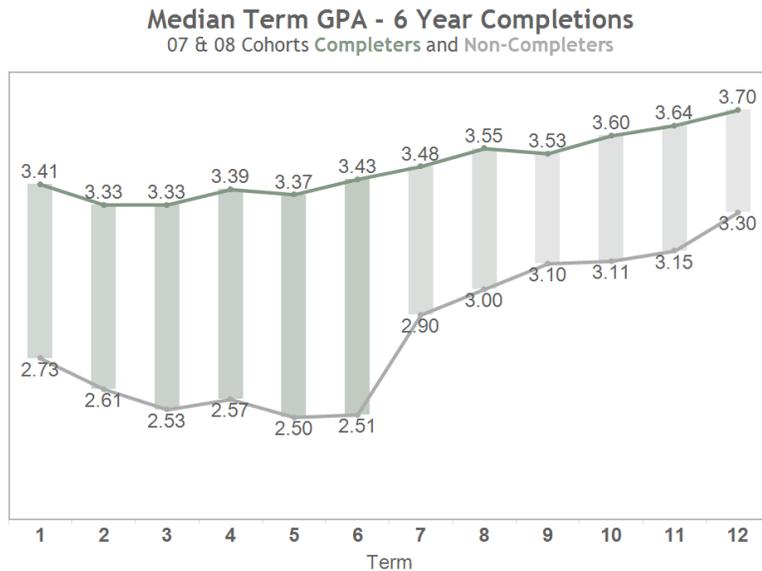
Source: OBIA
 Note: Unique headcount of credit-taking students
 The Undergraduate Headcount data included here excludes non-matriculated students

Force brought together faculty, staff, students and administrators to study new opportunities for strengthening our approach to supporting student success and removing obstacles to successful navigation through the system, engaging students in powerful academic settings, and creating greater flexibility, creativity and consistency in our systems, programs and goals. Chaired by Mary Parker, AVP for Enrollment Management and Dr. Martha Bradley Evans, SAVP for Academic Affairs and Dean of Undergraduate Studies, the task force included more than 40 members of the University community. The sub-committees included the following: online and hybrid opportunities; best practices in academic programs; strategic use of financial aid; top10 enrollment or bottleneck courses; admissions and recruitment; and supporting student success. To provide data to support each of these areas, key members from the supporting data organizations were included Mike Martineau (OBIA), Stacy Ackerlind (Student Affairs) and Mark St. Andre (Undergraduate Studies).

By the time the task force had completed its work, several actions designed to improve retention and graduation rates were already underway, and others are in progress. Additional efforts are planned for 2014-15. Additional task forces on orientation, transfer student experience, and strategic scheduling were launched in the wake of the completion task force activity. Table 4.6 contains a summary of the actions.

Plan to Finish

In 2013-14, the University of Utah launched the “Plan to Finish” campaign to bolster both retention and completion. Plan to Finish included a



Source: OBIA

FIGURE 4.18

Expected Main Activity Upon Graduation (Undergraduate Students)

Response	2013	2014	2015
Employment, full-time paid	66.5%	67.8%	67.0%
Graduate or professional school, full-time	37.1%	30.9%	34.3%
Employment, part-time paid	17.1%	17.7%	21.3%
Starting or raising a family	17.8%	16.3%	16.3%
Graduate or professional school, part-time	11.7%	9.4%	9.1%
Volunteer activity (e.g., Peace Corps)	7.6%	8.8%	7.4%
Other	4.9%	5.7%	5.9%
Additional undergraduate coursework	3.4%	4.6%	4.0%
Military service	2.0%	2.0%	1.7%
Residency or post-doctoral (temporary) position	0.3%	0.1%	0.4%

Source: Graduating Student Survey
Population: Undergraduate students
N = 1001 (2013), 855 (2014), 989 (2015)

TABLE 4.4

Expected Main Activity Upon Graduation (Graduate Students)

Response	2013	2014	2015
Employment, full-time paid	76.4%	78.6%	86.1%
Starting or raising a family	13.5%	11.7%	11.2%
Employment, part-time paid	8.7%	11.9%	9.0%
Residency or post-doctoral (temporary) position	1.2%	10.2%	9.3%
Graduate or professional school, full-time	7.1%	5.0%	3.7%
Other	6.5%	2.3%	2.4%
Volunteer activity (e.g., Peace Corps)	1.9%	1.7%	3.3%
Graduate or professional school, part-time	1.1%	0.8%	1.5%
Additional undergraduate coursework	0.7%	0.5%	0.9%
Military service	0.7%	0.8%	0.2%

Source: Graduating Student Survey
Population: Graduate students
N = 721 (2013), 597 (2014), 454 (2015)

TABLE 4.5

Summary of Major Actions from Retention and Completion Task Force		
ACTIONS IN PROGRESS		Summary of Data or link to data to support this action
Advising Expansion	Mission-Based Funding was used to expand the number of advisors in key units, often through partnerships between academic colleges and University College and a shared (campus-college) funding model; policy changes to add mandatory advising visits through the third year will be considered	17 new Bridge advising positions were created between 2012-2015; four year plan built into mandatory advising sessions
Learning Community Expansion	New transfer communities are in a pilot phase; a grant was submitted to the US Dept. of Education, Office of Post-Secondary Education, to expand learning communities specifically in areas related to STEM and education	Transfer LEAP piloted; Science and Society LEAP developed and offered 2015-16 Additional Living Learning Community through Housing and Residential Education will be available in fall 2016.
Plan to Finish/Flex U	The Plan to Finish campaign (every program has a publicized four-year course plan, every student builds a plan to finish in four years) has been launched; efforts to expand courses in summer, fall, spring, and May breaks (Flex U) and through online formats are in progress	Plan to Finish campaign in its first six months lead to increases in the total credit hours from 13.39 to 13.82
Enhancement of Top 10 Enrollment Courses	The College of Science has initiated work to enhance - e.g., improve instruction, provide multiple learning opportunities, promote smooth articulation - large enrollment courses that are difficult and function as gateways to successful navigation to degree completion. These efforts continue in 2014-15.	CoS has received funding to increase the number of TA's in key top10 enrollment classes, developed improved trainings for TA's, and developed new boot camp experiences for students headed toward top10 enrollment classes
Strategic Academic Enrollment Plan	Under the guidance of the Associate VP for Enrollment Management, a comprehensive plan for undergraduate enrollment is in development.	Enrollment plan developed and publicized. Phase One: Holistic Admissions Implemented.
Strategic Scheduling for Student Success Initiative	In 2013-14, detailed analysis of our class scheduling processes and practices was undertaken. This analysis revealed a highly decentralized process with limited attention to scheduling to maximize efficiency for students or student pathways to degrees. In 2014-15, the S4 Initiative with endeavor to build a more logical process for scheduling core gateway courses, and a more coherent schedule on which students can depend as they work toward their degrees. The effort may also focus on upper division coursework in a few large enrollment majors.	The SS4 task force completed its first year, created a webpage, and will continue its work into 2015-16
ACTIONS PLANNED		
Transfer Student Working Group	Many of the issues and recommendations raised by the task force pertain to the experience of transfer students. Given the importance of transfer students to the University of Utah, a subcommittee of the task force will be asked to focus on improving the retention and graduation rate of this group of students.	The transfer task force completed a final report in April 2015
Math and Writing2 in first year	Plans are underway to build advise to take Math and Writing2 in the Plans to advise through UAAC, UC, and Orientation	UC and the Office of General Education are working on the plan to advise students to take Math and Writing 2 in their first year.

TABLE 4.6

series of strategic shifts to support student success, engage students in learning communities, expand deeply engaged learning opportunities, and applied learning in capstone experiences. The principal focus was on completion, and the message was take four years to finish by enrolling in 30 credit hours each year, take advantage of flexible scheduling formats, and maximize the undergraduate experience by engaging in research, learning abroad, community work or creative activity. Undergraduate Studies implemented this data-informed approach to encourage students to take more credit hours but also to recognize the complex lives our students lead (as discussed earlier in the report). Every academic unit created an accessible, practical and realistic four-year plan that is published in the online catalogue. Advisors shifted their message about full-time status from twelve to 15 credit hours. All high-end scholarships now include 15 credit hours as the required course load. The message of Plan to Finish is built into all advising, orientation and recruitment materials. In the first year, the total number of credit hours per student, per semester increased by 3% (Figure 4.19). The Office of Undergraduate Studies awarded \$85,000 in \$5,000 development grants for new FlexU courses such as one-week intensives, summer intensives, session courses and evening courses to accommodate students' needs. The FlexU attribute was added to all flexible format courses in the course schedule.

Both Academic Affairs and Student Affairs work in tandem to develop, implement and assess strategic enrollment goals. The University of Utah has developed a comprehensive long-range enrollment plan for the University as well as each academic college. With this plan the university is able to systematically focus resources on strategies that will have the strongest impact on growing and shaping our incoming class as well as increasing our retention and graduation rates. Because a phased strategic enrollment plan has been developed, the first critical initiatives that have been implemented are holistic admissions and financial aid.

Holistic Admission

Holistic admission considers the whole student and does not focus solely on select pieces of information such as ACT or GPA. The goal of the selection process is to identify applicants who are most likely to contribute to the university's intellectual and cultural community and, ultimately, to the State of Utah, the nation, and the world. In assessing applicants, the University takes into account a wide variety of factors using a broad concept of merit. Readers employ the following criteria which carry no pre-assigned weights. All applications are read in their entirety by professionally trained readers. Successful applicants demonstrate the following:

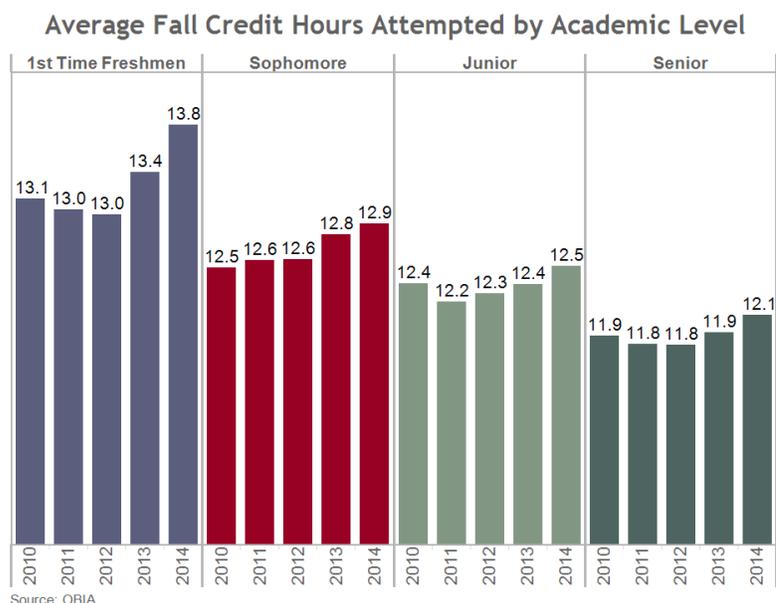
**BIG GOAL 1 OBJECTIVE A:
IMPROVE RETENTION AND
COMPLETION RATES**

**STRATEGY 1: STUDENT
SUCCESS INITIATIVE**

*Strategic Enrollment
Management (SEM)*

At the University of Utah, SEM is housed in the Division of Student Affairs through Enrollment Management but is closely tied to the Office of Academic Affairs, particularly with the Office of Undergraduate Studies.

FIGURE 4.19



- Excellence in academic achievement, intellectual pursuits, and creative endeavors.
- An understanding of and respect for historically underrepresented populations.
- Significant commitment to citizenship through public service, school activities, community engagement, leadership, or familial responsibilities.
- Integrity, personal maturity, motivation, and resilience.
- The ability to contribute to and benefit from a culturally and intellectually diverse learning community.
- Two indicators used to measure the success of holistic admissions have been to increase the quality of the entering class and the diversity of the entering class (see Figure 4.20).

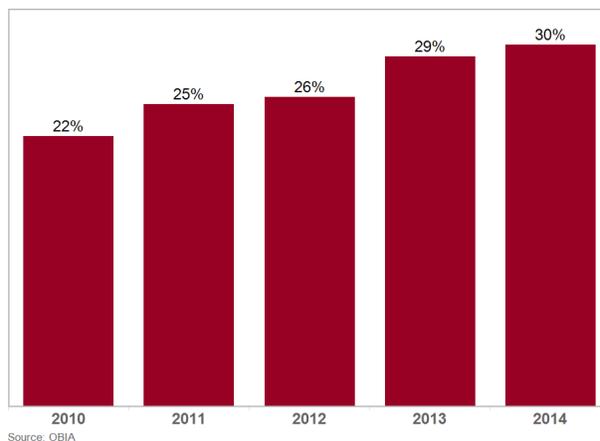
Strategic Deployment of Financial Aid

The University's enrollment and scholarship strategies must work in tandem to achieve our objectives of increasing retention and completion rates. The University seeks to strategically increase scholarship monies that will provide qualified students with assistance in funding their college education. Many students defer the progress of their education with the thought that they will save enough to return and finish their degree or delay their time to completion as discussed earlier in this Standard. A significant number of talented students do not achieve their aim of degree completion. The University of Utah's financial investments in students are driven by the University's goals of enhancing the enrollment of highly qualified students and maintaining affordability for all students admitted. It is the University's goal to utilize all available resources to bridge the gap between family income and college cost, while keeping tuition reasonable. The University seeks to strategically increase its enroll-

HIGHLIGHT

The University is able to systematically focus resources on strategies that will have the strongest impact on growing and shaping our incoming class as well as increasing our retention and graduation rates.

% of Enrolled Domestic Freshmen who are Students of Color



Source: OBIA

FIGURE 4.20

ment as the State of Utah grows, while continuing to provide qualified students with assistance in funding their college education. The University uses the percentage of freshmen receiving financial aid as a key quantitative performance indicator for mission fulfillment of Big Goal 1.

Currently we are in the process of reviewing existing scholarship awards and determining how we can be more strategic with the use of available resources to advance our institutional priorities.

- Enhancing the academic quality of the entering class
- Maintaining and expanding access and affordability
- Increasing retention and graduation rates

Increased engagement with colleges to optimize scholarship awards and promote institutional priorities is needed in the future. To this end, the Scholarship Office has implemented new processes that they assess continuously to understand the impact of these systemic commitments with student outcomes. One key metric is the number of freshmen receiving financial aid, a factor contributing to making the University of Utah affordable and promoting timely degree completion.

Figure 4.21 illustrates the historical trend of percentage of U freshmen receiving different types of financial aid during the past five years. In our effort

to improve retention and completion rates by reducing the need for students to work while attending college, we have set a performance threshold of 70% for this indicator. The U has made substantial progress toward reaching this threshold during the past five years, and crossed this threshold in 2014 (70.4%). Consequently, this performance measure indicates mission fulfillment of Big Goal 1.

The entering Freshmen ACT score, a key quantitative performance indicator for Big Goal 1, is influenced by a number of factors, including holistic admissions, strategic admissions, availability of high profile Learning Communities (e.g. Honors), availability of undergraduate research and other high impact opportunities, institutional research and commercialization rankings, and affordability. The U has set a five year goal of a freshmen average composite ACT score of 26, and an additional performance indicator of continuous improvement in the indicator. During the past five years, this measure indicates steady, ongoing progress, moving from 24.3 in 2010 to 24.7 in 2014 (Figure 4.22). The University has therefore continued to make steady progress towards meeting the performance benchmark, indicating mission fulfillment, but is still underperforming in meeting the benchmark. Big Goal mission fulfillment for this indicator is therefore characterized as mixed: currently underperforming, but making substantial progress.

STRATEGY 2: GENERAL EDUCATION INITIATIVES

General Education Learning Outcomes Assessment

The Office of General Education is responsible for assessing the 15 General Education learning outcomes, which are the same as the Essential Learning Outcomes developed by the American Association of Colleges and Universities (AAC&U). Starting in 2013, the office began pilot-testing a process for assessing these learning outcomes using the rubrics that were designed by AAC&U to assess them. This process starts with faculty identifying the learning outcomes during their application for a General Education designation for their course. Faculty are also asked to identify, from their syllabus, what assignment can be used to demonstrate that students

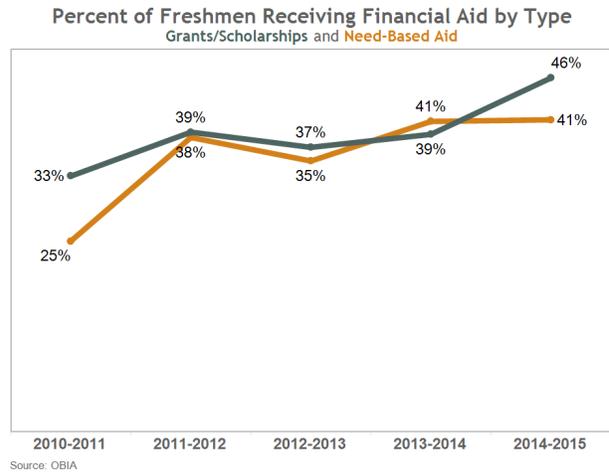


FIGURE 4.21

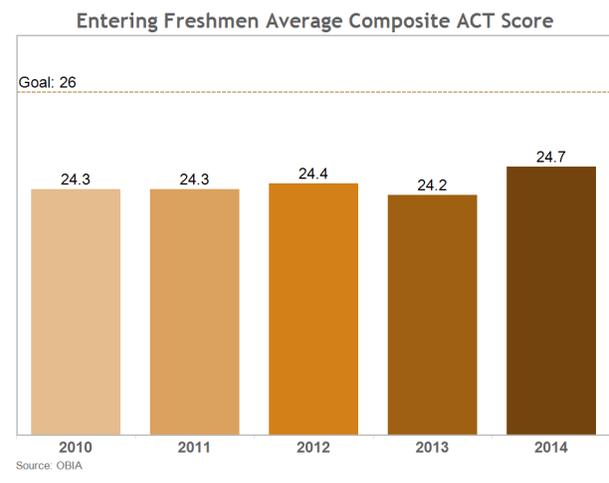


FIGURE 4.22

are accomplishing the learning outcomes selected. In 2013 and 2014, we asked faculty from classes meeting one of two selected learning outcomes to submit student work on those assignments so that review teams can assess the accomplishment of the learning outcomes using the AAC&U rubrics. This process will continue each year with two new learning outcomes assessed each year.

In the fall of 2014 and spring of 2015, the University of Utah participated in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) project supported by the State Higher Education Executive Officers Association and the American Association of Colleges and Universities (AAC&U). The purpose of our participation in this project was to

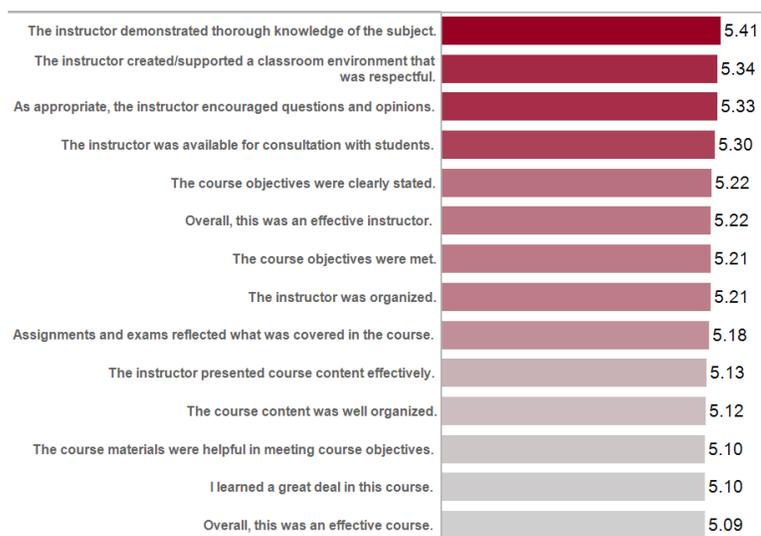
improve the University’s understanding of how to use the AAC&U rubrics that were developed to measure the accomplishment of the AAC&U Essential Learning Outcomes, that were adopted for our General Education program in 2009. Participation in this project required the University of Utah to produce ten artifacts from each of ten courses for each of the two learning outcomes that they were evaluating for this project: written communication and critical thinking. Two faculty members were also sent to a national conference to be trained in how to apply the rubrics and to score assignments from universities from around the country. This whole project prepared us for the work we are doing in our own assessment of learning outcomes. A more thorough description is provided in section 4.A.3 of this document.

Indicator: Teaching Evaluations

Student Course Feedback (SCF) is offered to students enrolled in all credit-bearing courses at the University of Utah. The only exception is in the School of Medicine where some courses are evaluated using this system and some are evaluated using a different mechanism run by the School of Medicine that better fits the unique aspects of the School of Medicine curriculum. Student course evaluations are managed through a customized version of SmartEvals and are administered in the Center for Teaching and Learning Excellence (CTLE) (see Figure 4.23). The Academic Senate is the entity that controls SCF, including its purpose and general questions asked of all classes. The Academic Senate committee that oversees these efforts, the Student Course Feedback Committee, works with CTLE throughout the academic year and reports back to the Senate at least once a year.

Every student enrolled in a course receives a series of reminder emails that explain that the SCF for each course they are registered for is available. This window usually begins in week twelve of the semester and continues until the day before

2013-2014 Overall Undergraduate Course Evaluations



Source: OBIA

FIGURE 4.23

grades are available to all students from the Registrar’s Office. After a student has filled out the SCF for a course, she will have access to her grade for the course once the faculty member has posted them. Care is taken that a student may not fill out an SCF after seeing their final grade and that a faculty member can only see the results of their SCF after they have posted the final grades. The SCF response rate for each semester is in the 60-70% rate for the last five years.

In addition to running and providing help and support specifically geared toward SCF, CTLE offers many services to faculty members (see ctle.utah.edu/faculty/). Faculty may participate in workshops, which cover how to draft a syllabus, how to create an inclusive learning environment, and how to improve online courses. CTLE also works one-on-one with faculty members to provide midterm course feedback as well as observe, evaluate, and consult with faculty on in-class presentations and course materials.

Indicator: Student Satisfaction

Student satisfaction is an important variable related to both retention and graduation. Throughout the institution, programmatic measures of satisfaction are routinely conducted. In order to understand

the broader satisfaction of students as a whole at the institution, the Graduating Student Survey provides an overall gauge of this variable. We use student satisfaction as a performance indicator for Big Goal Objective 1.A, with a threshold of 80% of the students reporting Very Satisfied or Satisfied. As shown in the Figure 4.24, student satisfaction in the survey consistently exceeds the threshold, with typical values of the indicator at 84–85%. We therefore conclude this assessment measurement is indicating good to strong mission fulfillment for Big Goal Objective 1.A. More student satisfaction data and institutional use of this data may be found here www.assessment.utah.edu/.

Indicator: Specialized Accreditation

Many degree programs across campus require specialized accreditation or licensing exams. The majority of these assessments are linked to licensure or accreditation through a professional association. Student performance on the specialized exams can therefore provide an independent, standardized, comprehensive indicator of program success. These tests are nationwide, common assessments, which are actively managed and maintained each year to fixed performance benchmarks. This allows for robust comparison of historical student performance trends in individual degree programs. Appendix A contains a full listing of degree programs across campus that have specialized accreditation or licensure exams. The table also indicates the performance of University of Utah students on these exams.

Threshold performance for specialized exams varies somewhat across campus depending upon discipline. A reasonable university-wide threshold would require 90% of the programs with specialized accreditation should have >75% of their students either pass the exam (for exams which are pass/fail), or score above the national average score for students taking the exam. According to the Table in Appendix A, all programs meet this baseline threshold. Further examination reveals that the all programs score well above national average

test score, and the majority of programs on campus have pass rates exceeding 90%. Consequently, the specialized accreditation exams provide ongoing feedback to the individuals programs, and provide reliable evidence to the University that these specialized degree programs have demonstrated strong student success.

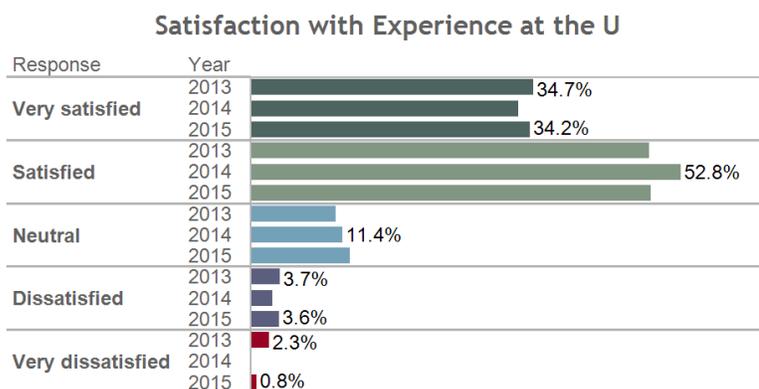
Indicator: National Survey of Student Engagement (NSSE) and Learning Outcomes

Data from the NSSE provide the institution with a useful indirect performance assessment of student learning as well as comparative data with Carnegie Class peers. Our performance threshold for this indicator is equality with Carnegie Class peers (Figures 4.25, 4.26, 4.27, and 4.28). On all “learning outcomes” type measures, University of Utah students performed at an equivalent level to their peers (no statistically significant difference) or were significantly higher than their peers. Although this assessment measure technically indicates the mission fulfillment of Big Goal objective 1.A, we note that effect sizes are small.

STRATEGY 3: SPECIALIZED LEARNING COMMUNITIES

The University of Utah provides different touchpoints for students to engage deeply in the curriculum, with faculty, staff and other students. Data on both the number of freshmen who participate in Learning Communities (LC) as well as fall-to fall retention of overall freshmen compared to those

FIGURE 4.24



Source: Graduating Student Survey
 Population: Undergraduate students
 N = 984 (2013), 836 (2014), 949 (2015)

Q2 "How often have you.." (Means based on 1-4 scale)

University of Utah vs. Carnegie Class

	First-Year	Seniors
Combined ideas from different courses when completing assignments	2.7	3.0
Connected ideas from your courses to your prior experiences and knowledge	3.2	3.3
Connected your learning to societal problems or issues	2.7	2.8
Examined the strengths and weaknesses of your own views on a topic or issue	2.8	2.8
Included diverse perspectives in course discussions or assignments	2.6	2.6
Learned something that changed the way you understand an issue or concept	2.9	3.0
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.9	2.9

Source: NSSE 2013
*p<.05, **p<.01, ***p<.001 (2-tailed)

FIGURE 4.25

Q4 "How much has your coursework emphasized..."

(Means based on 1-4 scale)

University of Utah vs. Carnegie Class

	First-Year	Seniors
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.1	3.1
Applying facts, theories, or methods to practical problems or new situations	3.0	3.2
Evaluating a point of view, decision, or information source	3.0	2.9
Forming a new idea or understanding from various pieces of information	3.0	3.0
Memorizing course material	2.8	2.7

Source: NSSE 2013
*p<.05, **p<.01, ***p<.001 (2-tailed)

FIGURE 4.26

Q6 "How often have you.." (Means based on 1-4 scale)

University of Utah vs. Carnegie Class

	First-Year	Seniors
Evaluated what others have concluded from numerical information	2.3	2.5
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.6	2.7
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.3	2.5

Source: NSSE 2013
*p<.05, **p<.01, ***p<.001 (2-tailed)

FIGURE 4.27

Q9 "How often have you.." (Means based on 1-4 scale)

University of Utah vs. Carnegie Class

	First-Year	Seniors
Identified key information from reading assignments	3.1	3.2
Reviewed your notes after class	2.9	2.9
Summarized what you learned in class or from course materials	2.8	2.8

Source: NSSE 2013
*p<.05, **p<.01, ***p<.001 (2-tailed)

FIGURE 4.28

who participate in learning communities are key quantitative performance indicators for Big Goal 1 (see Figure 4.29). The performance threshold for percentage of first year student participation in an LC is 50%. Figure 4.29 shows the current breakdown of freshmen participation in select LCs (LLC, Honors, LEAP and Diversity). Fall 2014 participation rate was over 50%, and the U met this benchmark consistently over the past five years. With the opening of the new Lassonde Studios living-learning community (lassonde.utah.edu/studios) in fall 2016, we expect the percentage of students engaged in an LC experience will remain well above performance threshold for the foreseeable future. We therefore judge that this measure indicates ongoing, substantial mission fulfillment of Big Goal 1.

Each of the following learning communities is described in more detail in the following text. In addition to this group of learning communities,

there are LC's that have been launched in the past three years. Because we do not have data from the past five years for these groups we did not include them in the dashboard. These communities include the Block U program, the Business Scholars and the Beacon Scholars as well as LC's in the College of Fine Arts. Our long-term aspirational goal is for 75% of first year students to be engaged in a Learning Community that matches their interests, career goals, and unique situation.

LEAP Learning Communities

LEAP Learning Communities are a suite of 15 different academic programs, varying in length from one to eight semesters with one course each semester, and enrolling between 800 and 1000 students each year. The LEAP Program is meant to encourage and enhance student success; smooth the transition into the University from high school, another

college, or a stopping-out experience; fulfill several general education requirements; connect students quickly to their majors, to faculty, to other students, and to the campus; and facilitate timely graduation. LEAP offerings currently include college-linked, first year and transfer and pre-professional LEAPs. More details about LEAP programs can be found here: leap.utah.edu/.

LEAP is assessed in a variety of ways. A robust study, dubbed the “Twin” Study showed the impact of LEAP on retention and graduation. The results, published in the *Journal of General Education* (Volume 61, Number 1, 2012) showed that the LEAP students outperformed their non-LEAP peers on all the examined criteria except last and graduating GPA and second-semester credits attempted/completed (and even these measures were slightly although not statistically significantly better for LEAP students). Some differences were especially striking. For example, according to this study the six-year graduation rate of LEAP students among the pairs was 45.6% as compared with 34.1% for non-LEAP students; and fall-to-fall retention for LEAP students was 73.9% as compared to 67.8% (2012, Figure 4.31) for non-LEAP students. Differences were even more pronounced for female student pairs: a six-year graduation rate of 62.3% for LEAP students versus 42.6% for non-LEAP students; and an 82.1% vs. 75.2% difference favoring female LEAP students in first year fall-to-fall retention. The study also broke out the semester-by-semester effect of LEAP participation on increased retention, demonstrating that the effect of LEAP participation in encouraging students to stay in school grew from a 5 percentage point difference in the second semester of the first year to 8.8 percentage points in the second semester of the fourth year.

Another LEAP Program study, whose results have been presented at an AAC&U Conference, also tracked the impact of LEAP upon graduation, using the methodology of survival or event history analysis. The study modeled retention and graduation from 1999-2009 for more than 21,000 students at the University of Utah, approximately 15% of whom participated in LEAP. The study found that LEAP participation increased the probability of graduating by 18.1%. In addition, effects of LEAP participation were more pronounced for students with lower Ad-

1st-Year Students Who Participated in Learning Communities LLC, Honors, LEAP, and Diversity Scholars

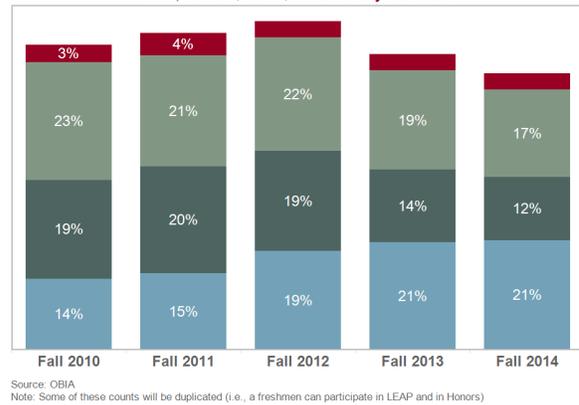


FIGURE 4.29

2013 Fall-Fall Retention for all HIPs (uncorrected)

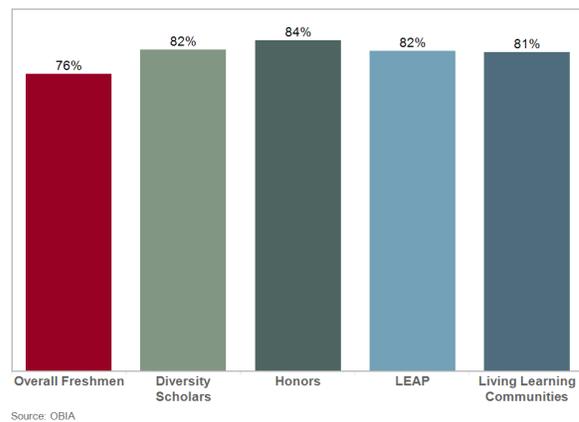


FIGURE 4.30

missions Indexes, that is, students whose test scores and high school grades suggested they were less prepared for the rigors of college than were those with higher indexes. In another study whose results were presented at a 2014 AAC&U Conference, we compared the grade performance in the Spring Semester 2013 of LEAP students who formed a connection with their Peer Advisor with the grade performance of those who did not. We also looked at whether first-generation students were more or less impacted in their grade performance by this connection than were other students. Results showed an astounding 0.48 advantage for second-semester LEAP grades (on a 4.00 scale) for first-generation students who connected with their Peer Advisors, thereby gaining (we hypothesize) some of the cultural advantages on non-first-gener-

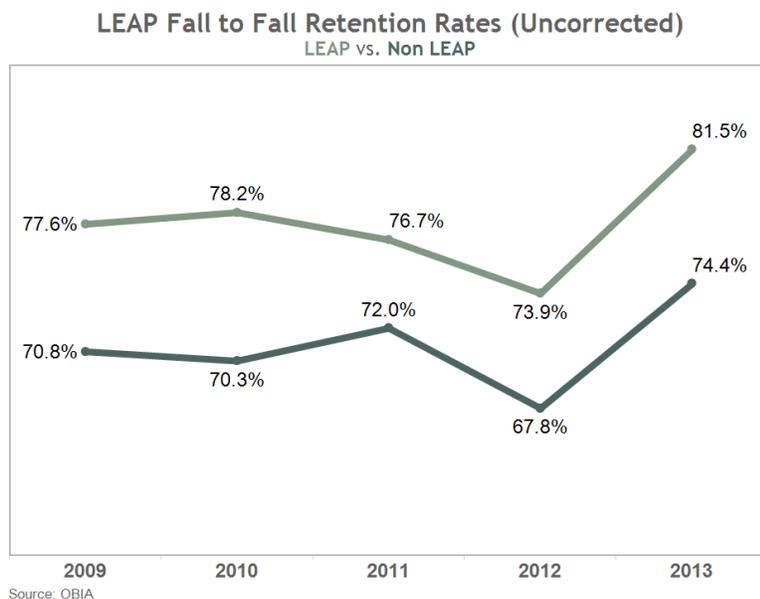


FIGURE 4.31

ation students. These studies can be found in more depth here: www.assessment.utah.edu/.

In addition to institutionally developed assessment efforts, LEAP utilizes standardized measures for benchmarking including the Educational Benchmarking Incorporated (EBI) studies. Results from 2014 (the most recent available) show LEAP’s “overall program effectiveness” at 5.61 (on a 6.0-point scale), as compared to similar programs at six selected peer institutions (5.10), institutions in the same Carnegie class (5.30), and all institutions surveyed (5.09). These results also show a marked increase in program effectiveness from the spring of 2013, when the LEAP score was 5.25. The survey further assesses the degree to which LEAP addresses some of the AAC&U Liberal Education and America’s Promise Essential Learning Outcomes, as compared to other first-year programs. On these, LEAP outperforms similar first-year programs on AAC&U Learning Outcomes covering Critical Thinking; Improving Academic Skills; and Library, Research, and Information Literacy Skills. On Study Strategies, LEAP outperforms all but the similar Carnegie Class institutions. In improving interactions with diverse others, LEAP is way ahead, scoring 5.93 as against 5.67 for the selected peer and Carnegie Class institutions and 5.54 for all institutions surveyed. Another way in which LEAP can be seen in the context of similar programs and efforts is by means of the NSSE

data on High-Impact Practices. The 2013 survey results compare learning community participation at the University of Utah to that at other Rocky Mountain public institutions, peer Carnegie Class campuses, and all the institutions surveyed. Although LEAP is clearly not the only learning community in which first-year students could enroll at the University of Utah, it is the LC with the highest number of first year enrollees. It is therefore heartening to see that upwards of 50% of first-year students at the U enrolled in a learning community as demonstrated in the president’s dashboard and an additional 10%+ are engaged in learning communities that are not yet included on the dashboard because we do not yet have data for them for the past five years.

These include Block U, Business Scholars, Beacon Scholars and a number of learning communities in the College of Fine Arts. Of NSSE respondents, 20% of first-year students participated in LCs, which exceeds Rocky Mountain public institutions (11%) and NSSE surveyed institutions in general (15%), and is matched only by the Carnegie Class institution average (21%). The number and diversity of learning community opportunities are a particular strength of the University of Utah. The survey also looked at other high-impact practices, many of which are implemented in LEAP programs as well, and found that over half the incoming students at the University of Utah had participated in one or more such practices in their first year.

Health Sciences LEAP is one of the “pre-professional” LEAPS, which extend beyond two semesters and are aimed at underrepresented students in the relevant disciplines. At the moment, the program has three of these – Health Sciences LEAP, Pre-Nursing LEAP, and Pre-Law LEAP – and is launching another, called Science and Community LEAP, in the fall of 2015. Health Sciences LEAP is an eight-semester pipeline (one course each semester) for underrepresented students seeking careers in medicine or other health-related fields. Students study humanities, diversity, and bioethics in their first year, shadow providers in their second, do lab-based research in

their third, and take a leadership role in a community engagement project in their fourth. Although Health Sciences LEAP students do participate in all other forms of LEAP Program evaluation, this is the only version of LEAP to date to be evaluated separately from the program as a whole. A 2014 study by the University of Utah's Office of Budget and Institutional Analysis covered the cohort years 2001-2013 and a total of 421 students. The data suggest that, in relation to their peers, Health Sciences LEAP students come into the University slightly less academically-prepared, on average, but exhibit above-average outcome rates. The high portion of students who graduate and continue on to graduate school is especially worth noting.

Finally in terms of program evaluation instruments, we should cite the student course evaluations completed every semester. From the fall of 2008 through the spring of 2015, the LEAP Program course evaluation numerical averages have exceeded those for University courses as a whole by an average of 0.07/semester (on a 6.0 point scale), and our instructors have scored higher than University instructors as a whole by an average of 0.17/semester.

The LEAP Program has already adopted AAC&U LEAP Essential Learning Outcomes for our individual classes. Beginning in 2015-16, we will be pegging signature assignments to these objectives and using AAC&U rubrics to evaluate whether students are meeting them. We will also be determining program-level learning outcomes and developing ways to measure their achievement. Each of the LEAP assessment strategies can be found here: www.assessment.utah.edu/.

Block U and Integrated Minors Program

The Block U Program is comprised of a set schedule of two semesters—15 hours each semester—that bundles General Education, support for student success, and integrated learning. Organized around a specific theme like Global Citizenship, Sustainability or Creativity and Community, Block U students participate in a core learning community, community-based learning, a set of General Education courses organized around a central theme, and have the support of peer mentors and student suc-

cess advocates. The Block U Program launched in the fall of 2013 with three blocks and expanded in the fall of 2014 to six blocks. Retention, completion, GPA and Deeply Engaged Learning Involvement will be tracked and analyzed.

The Integrated Minor is a thematic, intentional course through General Education that extends over the course of four years rather than two semesters. The minor bundles General Education courses organized around different themes and offers internships and practical experience that provide a head start for students pursuing careers after graduation. Integrated Minors include: Block U in Global Citizenship and Ecology and Legacy Minor.

Diversity Scholars

The Diversity Scholars Program seeks to ensure student success. OED evaluates the program through a pre- and post-assessment. The faculty who teach the Diversity Scholars Program have a primary role in the evaluation of these programs. The group of faculty who teach the Diversity Scholars also take a leadership role in reviewing retention, graduation rates, relevant course assignments, and student feedback. As an example of our academic program assessment processes, we outline the Ethnic Studies Program following the assessment of Diversity Scholars. Ethnic Studies evaluation of programming includes a multi-tier process. This process begins with a direct summative evaluation embedded in the course to assess expected learning outcomes, thus providing the necessary evidence (concrete and observable) of what students have or have not learned. Fall to fall retention data indicates students in the Diversity Scholars program (a program made up of underrepresented students of color) tend to be retained at a higher rate than students of color that are not in the Diversity Scholars program (Figure 4.32). Graduation rates are lower for participants in the Diversity Scholars program. From assessments given to these students, we know they have extensive family and work obligations that lead them to be enrolled longer, and and therefore have longer average time to degree.

Honors

Consistent with our mission, the Honors College provides intellectually curious, motivated students with the foundations of a rigorous liberal arts education within the context of a world-class research university. Honors students complete a demanding undergraduate curriculum that includes both depth and breadth of study. The Honors curriculum consists of four Honors core courses, three Honors elective courses tailored to the interests of the student, and an undergraduate thesis completed under the supervision of a faculty member.

ASSESSMENT OF HONORS COLLEGE PROGRAM

The Honors College completed a formal review in 2011 by the Undergraduate Council, including internal and external assessment. Since 2012, the College has made strides in each of the nine recommended areas.

1. Stabilize honors student population at no more than 10% of the total undergraduate student population.
 - We have developed a review process for applicants which includes double-blind review, an essay, and feedback data on yield rates. Current incoming freshmen class represents 15% of new students; total Honors population reflects 8-9% of total number of undergraduates.
2. Provide additional staff to serve recent growth in student population and needs created by new residential space.
 - The Honors staff has grown from seven to 13, including three new academic advisors, a full-time recruitment, admissions and program director, a program coordinator and a receptionist.
3. Continue to build relationships between deans and departmental chairs.

Diversity Scholars' Fall to Fall Retention Rates (Uncorrected)
Diversity Scholars vs. Non-Diversity Scholars

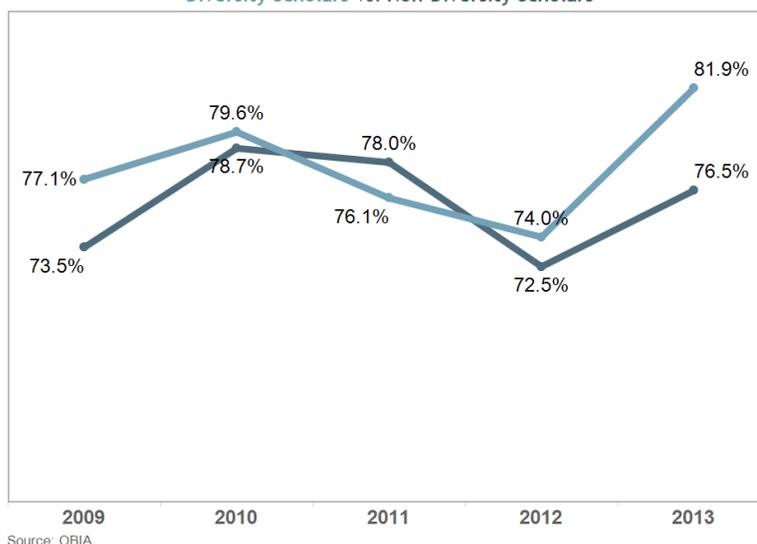


FIGURE 4.32

- The dean and associate dean have created stronger ties to colleges and departments with increased collaboration.
4. Review and streamline tracks.
 - We have eliminated multiple tracks within departments that allowed students to either avoid Honors College curriculum or Departmental requirements, but still earn an Honors Degree. The new system reflects a collaboration and integration between the Honors College and departments/majors.
5. Focus fundraising.
 - We have led the development of H2 Professor courses with Dean of Humanities, development of Honors Integrated Minor in Ecology and Legacy, and strengthening of Praxis Labs. Development successes include 75% increase in board giving, larger base, and ongoing funding for Praxis Labs.
6. Increase Diversity.
 - Diversity of Honors students remains slightly below for whole university and new efforts are centered around targeted recruitment at schools with high diversity, increased scholarship support for first-generation students, and development of "The Network,"

a faculty/staff led group for first generation and students of color.

7. Encouraging students to explore.
 - Explorations include curriculum innovation and one-on-one advising, e.g., Praxis Lab, Scholars Groups, internships, study abroad, thesis/research.
8. Increasing graduation rates with students with the Honors Degree.
 - The number of graduates per year has grown from 78 in 2012 to 130 in 2015.
9. Continue to improve assessment.
 - A new staff position is dedicated to spending 35% of time on assessment and integration with tools.

Currently the Honors College uses the following assessment mechanisms: Individual course evaluations, learning outcomes assessment for Intellectual Traditions core, Praxis Lab evaluation, academic advising survey and senior exit survey. More details about assessment for Honors can be found here: www.assessment.utah.edu/.

Housing and Residential Education

Students who live on campus have more opportunities for campus engagement through enhanced academic programming within this setting. Both LEAP and Honors have residential programs within HRE’s 23 Living Learning Communities (LLC). LLCs provide students with an enhanced learning experience with the opportunity to work collaboratively with peers, develop leadership skills as well as have learning opportunities outside of the classroom with faculty and staff. Students who live on campus in have a higher retention rate (Figure 4.34) and higher GPA based on student cohort comparisons. In addition to retention, GPA and completion data, HRE utilizes a range of assessment strategies to measure learning and general outcomes. An exam-

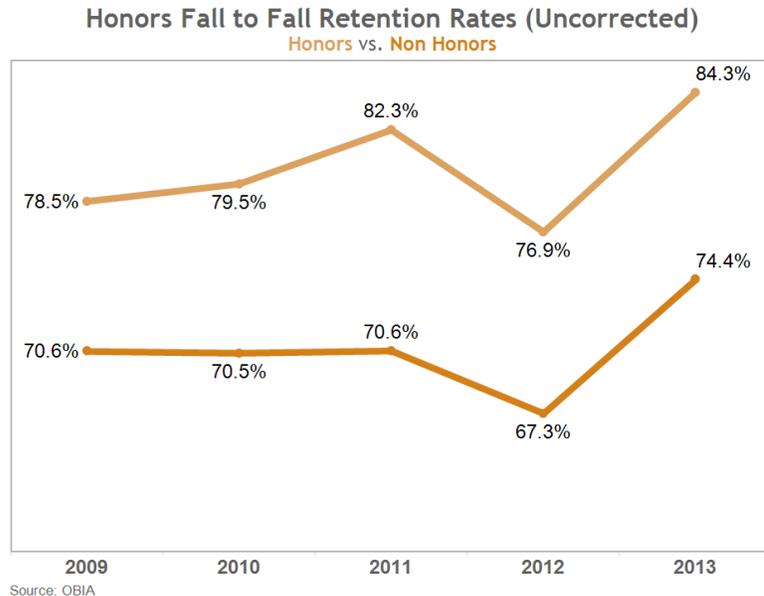


FIGURE 4.33

ple of a multidimensional assessment strategy is the Resident Feedback Survey that is administered each fall to all residents. The data from this survey are utilized to provide student and professional staff with feedback about their performance. For example, during fall of 2015, 79% of students indicated that they had accessed campus resources that have helped them to be academically successful and over 70% of residents indicated that their RA or CM had connected them to campus resources. These results are disaggregated by area and staff member and used by supervisors to establish professional goals that are then placed within the University of Utah Personnel Management System to monitor performance and ensure staff excellence. For more information about HRE’s assessment strategies visit www.assessment.utah.edu.

STRATEGY 4: STUDENT SUCCESS AND EMPOWERMENT

New U Student Experience (NUSE)

The Undergraduate Studies leadership team began a strategic planning process for a transformative undergraduate experience in 2011 with the Division of Student Affairs leadership. The results of the year-long process was a proposed ideal template for the undergraduate experience at the University

of Utah (Figure 4.35). The concept was informed by a series of town hall meetings, focus groups, SA and UGS common retreat, and dozens of meetings throughout the year.

Since 2012, UGS developed its own internal mission statement and strategic plan. Based on the key elements of the template for NUSE and our vision for undergraduate education, we created a series of portfolio teams—Engage, Inspire Learning, Support Student Success, Build Community, and Integrate Knowledge. These teams meet throughout the academic year to set definitions and goals, define metrics and discuss the key issues in higher education in the 21st century. The result of this process has been a new focus on three larger goals: Every student in a first-year learning community; every student experiences support for student success; and, every student has at least one deeply engaged learning experience.

In 2014, the three larger goals of Undergraduate Studies were embedded in the Utah Pledge with one addition that reflected a key priority of SVP Ruth Watkins’ administration—financial planning and new scholarships for a broader range of persons. The Utah Pledge reads as follows:

We pledge to help you graduate with the support of learning communities, mentors and advisors, financial guidance, and deeply engaged learning experiences.

In addition to developing the Utah Pledge marketing campaign, the University launched the student-success.utah.edu website containing all the best information about learning communities, student success support programs, financial planning and scholarships and deeply engaged learning experiences or high impact programs. The Utah Pledge is a short hand way of informing students about the scaffolding for student success that surrounds their experience in both General Education and study in their major colleges. Importantly, the Utah Pledge is a data informed approach and deploys some of

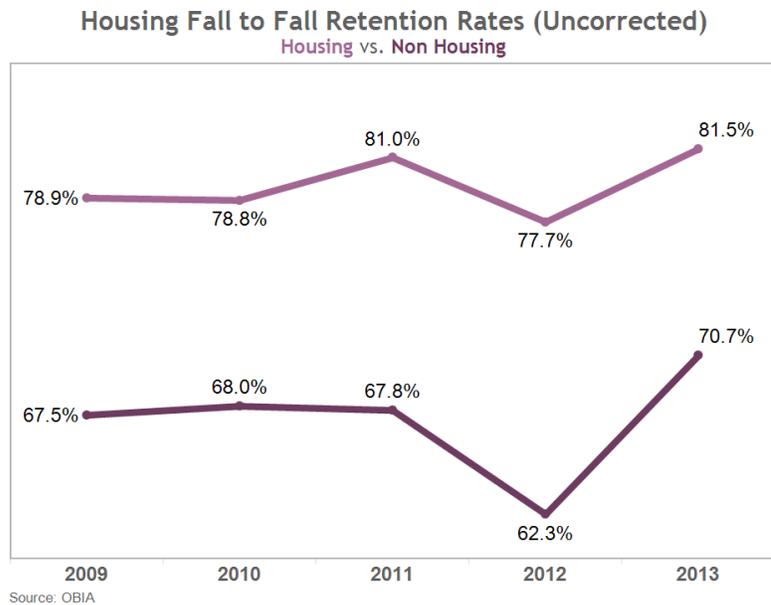


FIGURE 4.34



FIGURE 4.35: ELEMENTS OF THE NEW STUDENT EXPERIENCE

our most powerful strategies to support student success: students who start in a LC like LEAP are more likely to be retained and to graduation and to have higher GPAs than students who do not participate. Moreover, the effect is more significant for young women and students from underrepresented populations. Advisors, advocates and peer



mentors help students plan to finish and to have a sense of belonging, another key retention factor, similar to scholarships and high impact programs.

New U Student Experience Council

One of the elements of the assessment plan for NUSE was to gather feedback from students. To this end, the New U Student Experience Council (NUSEC) was created and implemented for two years. Fifteen students came to at least one of four meetings each year and provided feedback on their experience at the University. The demographic of students who participated throughout the year was diverse – it included the student body president, a single father, more than 50% of the group members were transfer students (including the president), and more than 50% were from underrepresented ethnic groups on campus. The analysis of comments made during the NUSEC sessions produced three general findings about students.

1. Students are very resourceful. One student remarked: “if I can’t make a regular scheduled class time, I attend the same class on a different day and time.” In response to this, another student indicated that if she found the teaching style of one professor difficult to learn from, she attended the same class taught by another professor. When encountering advisors or other campus agents who were perceived as not helpful, students often kept looking until they found a department that would provide them with support and direction.
2. The second primary finding was that, despite their ability to resolve necessary problems for themselves, the students often waited for someone within the institution to reach out to them before they engaged the campus or became involved in their education. For example one student described never considering active involvement until a professor showed an interest in her: “I always thought that professors were not interested in me but when Dr. M encouraged me to be involved, I

decided to go on an Alternative Spring Break and really loved it.”

Finally, highlighting the tension between the two findings above, was the third primary finding, a sense from our participants that they were not valued by the institution. For example, the two transfer students did not find the transfer student orientation useful. One commented, “As a transfer student, I did not like the orientation here because I did not gain much information from that. I already know what college is like, so I wanted more from it.”

These findings, among others, contributed largely to the formation of the University-Wide Transfer Student Task Force that launched in 2014 to perform an exhaustive analysis of the transfer student experience at the university.

Changes in Response to Assessment

One example of a change process that was initiated because of our assessment processes was an adjustment in focus of the activities of the Student Success Advocates. During the first year of the program, advocates typically had “light touches” or single interactions with students, but through the qualitative interviews that were conducted with participants, it was evident that students highly valued follow up meetings, deeper planning activities, and the chance to establish an extended, long term relationship with the advocate. This year, advocates have now focused on visits that lead to follow up sessions and advising, are embedded in Block U, orientation programs, and are linked to other strategic student success activities. Based on the student success index developed by Ruth Watkins and Mike Martineau of OBIA, and what we know about students who falter in their first semester, student success advocates regularly contact students who are likely to stop out, set up meetings and help them develop a plans for maximizing opportunities for support beyond what they have experienced to that point.

In response to enrollment management analysis of admissions, enrollment trends and strategic goals for transfer students, the LEAP program has developed a one-semester transfer student expe-

rience that satisfies the international General Education requirement and that includes the same wraparound support as in first year LEAP courses. In addition, the University of Utah and Salt Lake Community College have launched AccessU, a pathway program bringing students from our local community college to the university for both retention and completion. Students will complete an associate degree or receive reverse transfer credit to complete the AA or AS degree through SLCC and take two semesters of transfer LEAP, one at SLCC and one on the U campus. Both courses are U courses and have the same attributes of LEAP program coursework; these courses satisfy the diversity and international requirements for the bachelor's degree and are supported by advising for the transfer experience. The NUSE assessment plan systematically and regularly evaluates the effectiveness of each program administered by UGS through surveys, focus groups, questionnaires, and data. The Plan can be found at: ugs.utah.edu/new-u/NUSE-assessment-plan.php.

Academic Advising

Based on Advising Surveys, the Graduating Student Survey, and NSSE (Figures 4.36, 4.37, 4.38), as well as comments and suggestions from advisors and administrators across campus, and input from the University Academic Advising Committee (UAAC), a number of changes have been made to the structure and delivery of academic advising on campus. These changes primarily impact undergraduate advising, but there is undoubtedly some related impact on graduate advising.

The changes can be divided into three broad categories: accessibility of advisors to students; training and professional development for advisors; and career and advancement opportunities for advisors.

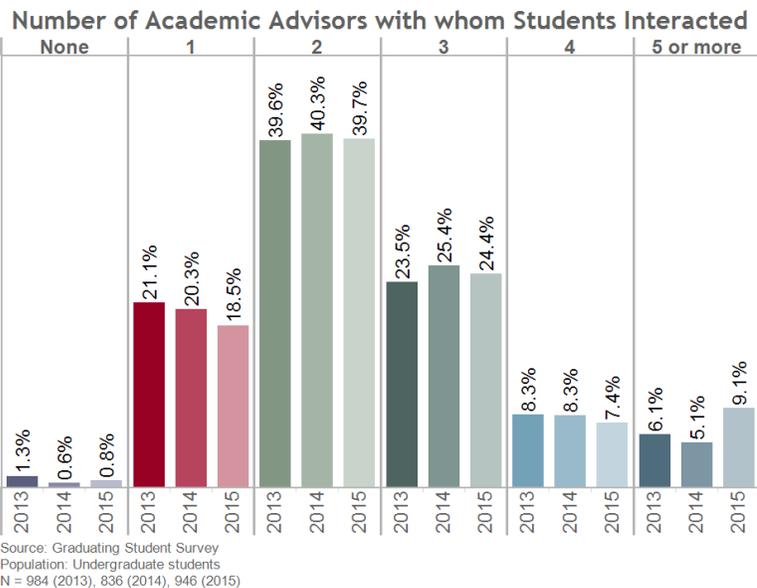


FIGURE 4.36

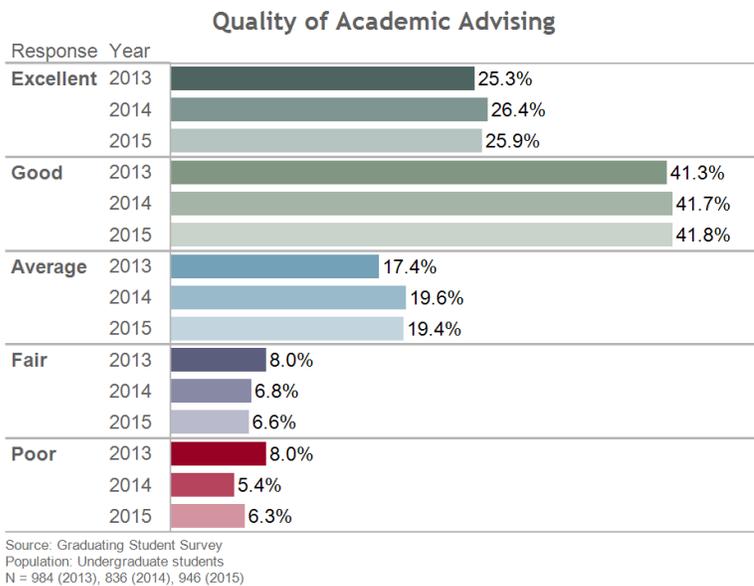


FIGURE 4.37

Accessibility of Advisors to Students: The number of advisors on campus has increased with several departments/colleges adding advising staff or increasing the number of advising hours available. The School of Business has added several advising positions, University College has increased the number of advisors, especially in the major exploration area, and several departments have added

a second full or part-time advisor to expand their advising capabilities.

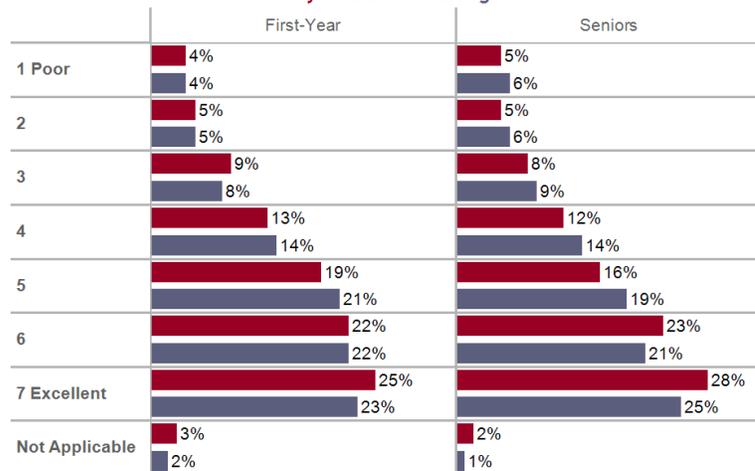
One of the biggest developments has been the creation and expansion of the bridge advising program, which started in 2008 with two advisors in the College of Fine Arts, and has gradually expanded to the point where, by fall of 2015, there will be a total of twelve bridge advisors in six different colleges. Bridge issues advisors are trained jointly by their home department and by University College (UC) and spend some time each week participating in UC activities so that they are better prepared to help students with all kinds of questions and issues. Implementation of the Student Success and Empowerment Initiative/Student Success Advocates has also impacted advising, because that the Advocates are familiar with the advising community and can help facilitate connections between advisors and students.

Finally, the implementation of Appointment Manager appointment-scheduling software in many departments has made it easier for students to find and schedule time with their advisors.

Training and Professional Development for Advisors:

With University Academic Advising Committee - UAAC providing guidance and with participation from Undergraduate Studies, Student Affairs, University College, and various colleges and departments, a number of opportunities have been provided for advisors to advance their professional development. A campus-wide advising conference has been ongoing for several years and each year brings improvements in the sessions offered and the number of participants. Many advisors have participated in state, regional, and national advising conferences and activities with support from their departments. A number of nationally recognized experts on advising-related topics have been brought to campus to present information and interact with advisors. A series of monthly in-service programs has been offered to help advisors keep up with the rapidly expanding and constantly

Quality of Interactions with Academic Advisors
University of Utah vs. Carnegie Class



Source: NSSE 2013 Survey
UofU Mean First-Year Students 5.1 (n=610), Carnegie Class 5.1 (n=11,918) Effect size = .02
UofU Mean Senior Students 5.1 (n=1,367), Carnegie Class 5.0 (n=18,058, p<.01) Effect size = .09

FIGURE 4.38

changing information needed to help students navigate the world of higher education. Training for new advisors has been updated and provided on a regular basis.

Career Advancement Opportunities for Advisors:

UAAC has taken the lead in exploring and developing career advancement opportunities for advisors. UAAC subcommittees on the "Advisor Position", "Advisor Awards", and "Marketing and PR for Advising" are all working on ways to improve the status and compensation of advisors, as well as increase the opportunities for professional/career growth. Consistent efforts have been made to nominate advisors for local, state, regional, and national awards and, as a result, several advisors have been recognized at the national level. College deans and department chairs become made more aware of the contributions that advisors make to the recruitment and retention of their students and this has led to better recognition and compensation for some advisors.

We use three performance indicators to judge the effectiveness of these integrated success initiatives: The number of advising contacts per student (performance threshold : >2 advisors), results from the NSSE advising quality data (performance threshold: sum of ratings 6+7 greater than Carnegie Class peer), and quality as assessed by the student advis-

ing survey (performance threshold: > 65% satisfied). The most recent results of these indicators are 2.46 advising contacts/student, 47% U vs. 45% peer (first year) and 51% vs. 46% (senior), and 72.4% satisfied, respectively. We therefore conclude the performance measurements associated with this student success and advising strategy are indicating mission fulfillment of Big Goal objective 1.B.

BIG GOAL 1 OBJECTIVE B: STUDENT ENGAGEMENT

Student engagement and its relation to student success are well supported in the literature (see for example, Kuh, 1993, 2001, 2003; Pascarella and Terenzini, 2005). The University of Utah strives to utilize national best practices to promote the success of its students through curricular and co-curricular learning opportunities. As a broad, institutional performance indicators of Big Goal objective 1.B (Student Engagement), the institution uses the NSSE Engagement Indicators (EI) to understand the dimensions of student engagement based on student self-report. The threshold for this indicator is Carnegie class peers. For the ten EI, the University of Utah was significantly higher and lower than peers on some indicators but all of the effect sizes were less than 0.3 in magnitude (Figure 4.39).

For first-year students, in comparison to Carnegie Class peers, the University of Utah was significantly higher on the following indicators: Higher-Order Learning, Reflective and Integrative Learning and Effective Teaching Practices. For seniors, in comparison to Carnegie Class peers, the University of Utah was significantly higher on Higher Order Learning, Learning Strategies and Quality of Interactions. For both first year and seniors, the University of Utah was lower on Collaborative Learning, Student Faculty Interactions, and Supportive Environments. These results suggests that while there are some areas that may benefit from further attention, overall the

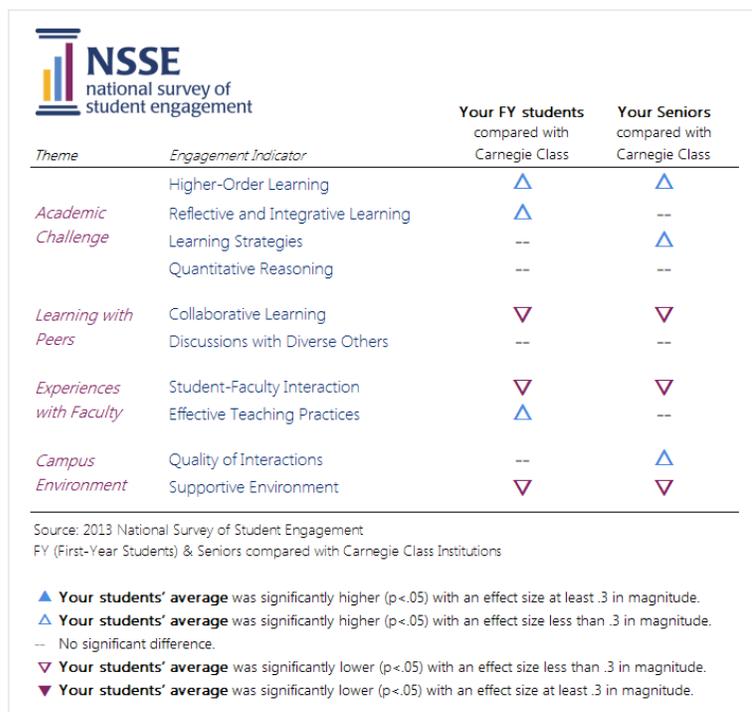


FIGURE 4.39

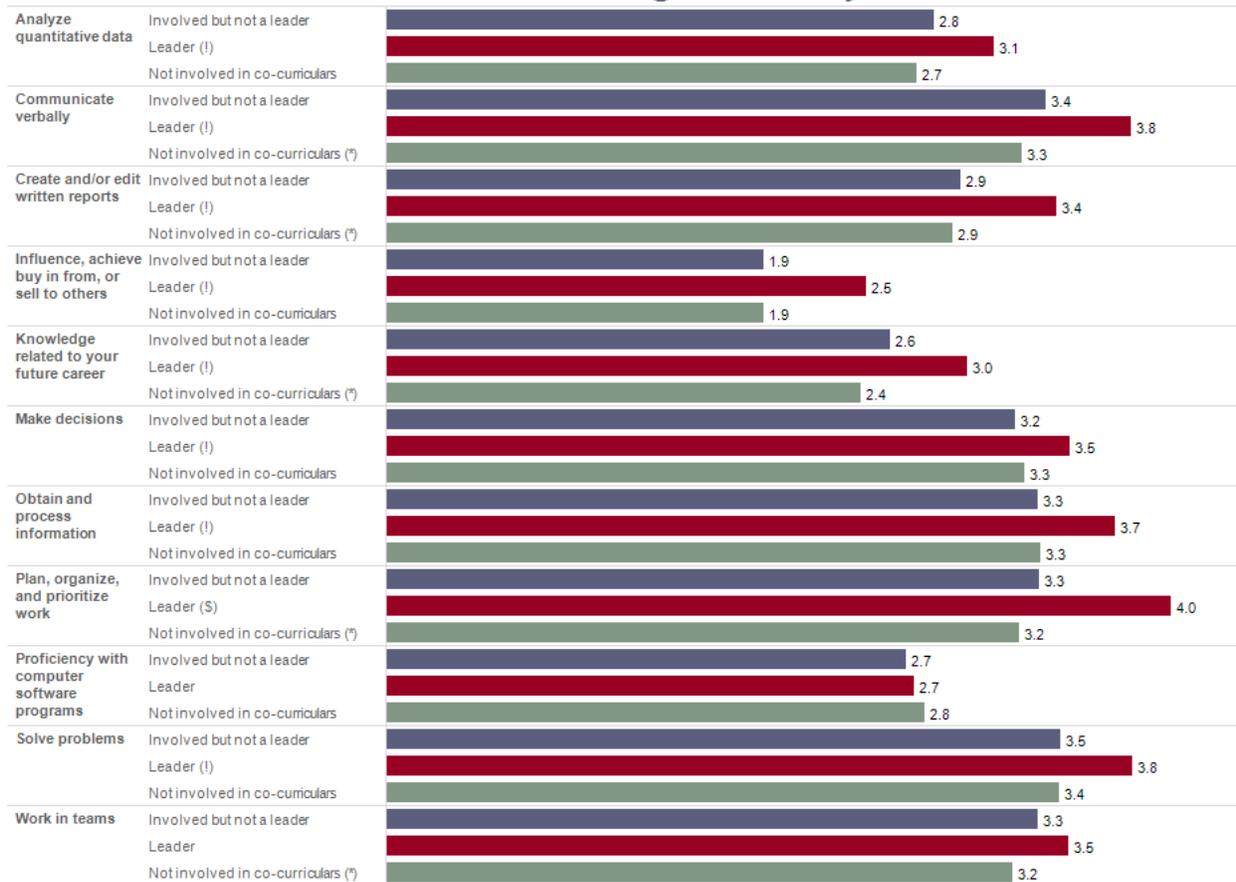
University of Utah utilizes best practices related to student engagement, and is fulfilling its mission objectives for Big Goal objective 1.B.

Student Affairs

Student Affairs offers a wide range of co-curricular programs for students to integrate concepts learned in the classroom through applied settings. To provide a conceptual framework for co-curricular learning, members of the Student Affairs Action Coalition developed "Student Affairs Learning Domains" that were developed from review of the literature (e.g. Learning Reconsidered), benchmarking with other institutions, data review and development of an organizational map of learning within the division. Each department and program utilizes this framework to develop program specific learning outcomes that align with the Student Affairs Learning Domains, which allows learning to be conceptualized at program, department and division levels. Program specific assessments as well as broader learning outcomes assessments are developed to promote data-driven practices.

The Division of Student Affairs participates in

Students' Mean Rating of Ability (Scale 0-5)



Source: National Association of Colleges and Employers (NACE) - Project CEO. Population: University of Utah Undergraduate Students. Average N across questions = 85 (leaders), 231 (involved but not leader), 347 (not involved). ! = p < .05; small effect size between leaders and non-leaders, * = p < .05; small effect size between those involved and those not involved, S = p < .05; medium effect size between leaders and non-leaders

FIGURE 4.40

number of benchmarking studies that examine co-curricular student learning in order to evaluate programs offered. During spring 2015, the University of Utah participated in Project CEO a benchmarking study developed by the National Association of Colleges and Employers (NACE) that examined student learning outcomes related to employer desired skills. This study provided institution specific data about learning outcomes across several Student Affairs Learning Domains to a random sample of students. Analysis of University of Utah data indicated that students who were involved in co-curricular activity rated themselves higher on employer desired skills as listed in Figure 4.40. Although there was a statistical difference between students involved in co-curricular engagement opportunities as compared to students who were not, the size of the effect was small. Leadership

involvement showed a greater effect specifically on the ability to plan, organize and prioritize work. More details about this study and how this data informs programs through Student Affairs can be found here: www.assessment.utah.edu.

Hinckley Institute Internship Model

The Hinckley Institute of Politics at the University of Utah guides one of the most well established and largest internship programs in the nation. Each year, the Hinckley Institute places nearly 400 students locally, nationally, and globally in a wide range of government, nonprofit, think tank, and business organizations. For five decades, the Institute has championed the learning outcomes of engaging multidisciplinary students in civic processes and practical politics. Because the Hinckley approach

provides a sound model for incorporating learning outcomes assessment in co-curricular work, we highlight this approach in detail, below.

Over the past ten years, the Hinckley Institute’s internship program has experienced significant expansion and refinement. The Institute has actively adjusted its internship model to tie academic theory to practice, to offer substantive placements in the most salient areas, and to provide students with career-launching networks and experiences. The Hinckley Institute has further honed its internship model, curriculum, and assessments in response to significant published research. Data from various studies has revealed the importance of internships in preparing university students to enter the workforce. However, additional data has demonstrated student difficulty in articulating experiential learning outcomes in relation to their academic path and future career prospects. Accordingly, the Hinckley Institute has revamped its internship curriculum to include a multipronged approach including substantive academic research papers, as well as a series of assignments and trainings focused on tying education to practice and professional development.

INTERNSHIP PROGRAM TIMELINE

1. Application process (online application, resume, cover letter, 2-4 letters of rec., writing sample, and transcripts)
2. Interview with Hinckley Institute program manager
3. Interview with potential internship host offices (in-person and/or phone call)
4. Internship placement
5. Pre-departure orientation and training
6. 3-4 month internship during spring, summer, and/or fall semester
7. Student evaluation of internship
8. Supervisor evaluation of intern
9. Post-internship professional training
10. Post-internship debriefing with program manager (global only)

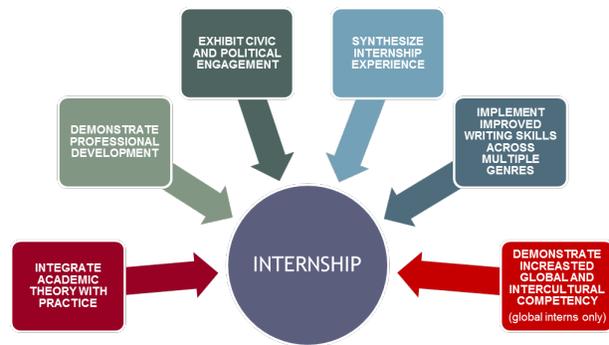


FIGURE 4.41: HINKLEY INSTITUTE INTERNSHIP MODEL

LEARNING OUTCOMES AND ASSESSMENTS OF HINKLEY INTERNSHIPS

The Hinckley Institute’s internship curriculum now targets six learning outcomes through multi-faceted assessments (Figure 4.41).

1. Integrate academic theory with practice:
 - a. Research paper proposal
 - b. Research paper using APA format
2. Demonstrate professional development:
 - a. Application and interview pre-internship placement processes
 - b. Assignment 1 (establish internship job description and goals with supervisor)
 - c. Assignment 4 (rewrite resume, draft mock interview questions)
 - d. Post-internship professional training (practice “elevator speech” in order to articulate learning outcomes from internship, establish and use networks)
3. Exhibit civic and political engagement:
 - a. Assignment 2 (read life of public service, reflect on broader government concepts and future career goals that involve civic engagement regardless of field of work)
4. Synthesize internship experience:
 - a. Assignment 5 (student evaluation of internship)
 - b. Assignment 4 (rewrite resume, draft mock interview questions)
 - c. Post-internship professional training (practice “elevator speech” in order to articulate

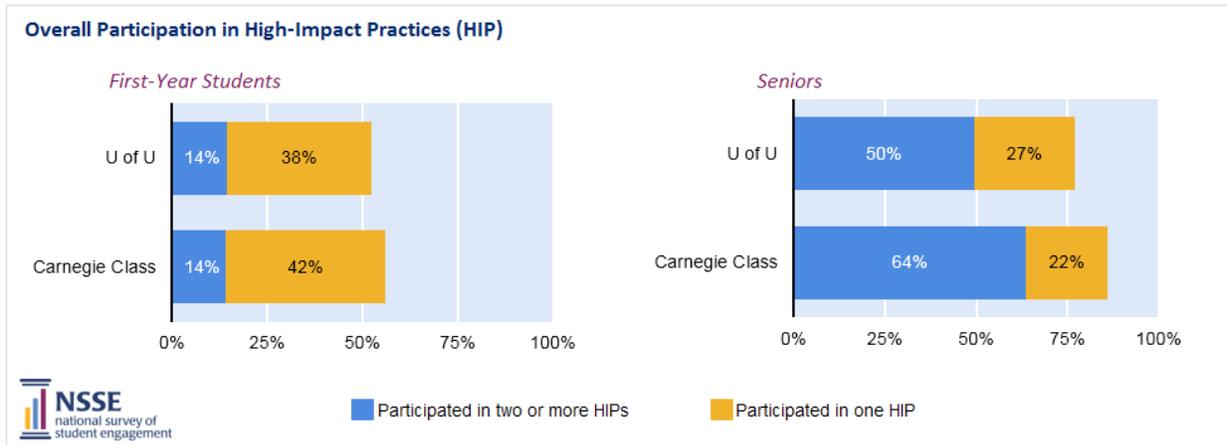


FIGURE 4.42

- learning outcomes from internship, establish and use networks)
- 5. Implement improved writing skills across multiple genres:
 - a. Assignments 1-5
 - b. Research Paper
 - c. Host office internship duties (press releases, memos, social media content, etc.)
 - d. Supervisor Evaluation
- 6. Demonstrate increased global and intercultural competency (global interns only):
 - a. Pre-departure orientation
 - b. Weekly emails with program manager
 - c. Post-internship debriefing with program manager

Data about the Hinckley program can be found in the supplemental material and at www.assessment.utah.edu

High Impact Practice

The University of Utah offers a variety of deeply engaged learning opportunities or “High Impact Practices” (HIPs) for undergraduate students that are grounded in national best practices.

We use NSSE survey results as a performance indi-

cator for Big Goal objective 1.B, with performance threshold >50% participation (Figure 4.42). The NSSE results indicate that First year students at the University of Utah participate in HIPs (52% one or more HIPs) at a rate similar to Carnegie Class peers (56% one or more HIPs). Seniors at the University of Utah report their participation at a lower rate (77% one or more HIPs) than Carnegie Class peers (86% one or more HIPs). This is most likely related to the unique Utah demographic variables discussed earlier. A range of strategies are being utilized by the institution to increase the percentage of students who engage in these programs and are described throughout this report. The NSSE HIP results therefore indicate meeting the University’s performance threshold, but there is additional room for closing the gap with Carnegie Class peer institutions.

To provide institution-specific context to understand engagement, the Graduating Student Survey provides additional information. Undergraduate students report the highest frequency of involvement in student clubs or organizations, internships, community service and living on campus. A relatively high number of students (around 20%) do not report participation in any of the institutionally identified engagement experiences. Again, coupled with the contextual variables in our students’ lives, a range as well as flexibility in engagement opportunities are important strategies for the institution and are discussed throughout the report. More details about the Graduating Student Survey can be found

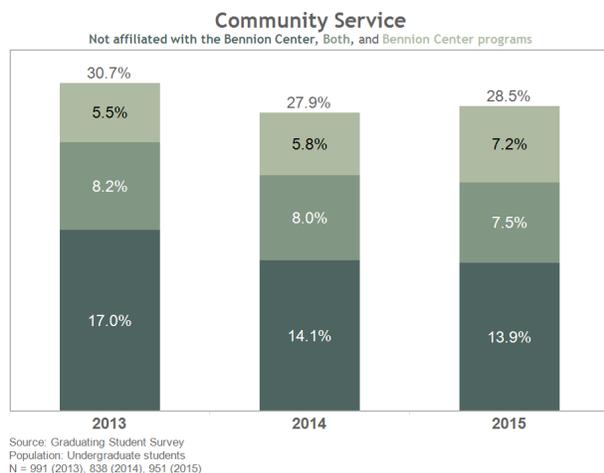


FIGURE 4.43

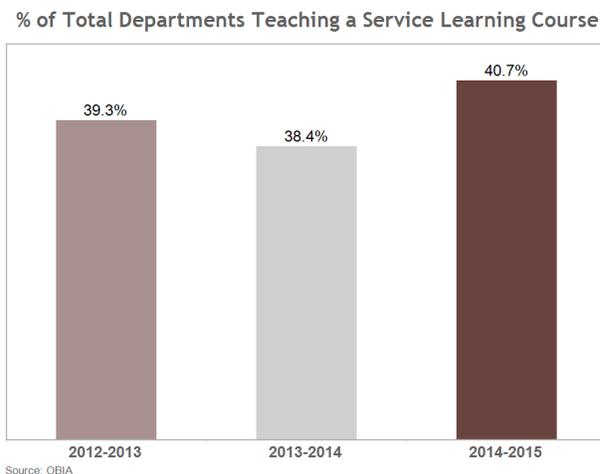


FIGURE 4.45

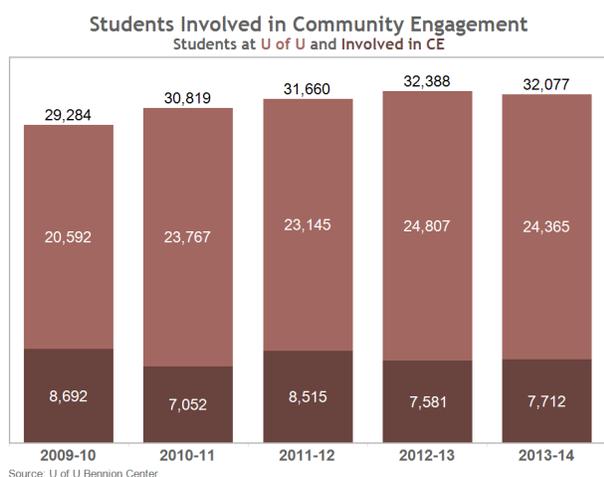


FIGURE 4.44

here: www.assessment.utah.edu/. The following section provides specific examples of High Impact Engagement opportunities at the University of Utah.

STRATEGY 1: COMMUNITY ENGAGED LEARNING

Community Engaged Learning

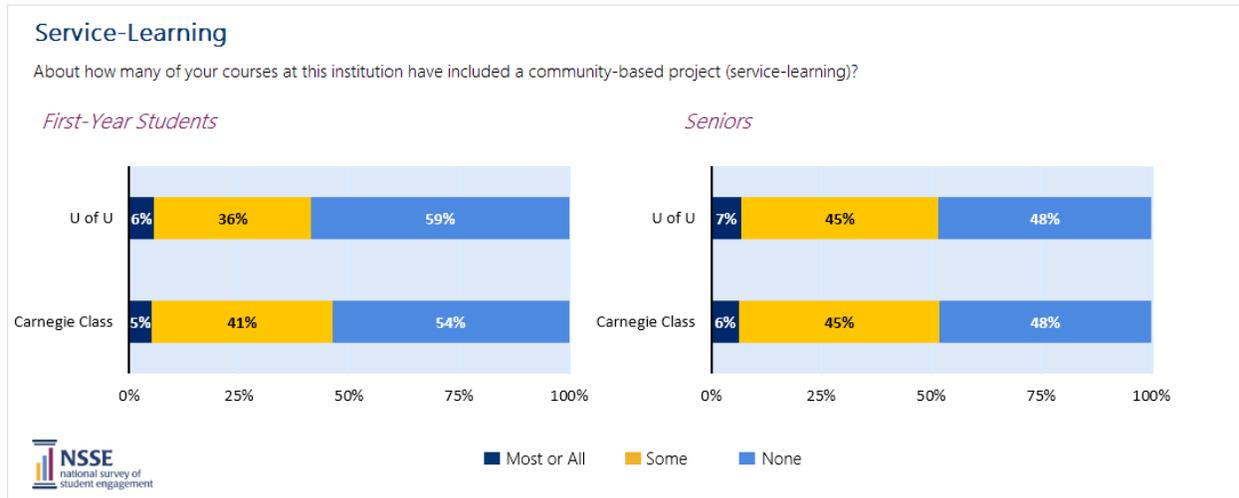
Community Engaged Learning (Service Learning) is another opportunity for students to utilize skills and knowledge in an applied setting that benefits the community. Data from the Graduating Student Survey indicate that students at the University of Utah are engaged in community service through

the Lowell Bennion Community Service Center as well as through other opportunities (Figure 4.43).

The Lowell Bennion Community Service Center offers a variety of programs that range from light touches (e.g. attending a lecture, participating in a service project) to more intensive experiences.

The Community Engaged Scholars (CES) program is considered a deeply engaged learning experience (bennioncenter.org/students/community-engaged-scholars/index.php) that requires a commitment both within and outside of the classroom. Students who participate in this program receive a designation on their diploma (Figure 4.44). The percentage of departments who offer service learning courses has grown to slightly over 40% (Figure 4.45).

Another source of data about students' participation in Community Based Learning (Service Learning) is from the NSSE. These data provide a useful gauge to compare our students with those at peer institutions. We use the percentage of courses involving service learning (as measured by the NSSE), and the percentage of graduating seniors participating in service learning (as measured by the Graduating Student Survey) as performance indicators for Big Goal Objective 1.B. Performance thresholds are comparison with Carnegie Class peer institutions, and >25% participation rate, respectively. Of first year students at the University of Utah, 42% report some, most, or all of their courses include a community-based project (Figure 4.46).



Source: 2013 National Survey of Student Engagement
 FY (First-Year Students) & Seniors compared with Carnegie Class Institutions.
 Results weighted by gender and enrollment status (and institutional size for comparison groups).

FIGURE 4.46

This is lower than Carnegie Class and Rocky Mountain Public peers. Seniors at the University of Utah and Carnegie Class Peers are very similar. During the past three years, graduating senior participation in service learning ranged from 27.9% to 30.7%, exceeding the performance threshold for all years. In summary, two of these three assessments indicate performance above the threshold, whereas the first year NSSE is marginally underperforming. We therefore characterize these measures as indicating mixed, but overall above threshold performance, indicative of mission fulfillment of Big Goal 1.B.

STRATEGY 2: UNDERGRADUATE RESEARCH

Undergraduate Research Opportunities Program

The Office of Undergraduate Research has introduced a number of new initiatives over the past year to increase access to research experiences for all University of Utah undergraduate students. They have increased their capacity to prepare students for participation in undergraduate research by introducing the Undergraduate Research Education Series (free and open seminars and workshops covering, e.g., human subjects research, abstract writing, data management, etc.), and have hired an Undergraduate Research Advisor who conducts outreach and advising for undergraduate students

Number of Students Served by Program in FY 2010 to 2015

Response	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
NCUR	35	21	75	33	21	26
RPOH	30	31	31	31	33	29
Small Grants						74
Travel Grants						34
UCUR	17	46		51	48	45
UROP Fall	103	113	133	122	151	194
UROP Spring	122	125	135	167	243	238
UROP Summer	73	62	84	99	161	116
URS	227	225	246	300	376	329
URSD	93	116	175	198	160	185

Source: Office of Undergraduate Research
 Note: Blanks mean the program was not yet in place

TABLE 4.7

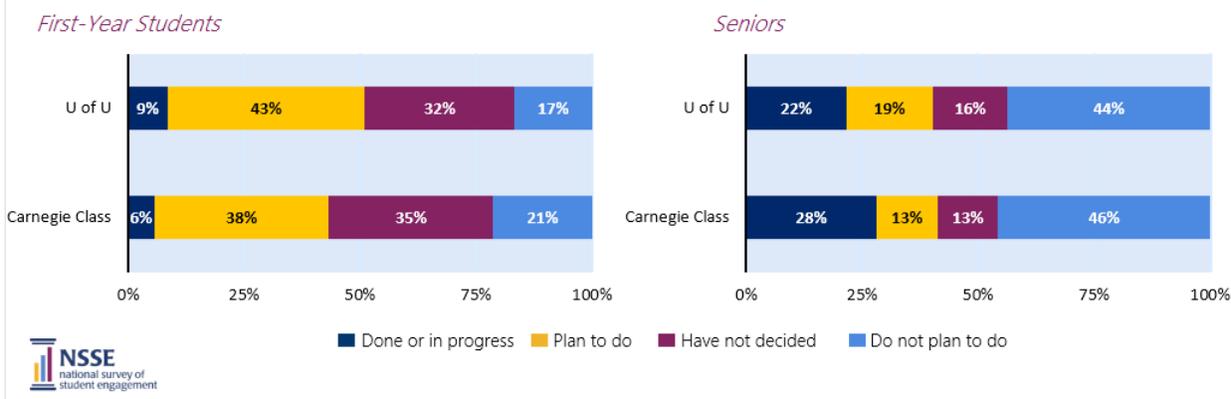
throughout the University. They have increased outreach efforts to faculty around campus, and have developed a database of faculty interested in mentoring undergraduate student researchers as well as hourly pay for undergraduate student researchers, a small grants program and a Travel Grant program (Table 4.7). Together, these efforts are designed to increase the visibility of the Office throughout the University, attract talented faculty mentors to our programs, and increase undergraduate student preparation for and access to research opportunities.

We use several independent performance measurements to assess the UROP strategy for supporting Big Goal 1.B. The first performance indicator is the percentage of students submitting and publishing

Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Source: 2013 National Survey of Student Engagement
 FY (First-Year Students) & Seniors compared with Carnegie Class Institutions.
 Results weighted by gender and enrollment status (and institutional size for comparison groups).

FIGURE 4.47

their research, with a performance threshold of > 60%. A second performance indicator is percentage of student plans for attending graduate school, with a performance threshold of > 60%. A final indicator is the NSSE survey of UROP participation, with a threshold of comparison to Carnegie Class peers.

The UROP Exit Survey provides important information about the impact of the program. Of the UROP students who completed the survey, 70% chose to submit and publish their research in the Undergraduate Research Abstract Journal (well above performance threshold), 82% plan to do more research in the next semester and 95% plan to attend graduate school. This is more than double the percent of students in the general population who report they plan to attend graduate school on the Graduating Student Survey, and well above the performance threshold. Ninety-seven percent of UROP students agreed that they achieved a greater understanding of the scientific, scholarly, or creative process as a result of their research experience. Additionally 70% improved their presentation skills, and 72% improved their writing skills.

In addition to institution specific data strategies, UROP uses the NSSE to understand students the University of Utah in comparison to our Carnegie Class peers. A higher number of First Year students

(9% in comparison to 6% of Carnegie Class peers) are or have done research with a faculty member, and 43% plan to do so (Figure 4.47). However, seniors report a lower rate of completion (22%) but more planning to do than their Carnegie Class peers (19%). This difference may be related to the longer completion patterns of University of Utah students. We view the sum of these three assessment measures as indicating satisfactory fulfillment of Big Goal objective 1.B.

Two additional institutional strategies to support the goal of student engagement are the Bennion Center and the Office of Engagement. These strategies are also part of Big Goal objective 3.B. Here we include a brief description here of these programs as they relate to Big Goal objective 1.B *student engagement*.

The Lowell Bennion Community Service Center

The Bennion Center at the University of Utah fosters lifelong service and civic participation by engaging the faculty, students, and staff with the greater community in action, change, and learning. Through innovative projects and initiatives, the Bennion Center educates students for their civic and social responsibilities. In 2011-12, the Bennion

MUSE Program (AY 2014-2015)		Student Involvement
MUSE Theme Year Programs	Lunchtime lectures	240
	MUSE Microgrant events	100
	Keynote Event w/Justice Sonia Sotomayor	3200
	Book Discussion Groups	120
MUSE Scholars		75
MUSE Internships		55
MUSE Nights Out		100
MUSE Lunches with a Professor		30
Total Student Involvement		3920

TABLE 4.8

Center designated 114 Community-Engaged Learning (CEL) courses in 63 departments and disciplines across campus that engaged 3,043 students in experiential service-learning and community engagement. In 2012-13, the number rose to 171 courses in 69 departments engaging 3,795 students; and in 2013-14 the center sponsored 193 CEL courses in 80 departments which engaged 4,286 students. In 2013-14, the Bennion Center sponsored 42 CEL Graduate Teaching Assistantships to help faculty create and maintain mutually beneficial community partnerships and engage students in meaningful high-impact projects.

The MUSE Project

The University of Utah MUSE Project (“My U Signature Experience”) provides inspiring learning opportunities for undergraduate students. We do this by building a culture of sustained and meaningful relationships between students and people deeply invested in their educational progress, including professors, community leaders, and distinguished national guests. All of our programs are designed to offer Utah undergraduates a genuinely personal education in the context of our major research University. MUSE is dedicated to helping students forge educational relationships that enable their personal growth and foster their unique potential for intellectual and imaginative work.

The MUSE Theme Year: Each year we select a theme for campus-wide exploration and discussion. Events include the following:

- a. Lunchtime Lectures: Distinguished faculty present their work and its relation to the theme
- b. Book Discussion Groups: Gatherings led by students for conversation about the Theme Year’s centerpiece text
- c. MUSE Microgrant Events: Co-sponsored events on the Theme
- d. Keynote Events: Gatherings with our national guest
- e. MUSE Scholars: A vibrant student cohort highly engaged in MUSE programs
- f. MUSE Interns: Students working with strong mentors in campus internships

In AY 2014-2015, approximately 3920 students participated in MUSE student engagement events. The breakdown of student involvement according to various activities is shown in Table 4.8.

Office of Engagement Pipeline and Pathways Programs

In 2012, the University of Utah created the position of assistant vice president of Outreach and Engagement to elevate the University’s commitment to engagement in the education of its students, the activity of its faculty, and the contribution of the University to the community. The Office of Engagement is diligently working to identify all the connections in the K-12 pipeline from the community to the University of Utah. By reaching out to departments around campus, this office has identified

where faculty, staff, and students have contributed time and expertise to the community. By fully understanding these efforts, University entities can better serve the community, eliminate duplication of services, and fill programmatic gaps.

The Undergraduate Studies Portfolio Team on Engagement created a working definition of an Engaged-Learning Opportunity on the University of Utah campus and completed the first inventory of students involved in deeply-engaged learning experiences or high-impact programs: "A well-defined and purposeful educational experience, of significant duration or intensity, that offers sustained mentoring, deep inquiry into a specific field or practice, and a concentration of learning modes that enables students to develop their capacities for analysis, creativity, and constructive action." Here are the categories of Engaged Learning identified and tracked at the University of Utah:

1. Community-Engaged Learning
2. Innovation
3. Internships
4. Leadership
5. Learning Abroad
6. Learning Communities
7. Special Courses, including First-year and Capstone Seminars
8. Undergraduate Research

We measure our success by increasing the number of available opportunities and the number of students engaged in at least one deeply-engaged learning experience. Involvement in high impact programs is assessed through the Graduating Student Survey and through NSSE data as well as surveys and focus groups.

4.B: IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources*

and capacity; and c) made available to appropriate constituencies in a timely manner.

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.*

Integrated Assessment Strategy

Through the process of completing the self-study we have realized that we need greater centralization and coordination in three key areas of assessment and planning: campus wide assessment, learning outcomes assessment, and campus planning efforts. We have addressed these organizational needs by making three critical changes in our approach to assessment and planning.

- First, Dr. Ann Darling and Mark St. Andre in the Office of Undergraduate Studies will lead campus wide efforts in learning outcomes assessment. This emphasis will move from the Graduate School to Undergraduate Studies. Both Darling and St. Andre are responsible for the assessment of learning outcomes for General Education. They have now assumed the additional responsibility of managing the learning outcomes website (where we gather LO's, assessment plans, and feedback responses) for the campus. During the summer of 2015, they developed a plan for campus wide LO assessment including trainings, building on existing LO's for colleges with accreditations and those without, and the development of process for improvement based on feedback. Representing this shift in responsibility we changed Senior Associate Dean of Undergraduate Studies Ann Darling's title to Assistant Vice President of Undergraduate Studies.
- Second, Dr. Stacy Ackerlind is the Special Assistant to the Vice President for Student Affairs and Director of Student Affairs, Assessment, Evaluation, and Research. During spring of 2015, she assumed responsibility for the coordination of campus wide assessment efforts including the management of the assessment web page

and coordinating the assessment council. In the future, we will explore how best to continue this role of “coordination of campus-wide assessment”.

- Third, as a strategy to achieve better coordination of assessment efforts, we created an assessment council. The council includes, Stacy Ackerlind (currently serving as Coordinator), Mark St. Andre (learning outcomes coordinator), Mike Martineau (Interim Director of OBIA), Donna White (Associate Dean of the Graduate School, responsible for seven-year formal program reviews), and Mark Winter (OBIA, Director of Data Visualization, responsible for dashboards). This council is charged with coordinating decentralized assessment efforts and ensuring that assessment is linked to mission fulfillment and the University’s Four Big Goals.
- Fourth, a new position was created in the Office of the Senior Vice President for the coordination of planning and continuous improvement efforts across campus (as summarized in standard 5). Cary Lopez began in this position in July 2015 with the charge to guarantee that planning and continuous improvement efforts underway centrally and in the academic and administrative units of the campus enhance and reflect the University’s Four Big Goals and lead to mission fulfillment.

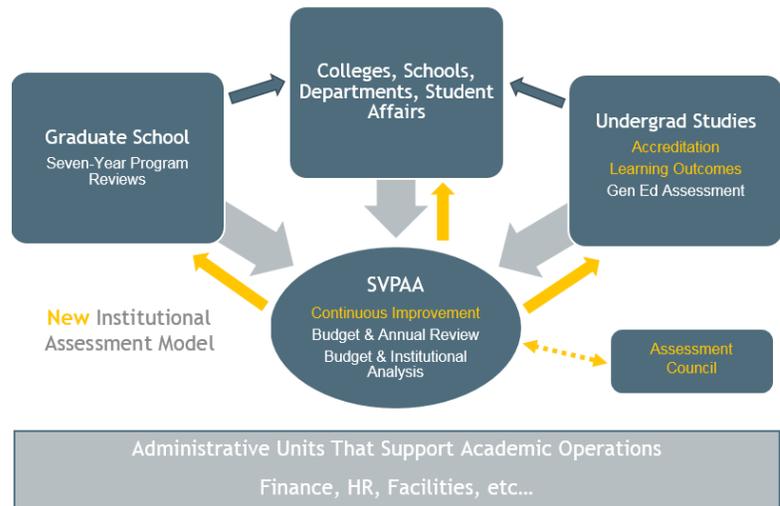


FIGURE 4.48: NEW INSTITUTIONAL ASSESSMENT MODEL

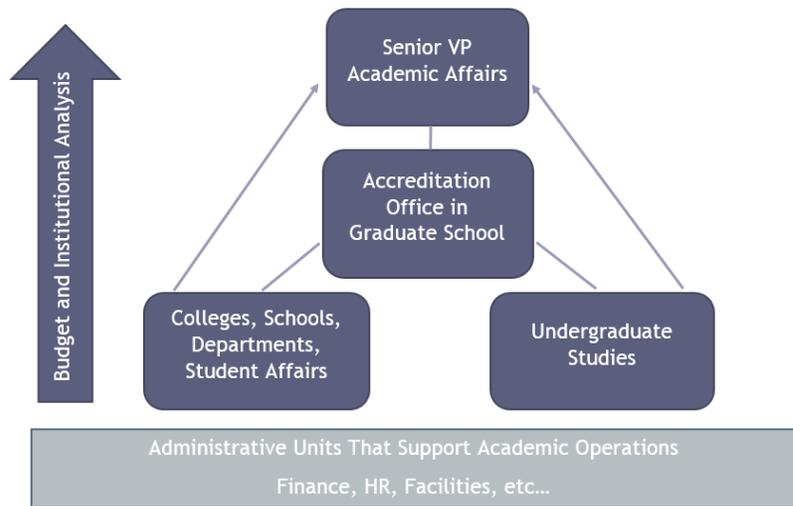


FIGURE 4.49

BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

3.B: PLANNING AND MISSION ALIGNMENT

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.

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.

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.*

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

4.B: IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

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.*

BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

OBJECTIVES, INDICATORS OF ACHIEVEMENT, RATIONALE, METRICS AND ACCEPTABLE THRESHOLDS

BIG GOAL 2 OBJECTIVE A: DEVELOP A DYNAMIC, SUSTAINABLE, CREATIVE AND RESEARCH ENVIRONMENT FOR DEVELOPMENT AND TRANSFER OF NEW KNOWLEDGE

STRATEGY 1: ENHANCED SUPPORT FOR GRADUATE, PROFESSIONAL, AND POSTDOCTORAL EDUCATION

Overview of Graduate School Mission

This mission of the Graduate School (gradschool.utah.edu) is to provide leadership and resources to maintain and enhance graduate and professional education across campus. The Graduate School has support for every stage of a graduate student's career. We provide programs to increase access of diverse undergraduate students to graduate education, including preparation of diverse undergraduates for applying to graduate studies (gradschool.utah.edu/diversity/graduate-preparation-institute/), and coordination of graduate recruiting activities across the western US on behalf of the University's colleges and departments (gradschool.utah.edu/diversity/recruitment-events/). The Graduate School sponsors waivers of application fees for diverse students in certain programs (gradschool.utah.edu/diversity/application-fee-waivers-and-residency/) We also provide departments and colleges with support for increasing the diversity of their applicant pool (McNair Scholar name registry, GRE search registry, National Name Exchange Search, and California Forum for Diversity Search) , and increasing the success of attracting diverse students to campus, including sponsoring the University Visit Program (gradschool.utah.edu/diversity/university-visit-program-uvp/).

The Graduate School enforces faculty-set standards for university-wide admission to graduate school, including minimum GPA, TOEFL scores, and equivalency of undergraduate degree. The Graduate School provides International TA training and clearance for new graduate students (gradschool.utah.edu/ita/). The Graduate School requires all graduate students who are non-native speakers of North American English to be cleared by the ITA Program in order to be eligible for a tuition benefit for teaching assistant work. Students who are not cleared before the semester begins are not eligible to receive a tuition benefit as a teaching assistant.

Screening for oral English proficiency is done multiple times throughout the year, and pre-semester workshops prepare ITAs for their teaching assign-

ments. Ongoing training and support are offered throughout the academic year in the form of graduate-level spoken English classes, mid-semester student evaluations, and seminars on topics of interest to ITAs. ITA effectiveness is assessed yearly through comparison of student performance on English proficiency exams before and after completing ITA training and support. Additional assessment of ITA program effectiveness is measured through analysis of student course evaluations of international student TAs at the end of each semester.

During their graduate degree career, graduate students who are in good academic standing supported in certain jobs (Teaching Assistant (TA), research Assistant (RA), Graduate Fellow (GF) and Graduate Assistant (GA)) are generally eligible to receive tuition waivers through the Tuition Benefits Program (TBP). In addition, graduate students on some of these job categories (TA, RA, some GF) are also eligible to receive subsidized medical insurance (currently through United Health Care).

The Graduate School administers several University wide graduate fellowships, fellowships from endowments, and graduate student travel awards. The Graduate School also maintains the Thesis Office and holds dissertation writing workshops and sponsors graduate assistants at the University Writing Center to support dissertation writing and improvement.

Support for Graduate and Professional Studies

Key indicators for the larger mission fulfillment of the Graduate School include the number of Graduate and Professional degrees awarded each year and six-year graduation rates, first-year retention of Ph.D. and master students, graduate student stipends, external fellowships, and Grants and contracts per FTE grad student. These indicators are usually compared to Pac-12 public universities for quantitative assessment of mission performance.

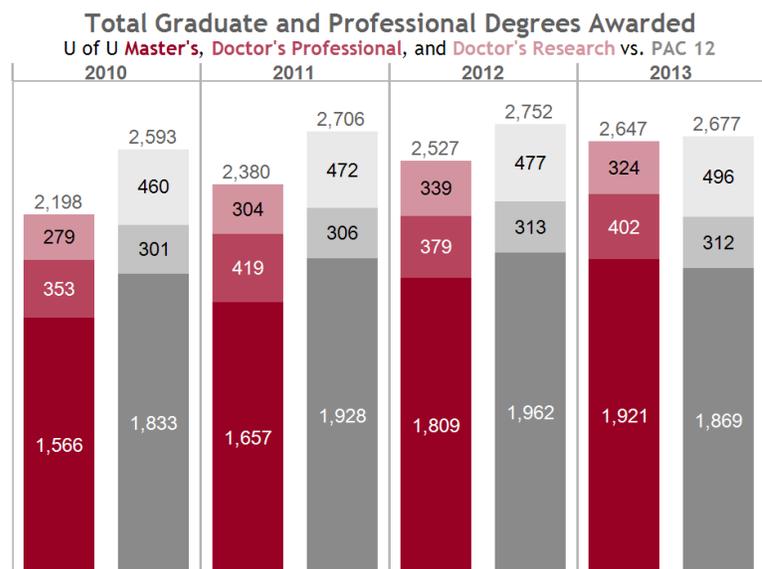
The graduate and professional enroll-

ment at the U, and the number of degrees awarded, steadily increased during the past four years (Figure 4.50). The number of degrees awarded, a key performance indicator for Big Goal 2, recently reached essential parity (99%) with Pac-12 institutions in 2013. Our threshold for this indicator is 90% of Pac-12, and so the U continues to meet this baseline performance for this indicator since 2012.

The U's first-year retention rate for all graduate and professional degree students is 85% (2014), and the six year graduation rate for doctoral degree students is 33.2% (2014) (Figure 4.51). Both of these rates are fairly steady and meet/exceed Graduate School assessment thresholds of 85% and 30%, respectively. These thresholds are typical of peer public Pac-12 institutions (*A Data Based Assessment of Research Doctorate Programs in the United States, J. Ostriker et. al, NRC Report 2011*). We therefore judge that this performance measure indicates mission fulfillment of Big Goal 2.

The Graduate School sets the minimum stipend each year that departments must pay their TA, RA, GA and GF to receive full TBP. The Graduate School also sets the level of the University-wide graduate fellowships and the endowed fellowships. Figure 4.52 shows the historical trend of these stipends. Stipends remained flat for the fellowship awards from 2009 through 2013, whereas TBP increased by

FIGURE 4.50



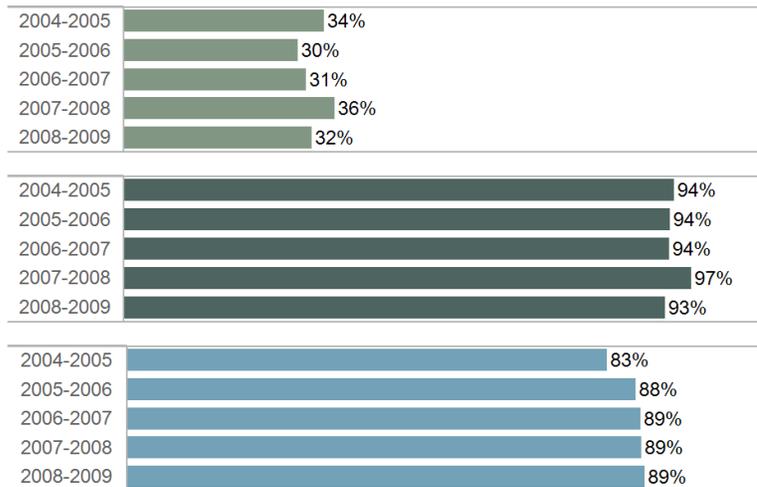
\$500/year. The Graduate School took the step of significantly increasing the university fellowship levels in 2013 to reinvigorate the prestige of the fellowships above the standard RA/GA/TA/GF support levels, and increase competitiveness of the fellowships.

To remain competitive for the best graduate students, the University must provide stipend and benefit packages that are equivalent to peer institutions. Studies of stipend offers to first year Ph.D. by departments in the College of Humanities (Figure 4.53) (2014) indicates that the University of Utah is second to last in level of stipends among Public Pac-12 institutions (as well as all Pac-12 institutions). The average stipends are calculated as an average of each department weighted according the number of students in each department at the U, to correct for different sizes of the same departments at different Pac-12 institutions. The average U stipend support is 84% of the overall average stipend at Pac-12 institutions. Although there are differences in cost of living between the various institutions, it has been our experience that many graduate students (especially international students) do not factor cost of living into account when considering an offer of admission from two comparable institutions. Moreover, the U's stipend level is low compared to Arizona and Arizona State, which have similar cost of living as the U. Figure 4.54 shows the result of a survey conducted by five departments in the College of Science in 2015. Similar trends are found, although one department (Chemistry) is competitive with peer institutions.

The Graduate School has enacted a multi-step approach towards decreasing the gap between U graduate stipends and Pac-12 peers:

1. Working with SVP Watkins and state legislature

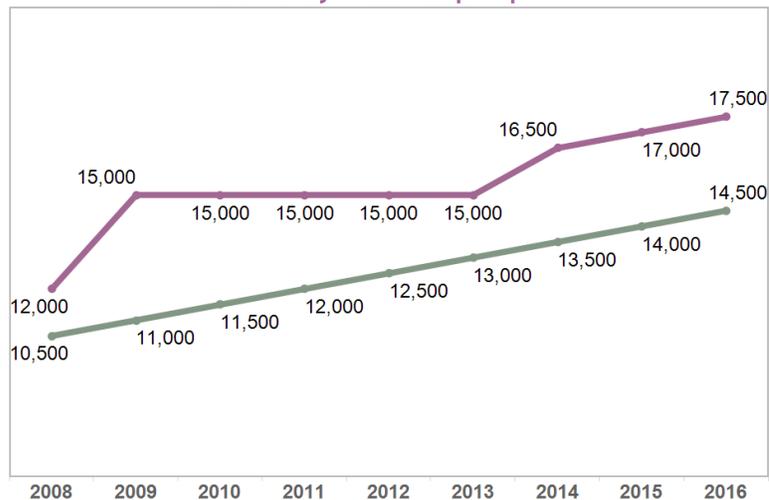
6 Year Graduation Rate by Beginning Cohort Year
Doctoral, First-Professional, and Master's



Source: OBIA

FIGURE 4.51

Minimum Tuition Benefit Program & University Fellowship Stipends



Source: University of Utah Graduate School

FIGURE 4.52

to advocate for increased state support for graduate education, In 2015, the U received an addition \$2.1M in ongoing funding for increased support of graduate and professional education as a result of these efforts.

2. Increasing the minimum TBP support levels and University fellowship support levels at a faster rate to increase competitiveness with other institutions.

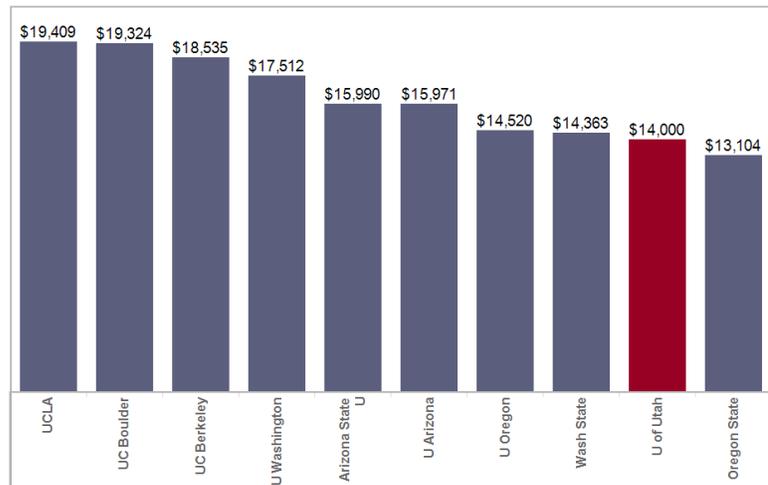
- Aggressively working with external foundations and College deans to seek external funds to support increased stipends for graduate education. At the present time, we are in the third year of a \$300k/year matching award from the ARUP Corporation. Colleges are required to find another external donor and also match these funds, resulting in an increase of approximately \$900k/year for graduate and professional support.

Maximizing External Fellowship Success

External fellowships for individual students can increase the pool of funds available for all graduate students, as well as lift the general prestige and competitiveness of the particular graduate program. The University of Utah has historically been awarded about 4 NSF-Graduate Research Fellowship Awards per year during 2007-2013. The number of NSF-GRFP awards at the University of Utah was substantially smaller than the numbers awarded to peer Pac-12 state institutions (ASU, U. Arizona and U. Colorado), which typically receive 15-20 awards/year. In 2012, the University of Utah ranked second to last in the Pac-12 for number of awarded NSF-GRFP. In 2013 The Dean of the Graduate School initiated a campus-wide campaign to increase number and quality of University of Utah NSF-GRFP applications. This initiative had two goals: doubling the number of NSF-GRFP applications, and increasing the number of awards by 50%.

The 2013, initiative doubled the number of applications submitted in 2013, but the number of NSF-GRFP awards and honorable mentions remained approximately the same as the previous year. This

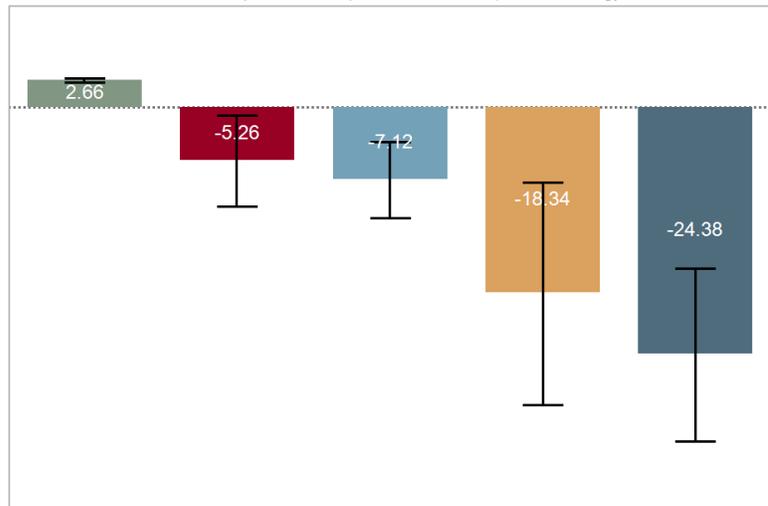
2014-15 Graduate Teaching Assistant Stipend Survey
Weighted Average for 9 Month Stipend



Source: University of Utah College of Humanities Self Conducted Survey

FIGURE 4.53

University of Utah Graduate Stipend Gap (%)
Chemistry, Math, Physics, Astronomy, and Biology



Source: University of Utah Graduate School

FIGURE 4.54

led to a longer term plan for the development and development and implementation of a more sustainable, campus-wide set of NSF-GRFP workshops and resources for graduate students starting summer 2014. Notable programs included individual and coordinated initiatives in the Colleges of SBS, COS, Mines and CoE, as well as availability of help through the University's Writing Center. The total number of NSF-GRFP awarded to University

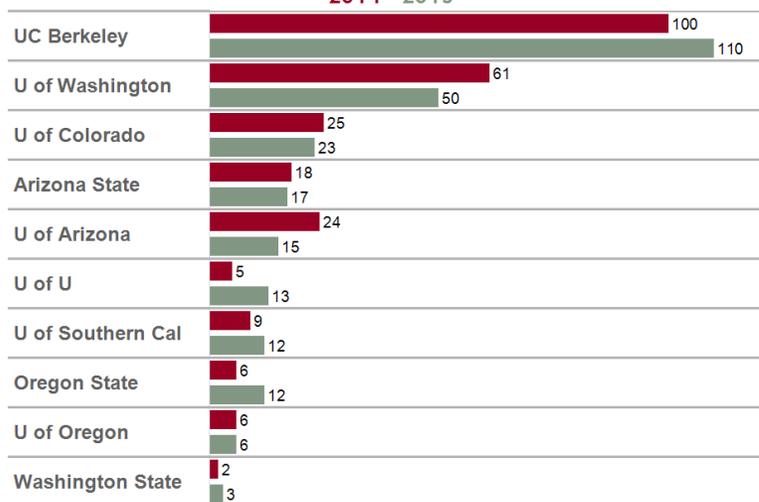
of Utah (undergrad and grad) students increased from 9 in 2014 to 20 in 2015, well exceeding the self-imposed 50%-increase target goal. The University of Utah received a similar large increase in the number of students receiving honorable mentions. The University of Utah currently ranks 8/12 in the Pac-12 for number of NSF-GRFP awards (Figure 4.55). Our long-term goal is to be in the 50th percentile or higher of Pac-12 institutions regarding number of NSF-GRFP awards.

In 2014, the Graduate School also implemented programming and workshops to increase the number and success of students applying to additional external fellowship opportunities, such as Fulbright and Vietnam Education Fund (VEF). The combination of these efforts resulted in the doubling of number of external fellowships awarded to U graduate students in 2015 (Figure 4.56).

Postdoctoral Success Support

The Office of Postdoctoral Affairs (OPA), located in the Graduate School, actively works to develop programming and policy to support quality post-doctoral research experiences and mentoring across campus. OPA partners with trainers from Human Resource Administration to offer numerous workshops and training opportunities for postdocs, including a series of workshops focused on Leadership and Communication Skills which is offered each summer. The Utah Postdoctoral Association (UPDA), in which all postdocs are invited to participate and which is sponsored by Postdoctoral Affairs, provides feedback and suggestions for trainings and helps identify issues of concern to postdocs. UPDA and Postdoctoral Affairs partner to sponsor annual events around Postdoc Appreciation Day, including workshops, poster sessions and plenary sessions, as well as

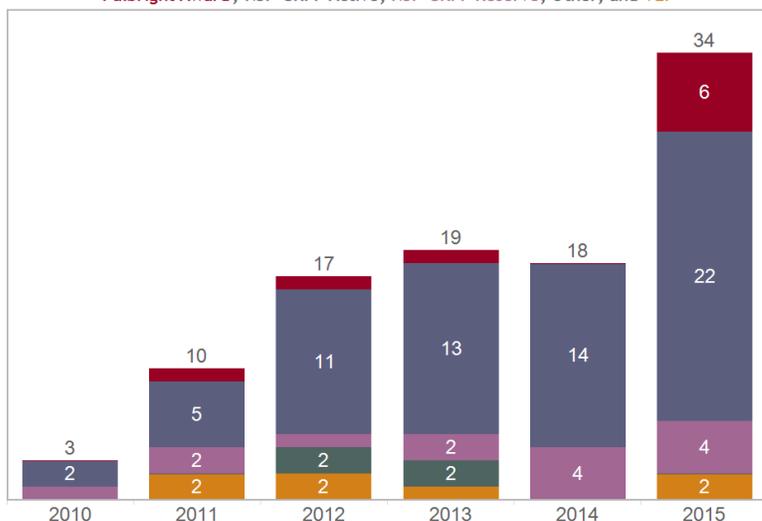
NSF-GRFP Awards (Current UU Graduate Students)
2014 - 2015



Source: <https://www.fastlane.nsf.gov/grfp/AwardeeList.do?method=loadAwardeeList>, accessed 08/21/2015.

FIGURE 4.55

Graduate Student External Fellowship Awards
Fulbright Award, NSF-GRFP Active, NSF-GRFP Reserve, Other, and VEF



Source: University of Utah Graduate School

FIGURE 4.56

other trainings and social events.

Postdoctoral Affairs manages the Graduate Student and Postdoctoral Scholar Distinguished Mentor Award, a university-wide award that honors and encourages the considerable efforts of faculty who consistently serve as effective mentors of graduate students and postdoctoral scholars. The recipients of this award are helping to increase the quality of

mentorship on campus by participating in panel discussions around mentorship best practices throughout the year.

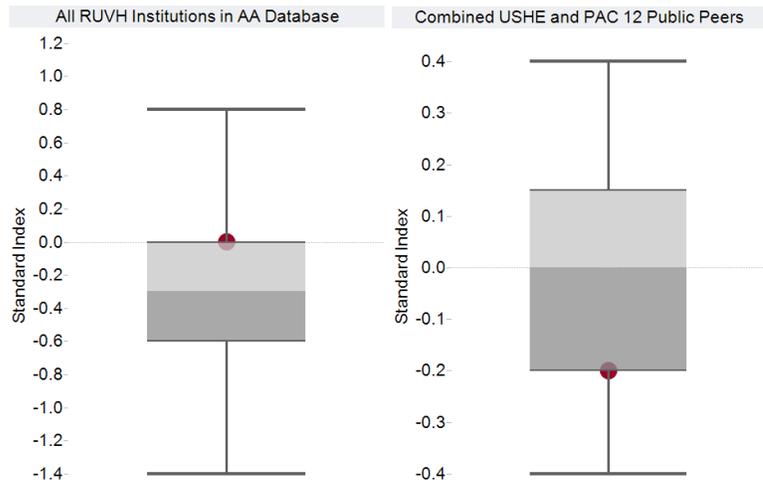
The Graduate School has made major improvements in increasing the support of graduate and professional students across campus. These investments will eventually result in increased retention rates, increase numbers of degrees awarded, and faster six year completion rates. Because these strategies are meeting most of the threshold benchmarks each year, and are closing on the remainder of the benchmarks. We therefore assess the performance of this strategy as strongly enhancing the objectives of Big Goal 2.A.

STRATEGY 2: ENHANCE NATIONAL RANKING OF CREATIVE AND RESEARCH ACTIVITIES

Academic quality of research is assessed through many methods, including number and amount of research awards, national awards and recognition of faculty members, and ability to attract high quality graduate students who receive fellowships and awards. Additional measures, such as number of research and creative works, number of citations, and number of books published are strongly correlated with prominence of research and creative activities.

A broad measure of University, College, department, and individual faculty member quality is provided through Academic Analytics (AA). Because AA is a comprehensive, nationwide database of research accomplishment, grants, publications, and awards, it is a useful tool for exploring relative ranking of each program with peer groups such as Pac-12 institutions, Utah Higher education institutions, or all universities with very high research activities according to the Carnegie classification (RUVH). Figure 4.57 illustrates the latest composite AA rankings (2013) relative to RUVH institutions and the combined USHE/Pac-12 institutions. The University benchmark performance is related to a comparison of the U with these two groups. The graphs indi-

Academic Analytics Standard Index Score
University of Utah Compared to Select Peer Groups



Source: Academic Analytics Standard Index Score, 2013 Database

FIGURE 4.57

cate that the U currently meets the performance threshold compared to all RUVH institutions, but is borderline underperforming compared to the USHE/Pac-12 peer group.

The annual number of faculty award of national significance (such as elected membership/fellowship in a national academic or professional society, member of the National Academy, major research prize, etc.) can be studied as a second measure of quality of research activities. Figure 4.58 illustrates the historical trends of faculty awards of national significance from the AA 2009-2013 database. The baseline threshold performance of the U in this measure is an increasing yearly trend, thereby demonstrating increasing faculty reputation and quality. The U has shown a modest increasing trend from 2009 -2012, but has demonstrated a major acceleration in the number of major faculty awards since 2012. We therefore believe that this indicator provides strong evidence of the increasing quality of faculty at the U, especially as recognized by a substantial increase in 2013. Figure 4.59 shows the breakdown of these awards according to area. The distribution of disciplines indicates the exceptional strength of U faculty in Biological/Biomedical Sciences, and in physical/mathematical sciences.

STRATEGY 3: IMPROVE FACULTY ACCESS TO LONG TERM SUPPORT FOR CREATIVE AND RESEARCH ACTIVITIES

Research is a major component in the life of the U benefiting students as well as the region. The University of Utah is ranked 47th in the U.S. and 87th in the world in the 2014 Academic Ranking of World Universities. The Office of the VP for Research (research.utah.edu) provides University wide programs and resources aimed at fostering the growth and success of faculty-based research at the University of Utah.

The University maintains a broad infrastructure of research and creative facilities on campus (such as research labs, core research facilities (cores.utah.edu), libraries, performing arts facilities, lecture halls, integrated conference center and hotel facilities (www.universityguesthouse.com/), high performance computing facilities (www.chpc.utah.edu), medical facilities (medicine.utah.edu/research/index.php) and online databases as well as resources in the local community, across state, nation, and world. The University’s Research Instrumentation Fund research.utah.edu/grants/instrumentation.php provides major funding for new facilities on campus that create new opportunities for research activities and external funding. The University provides grant writing, research and ethics training through the Office of the VP for Research’s Research Administrative Training Series (RATS) program (education.research.utah.edu/). The University provides incentives for the recruitment and retention of the highest quality faculty members, staff and students in order to support and grow the prominence of research and creative activities. The University has internal opportunities and initiatives, such as the Funding Incentive Seed grant Program (research.utah.edu/grants/seed.php), Faculty Research and Creative Grants, and Faculty Fellow awards (research.utah.edu/grants/urc/).

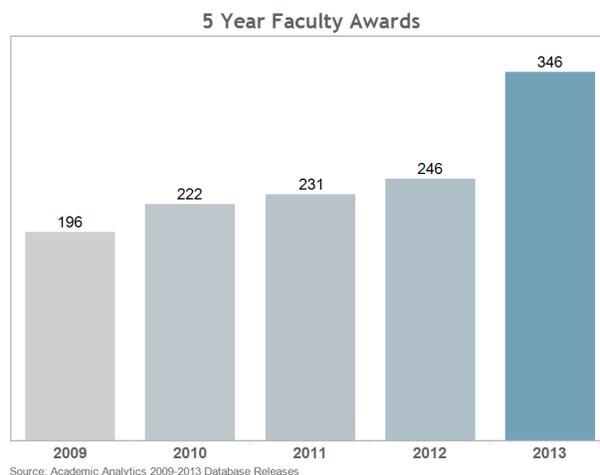


FIGURE 4.58

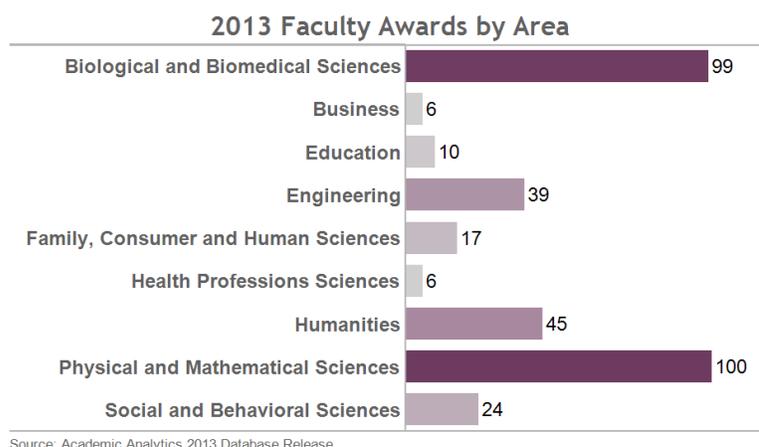


FIGURE 4.59

The University seeks to develop both innovative approaches to long-standing academic problems as well as support new, interdisciplinary approaches to solve multi-faceted problems involving elements of science and engineering, social science, humanities, natural resources, fine arts, business, health and medicine and law. The Transformative Excellence Program (TEP) fosters strategic growth in emerging disciplines (academic-affairs.utah.edu/about/transformative-excellence-program/). The Community-Based Research (CBR) grant program supports areas of collaborative research between University of Utah researchers and local, regional, or statewide community partners (research.utah.edu/grants/cbr.php). The Collaborative Research Support Program (CRSP) provides grant writing assistance for coor-

dination and submission of large, interdisciplinary research and creative projects (research.utah.edu/grants/collaborative-support.php).

The success of these strategies are demonstrated in Figures 4.60, 4.61, and 4.62. Figure 4.62 shows the historical trends of faculty submission of research proposals, and the corresponding amount awarded per year. Figure 4.60 shows a breakdown of these awarded funds according to type of research proposal. These two graphs show a general decrease in funding support in 2012-2013, followed by an upward trend since 2013. This trend follows a national trend of increasing competition for federal research dollars combined with flat federal funding for research. Since 2013 the U has become increasingly successful in receiving federal grants; some of this increase is due to increased support for grant writing and grant preparation supplied by the Office of the VP for Research.

Faced with this very competitive environment for external funding, U has taken an active strategy in encouraging faculty to explore a broader, more diverse range of funding sources than just the traditional federal funding agencies (i.e. NSF, NIH, NASA, DOE). Figure 4.61 illustrates the number of unique sponsor agencies targeted by University faculty members for research proposals during the past five years. Table 4.9 breaks down the historical trend in award amounts for different categories of funding agencies. A general trend of increasing diversity of research sponsorship is observed, including a significant increase in funding from associations and foundations, and an approximate doubling of the research funds deriving from private industry in the past five years. These indicators demonstrate satisfactory performance in increasing the access to long term research and creative support, especially through the increased diversification of the research portfolio.

The total amount of research funding is a strong indicator of the strength of the University's academic and research reputation, but in order to compare to peer institutions, the funding should be normalized to the size of the institution. The most common way to correct for institutional size is to use total grant expenditures/year per faculty FTE as a relative performance indicator between institutions of different

Total Awarded Budget by Project Type (Dollars in Millions)
Training Instruction Education, Research, Other-Public Service, and Clinical



FIGURE 4.60

Total Number of Unique Sponsor Agencies

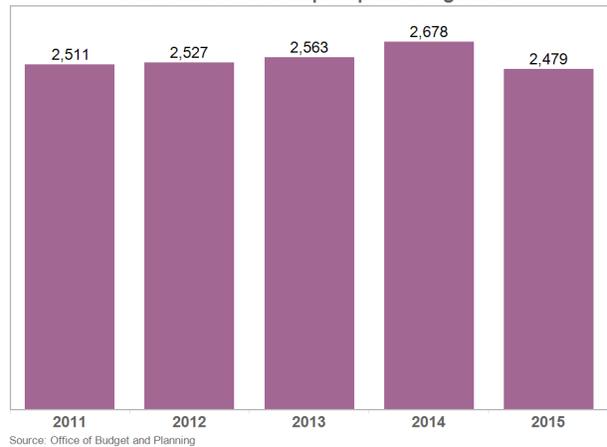


FIGURE 4.61

faculty size. We use this measure as a key performance indicator for Big Goal 2, with a threshold set relative to Research University Very High activity peers (as defined by the Carnegie classification). Figure 4.63 shows the historical comparison between the U and RUVH peers, as well as public PAC 12 institutions. The U is evidently underperforming in this performance measure compared to both of these peer groups; in 2014 research expenditures per U faculty member stayed flat at a rate of 196k\$/FTE vs. 254k\$/FTE for RUVH peers and 351k\$/FTE for Pac-12 public institutions.

Part of the underperformance for both of these indicators are likely due to additional factors at the University of Utah (e.g. relatively low overhead,

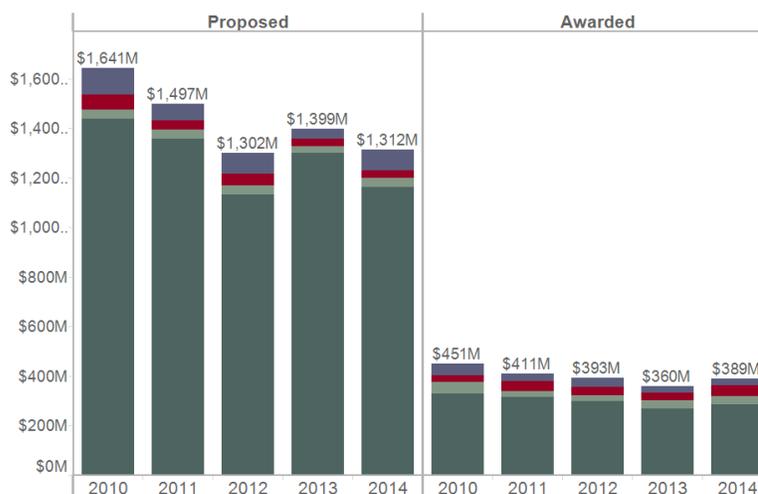
faculty salary, and graduate student support levels) which can artificially inflate research expenditures for similar sized research efforts at different institutions. An alternate measure of research productivity is the number of research awards per faculty FTE (Figure 4.64), a second key performance indicator for Big Goal 2. Using a performance threshold of peer institution comparison (Pac-12 public), the U continues to be superior to these institutions for all periods in the survey. The implication is that U faculty members are more proficient at receiving large numbers of research awards, but the size of these awards are typically smaller than those at peer institutions. This is consistent with the above hypothesis regarding differences in additional factors between institutions beyond faculty size. In closing, we note that the U performs well above the performance threshold for every year in the survey, indicating ongoing baseline mission fulfillment of Big Goal 2.

We also note the monotonically decreasing value of the awards/FTE performance indicator overall years for both the U and for the peer institutions. This is apparently a national issue associated with increased competition for research awards, and a decreasing number of awards being funded. This trend, combined with the relatively flat trend in research expenditures per faculty FTE at the U, implies ongoing increases in average award size.

BIG GOAL 2 OBJECTIVE B: BALANCE SUPPORT FOR UNIVERSITY'S TRADITIONAL CREATIVE AND RESEARCH STRENGTHS WITH PLANNED GROWTH IN EMERGING DISCIPLINES

STRATEGY 1: RECRUITMENT AND RETENTION OF TOP SCHOLARS

Total \$'s of Research Proposals & Awards by Type of Grant
Training Instruction Education , Other-Public Service, Clinical, Research



Source University of Utah Office of Sponsored Projects Trustee Reports
osp.utah.edu/resources/reports/trustee.php

FIGURE 4.62

Total Awarded Budget by Sponsor Agency Type
(Dollars in Millions)

	2011	2012	2013	2014	2015
Association and Foundation	\$19.72	\$17.72	\$23.33	\$23.84	\$24.05
Federal Government	\$287.66	\$271.20	\$227.86	\$245.00	\$243.34
Hospitals	\$4.69	\$4.08	\$3.78	\$4.09	\$4.07
Industry	\$46.71	\$46.37	\$55.33	\$50.97	\$80.82
Institutions	\$13.45	\$14.76	\$13.45	\$19.56	\$13.28
Internal			\$0.04	\$0.04	\$0.02
Local Government	\$2.71	\$0.97	\$1.41	\$1.20	\$1.34
Other Government Agency	\$0.35	\$0.14	\$0.54	\$0.12	\$0.04
State Government	\$14.17	\$15.81	\$21.43	\$13.69	\$13.83
Universities	\$26.57	\$26.28	\$20.71	\$28.66	\$23.99

Source: Office of Budget and Planning

TABLE 4.9

The quality of research pursued at the U, as well as the quality of undergraduate, graduate, and professional education, is tightly linked to the quality of the faculty we are able to attract as faculty members. The continual reinvigoration of a University environment is driven by a successful faculty recruitment policy focused on improving faculty diversity and faculty quality. Figure 4.65 illustrates the number of new Tenure-line faculty joining the U each year since 2010. The recruitment of young, talented, diverse, enthusiastic faculty members is a strong part of this revitalization, as these new

faculty members bring experiences and perspectives which challenge established academic paradigms at an institution. The new faculty members also encourage students and faculty to experiment with new paradigms and approaches that may lead to breakthrough discoveries.

The establishment of named appointments (named chairs and professorships) provides a mechanism to attract the highest quality mid-career faculty members to the U from around the world. These appointments generally carry both academic prestige as well as monetary support, and are particularly effective at anchoring a new research direction at the U with a well-seasoned, high profile faculty member.

A named appointment can also be used to drive major institutional change through appointment of a high profile faculty member in a leadership position as director of an institute, or departmental chair. The receipt of a named appointment by a current faculty member at the U can serve as an honor that facilitates new growth and direction for the individual, and allows retention of our best faculty members for the duration of their academic careers. Because the U sees the continual increase in number of named appointments as a key toward the fulfillment of Big Goal 2, it is a key quantitative performance indicator for this Goal.

The University of Utah has been working with industry and donors to endow presidential chairs across campus. For example, the H.A. and Edna Benning Presidential Endowed Chair support twelve faculty members in each year. An appointment Benning Presidential Chair is made in recognition of the dedication and achievement of the university's top medical researchers and for their contribution to his or her respective field. Figure 4.66 shows the successful growth in the number of named appointments at the U during the past five years, demonstrating the U's commitment to recruit and retain the best and the brightest individuals from around the nation. The number of appointments continues to grow at a remarkable annual rate of

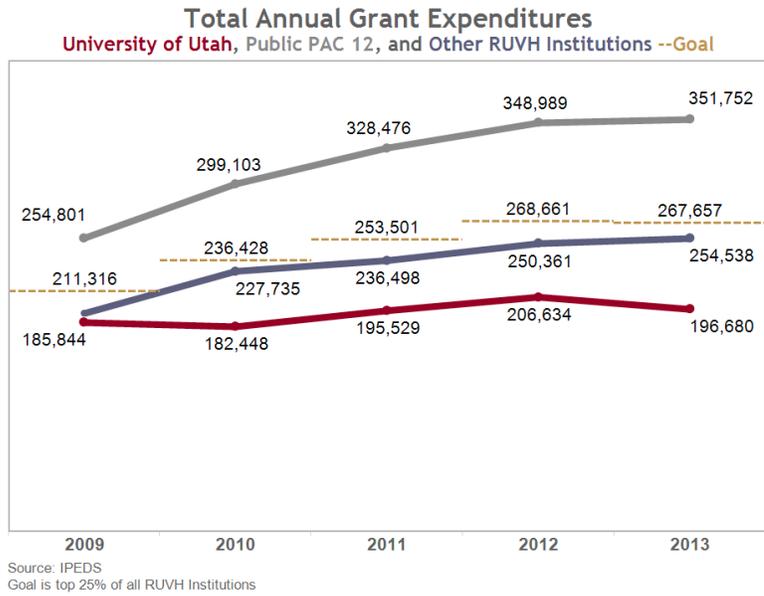


FIGURE 4.63

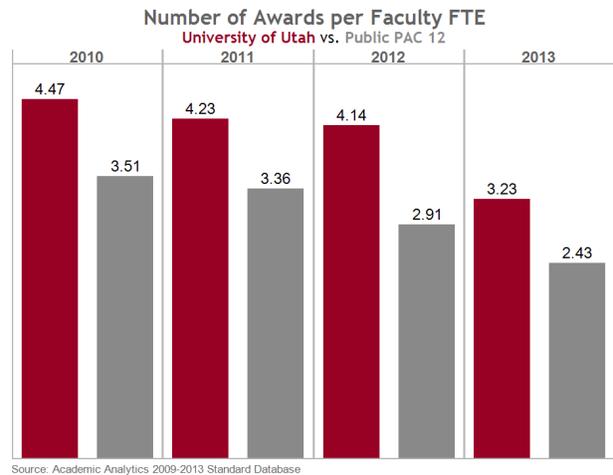


FIGURE 4.64

10 per year (five year average). This is in substantial excess of the baseline mission threshold of an increasing trend, indicating strong performance and strong mission fulfillment of Big Goal 2.

STRATEGY 2: TRANSFORMATIVE EXCELLENCE PROGRAM

The Transformative Excellence Program is a tactic to allow the University to build faculty strength in strategic interdisciplinary areas through cluster hiring. The goal is to identify areas within the University in

which a small number of strategic additions to our faculty in different academic units will enhance the preeminence of the university. Areas of emphasis that have societal relevance within Utah and across the nation will be prioritized. TEP Proposals are solicited once per year, and are reviewed by a committee of senior campus leaders. The committee's review evaluates the current level of strength in the target area, cross-department/cross-college support for the cluster effort, the strategic importance of the focus area for Utah and beyond, and the likely impact of the cluster hire on enhancing the existing strength and prominence of the area. TEP is focused on supporting new/emerging areas of research excellence, rather than on areas that are already well supported through interdisciplinary centers and institutes. As an interdisciplinary program, the performance indicator reflects the average number of departments and colleges involved in funded proposals. The average number of faculty members in the funded proposals is also tabulated.

Table 4.10 lists the funded TEP proposals for FY 15 and FY 16. As a baseline threshold, we would expect more than two colleges/departments to be involved in each approved proposal, and so this provides the threshold. For the program to be successful as a cluster hire in a new area, a minimum of three new faculty members should be hired. For the approved FY 15 and FY16 TEP proposals, an average of 3.6 departments or colleges are involved, and an average of 3.7 faculty members are part of the proposed cluster. Consequently, the performance indicators demonstrate the TEP program is operating successfully, and exceeding its baseline performance in support of Big Goal objective 2.A.

BIG GOAL 2 OBJECTIVE C: PROMOTE DIVERSITY OF FACULTY AND STUDENTS IN CREATIVE AND RESEARCH ACTIVITIES.

STRATEGY 1: GRADUATE SCHOOL DIVERSITY INITIATIVES

Diversity initiatives play a key part of the realization of Goal 2. Special incentives and programs are in place to increase the diversity of faculty (diversity.utah.edu/faculty-hiring-initiative/) and staff (staff-diversity.utah.edu/index.php). Recognizing that

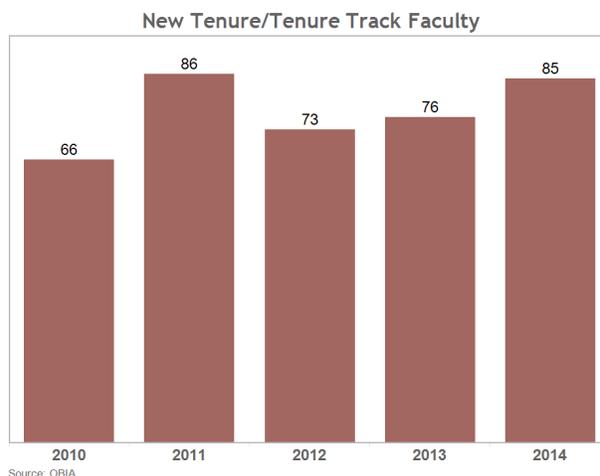


FIGURE 4.65

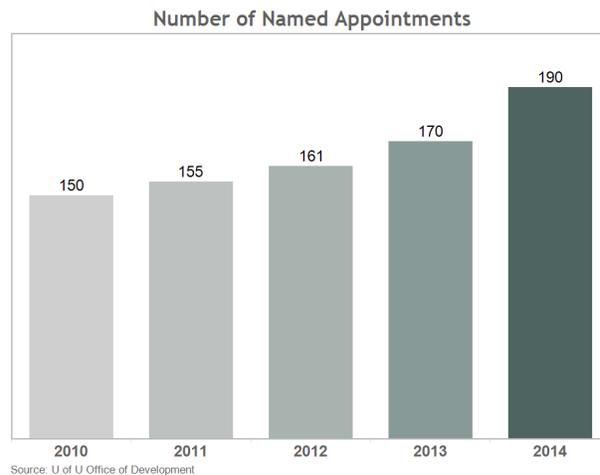


FIGURE 4.66

diversity in faculty ranks can only be accomplished through diversity in the undergraduate student, graduate student and postdoctoral pipelines, the University's Graduate School Office Diversity Office (gradschool.utah.edu/diversity/) provides a comprehensive diversity program aimed at improving access of students from diverse backgrounds to graduate and professional education.

Graduate Student diversity

The University of Utah Graduate School is dedicated to collaborating with university entities to create a campus climate that accommodates all members of the graduate community. The Graduate School Diversity Office partners with the Office for Equity and

Year	Transformative Excellence Cluster Focus	Faculty Recruited OR In Progress	Departments &/or Colleges Involved
FY15	Society, Water, Climate and Air Quality	5	Engineering, Mines & Earth Sciences, Science, Social & Behavioral Science
FY15	Families & Health	4	Social & Behavioral Sciences, Health, Medicine, Humanities
FY15	Digital Humanities	2*	Humanities, Social & Behavioral Sciences. Library
FY15	Statistical Science and Big Data	3	Math, Computer Science , Bioengineering
FY16	BioPhysics	4	Chemistry, Biology, Biochemistry, Medicine
FY16	Health Policy & Economics	4	Population Sciences, Medicine, Business, Social & Behavioral Sciences
FY16	Biodiversity	4	Education, Social & Behavioral Sciences, Biology, Mines & Earth Sciences
FY16	STEM Education	TEP Cluster in Planning Phase	Science, Education
FY16	Disability Studies	TEP Cluster in Planning Phase	Health, Social Work, Humanities
FY16	Design Ecology	TEP Cluster in Planning Phase	Architecture & Planning, Health, Science, Humanities
FY16	Neural Technologies	TEP Cluster in Planning Phase	Medicine, Neuroscience, Psychology (SBS), Bioengineering, Computer Science

TABLE 4.10: FUNDED TRANSFORMATIVE EXCELLENCE PROGRAMS

Diversity to reach these goals. The Office for Equity and Diversity is committed to fostering the success of diverse students, staff, and faculty as part of their broader goal to enrich the educational experiences and success of all members of our University community. The Office for Equity and Diversity recognizes that a diverse and inclusive university enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. At the University of Utah, we want all graduate students to feel respected and free to participate and achieve their highest potential.

Inclusiveness of historically underrepresented students in higher education, particularly racial and ethnic communities, creates a better academic environment for all students and is a goal we are committed to achieving. Higher education

students of color constitute 14% of Utah four-year universities (Utah System of Higher Education, Table 6, Fall Semester Total Headcount Enrollment by Race/Ethnicity and Gender, 2013), and 19% of the University of Utah student population are underrepresented minority students, 3% of which are graduate underrepresented minority students (University of Utah Institutional Analysis, Table A2 Headcount Enrollment by Academic Level, Gender, and Ethnicity, 2014 Autumn Semester Census). According to the 2014 University of Utah Office of Institutional Analysis data, graduate student of color have never made up more than 8% of the STEM student population (University of Utah Institutional Analysis, Table A1 2 Graduate Students by College, Gender, and Ethnicity, 2014 Autumn Census), while undergraduate underrepresented minority students make up 20% of the STEM population (University of

Utah Institutional Analysis, Table A1 | Undergraduate Students by College, Gender, and Ethnicity, 2014 Autumn Census).

Researchers note that underrepresented minority freshmen indicate a high interest in STEM fields (Hurtado, Cerna, Chang, J., Saenz, Lopez, Mosqueda, Oseguera, Chang, M., & Korn, 2006), furthermore, many of those same students of color are also interested in pursuing a scientific post-secondary graduate degree, however few will attain access to a STEM-related graduate degree program (Hurtado, Chang, Saenz, Espinosa, Cabrera, & Cerna, 2007). The Graduate Preparation Institute (GPI) (gradschool.utah.edu/diversity/graduate-preparation-institute/) is a current diversity initiative program at the University of Utah aimed at increasing the diversity of students in STEM fields. Funded partially by a sub-award from the National Science Foundation through ASU/WAESO, the GPI program provides a four week summer research experience with a Ph.D. advisor in STEM fields at the University of Utah. The GPI program provides guidance in preparing a statement of purpose for graduate school applications, preparation for taking the GRE, and seminars on career possibilities enabled by attaining a graduate degree. Students in the GPI program are recruited from throughout Southwest US, and experience their first research experiences by participating in laboratory research in science, math, and engineering. Sixty students have participated in GPI since its inception in summer 2011.

Student satisfaction of the yearly GPI program is assessed using exit surveys; Post-GPI surveys (administered one+ years after GPI) are used to track the long term effects of the program. Exit interviews with GPI students reveal the following statistics:

- 91% felt that the GPI program increased their understanding of graduate school and the necessary steps to apply.
- 100% felt that at the lab research experience and GRE preparation course were the most beneficial.
- 55% felt that the personal statement and fellowship search workshops were beneficial.
- 100% of the students plan to be in a STEM graduate program.

- 55% plan to be at STEM graduate student at the University of Utah.

Post-GPI surveys of previous GPI students reveals that after receiving their baccalaureate degrees, nearly 50% of these diverse students are now successfully pursuing graduate degrees. The majority of the remaining diverse post-baccalaureate students indicate that they plan to seek a graduate degree, but presently need to take a job to pay off undergraduate educational debt. Consequently, a variety of graduate Diversity programs are required to foster both initial recruitment and access to graduate education as well as provide financial and community support to ensure completion of degree programs.

The Graduate School also actively works recruits events and incentives aimed at attracting diverse graduate students to attend the University of Utah. The Graduate School provides free degree program name searches many databases of self-identified minority students (such as GRE, McNair, California Forum for Diversity, and National Name Exchange), to assist in active recruitment of minority students who are interested in pursuing graduate education. The Graduate School coordinates one-on-one recruiting trips to various minority student conferences on behalf of academic programs across campus. The University Visit Program (UVP) (gradschool.utah.edu/diversity/university-visit-program-uvp/) provides an travel funds for prospective graduate students from diverse backgrounds to meet with department advisors, professors, current students, and the Assistant Dean for Diversity. This program allows the prospective students to meet with faculty members and explore opportunities in their graduate program of interest, network with current graduate students to gain an insider's perspective, and meet with the Assistant Dean for Diversity who can share information about recruitment and retention initiatives.

The Graduate School provides additional support and assistance for supporting current graduate students from diverse backgrounds, such as through fellowships (gradschool.utah.edu/diversity/excellence-through-diversity-fellowship/) and "Diversity Mini-Grants" aimed at building a diverse campus

HIGHLIGHT

Post-GPI surveys of previous GPI students reveals that after receiving their baccalaureate degrees, nearly 50% of these diverse students are now successfully pursuing graduate degrees.

community (gradschool.utah.edu/diversity/celebrate-diversity-mini-grant/)

Analysis of historical trends of diversity of student applications to U graduate school (Figure 4.67) indicate steadily increasing numbers of applicants, with general decreases in the number of white applicants being supplemented with increasing numbers of international student applications and applications from domestic students of color. Graduate enrollment of self-identified students of color has continued to grow during the past five years, reaching 14.3% of the domestic graduate school population in AY 2014 (Figure 4.68). A breakdown of graduate student diversity according to race/ethnicity reveals that the population of Latina/o graduate students has tripled since 2010, and the population of Asian American graduate students has doubled. In the past five years, the University has also seen strong gains in the number of African American and multi-racial graduate students (Figure 4.69).

Performance indicators for the Graduate School diversity strategies include number of domestic diverse applicants, percentage of diverse graduate and professional students, and number of University Diversity scholarships offer by the Graduate School (as an indicator of the Graduate School's success at raising external funds for increasing success of diversity graduate students). Performance thresholds are set for an increasing trend, comparison and trend vs. peer group (4 year lagging percentage of minority undergraduate students at the U), and > 5 diversity fellowships per year. Assessment of performance indicators finds the number of diverse applicants has continued to increase, (from 875 applicants in 2010 to 1025 applicants in 2013); percentage of diverse graduate and professional students has continued to grow at a rate of 0.75%/year, and currently (2014) stands at 14.3% compared to a four-year lagging cohort (comparing to the diversity of the student's undergraduate class year) of 15.6%; and > 5 diversity fellowships per year since

program inception. These measurements indicate good progress in two of three performances toward increasing graduate and professional student diversity to an appropriate benchmark; with marginal underperformance in the percentage indicator. We characterize the overall performance as indicating threshold performance in support of Big Goal objective 2.C.

STRATEGY 2: SVPAA DIVERSITY HIRING INCENTIVES*Increasing the Diversity of the U's Faculty*

For reasons of intellectual vibrancy and pedagogic integrity, the University of Utah has launched a strategic initiative to increase the diversity of our faculty over the next three-to-five-year period. We share a belief that the university will better serve local, national and international communities when our scholars and educators come from diverse backgrounds, that the success of our students can be enhanced by models and leaders of varied backgrounds, and that raising our institutional profile is linked to a climate of inclusivity, facilitated by a diverse campus community. Moreover, and quite importantly, our faculty is not as diverse as our student body, nor is it as diverse as the population of Utah.

Figure 4.70 illustrates the challenge addressed by this initiative. This graph shows the historical trend in faculty headcount broken down according to Race and Ethnicity. We note the apparent larger increase in White faculty between 2012 and 2013 was due to a reclassification of the "Not Disclosed/Unknown/Other" category in the IPEDS data, on which this graph is based. Diverse faculty have increased over the past five years, constituting 10.5% of total in 2010 to 14.6% in 2014. In order to address this imbalance, resources have been reserved to allow academic units to accelerate the recruitment of faculty from diverse backgrounds.

For the purpose of this recruitment effort, increasing faculty from diverse racial-ethnic backgrounds (U.S. historically underrepresented groups: African American/Black, Hispanic/Latina/o, American Indian or Alaska Native, Asian American, Native Hawaiian or other Pacific Islander) will be prioritized (note

that Health Sciences may have specific priorities for increasing diversity of faculty, based on representation in their units). Female faculty in fields where they are significantly underrepresented, along with faculty of other underrepresented identities, may be considered on a case-by-case basis, if resources permit. The primary focus will be tenure-track faculty; career-line faculty who will engage large numbers of students may also be included in this recruitment effort, again on a case-by-case basis. Financial support from the Office of the SVPAA and SVPHS is available for diverse faculty hired through search processes, and through special target of opportunity mechanisms. A matching program is also available to allow units to recruit post-doctoral fellows from diverse backgrounds, with half of the funding from the SVPAA or SVPHS, and half from the home academic college and/or department, for a period of up to two years. Requests may be made to transition successful post-doctoral fellows to faculty appointments.

It is anticipated that these strategies will be implemented for a three-year period, with both an annual evaluation and a three-year assessment, after which time a more complete consideration of the effectiveness of this diversity recruitment initiative will be made.

Performance indicators for the SVPAA diversity strategy include the percentage of diverse faculty on campus, and the progress in implementing the hiring incentive initiative. Threshold for these two indicators are increasing fraction, and on-track implementation, respectively. The percentage of diverse faculty members increased from 12.4% in 2013 to 14.6% in 2014, reaching the performance threshold. The longer-term data reveals an increase over the past five years, but, as mentioned previously, this; as mentioned

Diversity of Graduate School Applicants
White, Unknown, Foreign, and Domestic Students of Color

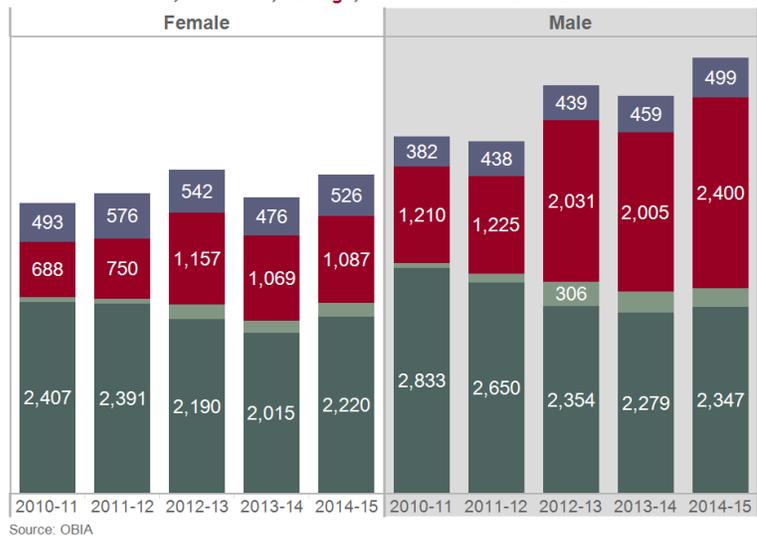


FIGURE 4.67

Graduate Headcount Enrollments by Race/Ethnicity
White, Total Domestic Students of Color, and Unknown

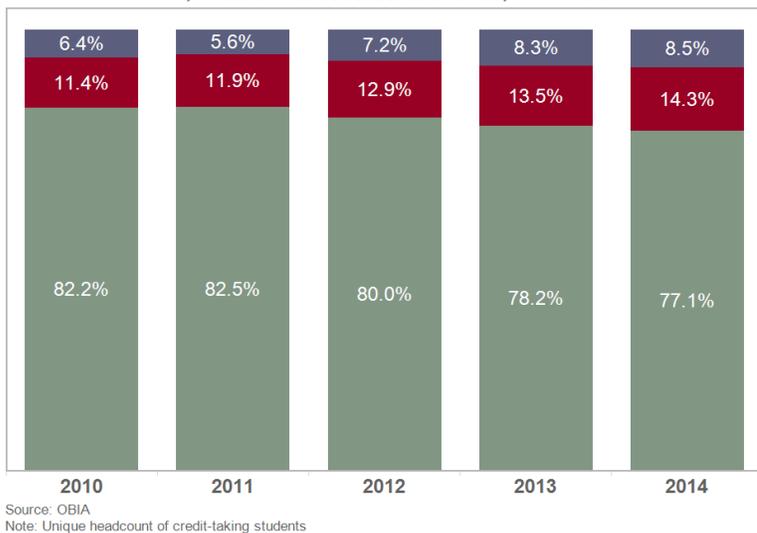


FIGURE 4.68

previously this percentage is not comparable with percentages starting in 2013 due to a change in IPEDS classification. The faculty diversity initiative has already been used successfully in the previous two years, and the implementation is now beyond the pilot stage and moving into regular use, on track with the original goals of the initiative. Consequently, the above assessment indicates mission fulfillment of Big Goal objective 2.C.

**BIG GOAL 2 OBJECTIVE D:
SUPPORT ECONOMIC AND
CULTURAL DEVELOPMENT
OF STATE OF UTAH
THROUGH TRANSFER OF
KNOWLEDGE.**

Transfer of creative and research knowledge to the larger community is a prime focus of the University's academic degree programs, as well as the main focus of many additional organizations on campus, including Technology and Venture Commercialization (TVC), the College of Fine Arts, The Tanner Humanities Center, and the Department of Athletics. The University has over 80 Centers, Institutes and Bureaus (CIB) on campus (research.utah.edu/faculty-resources/centers-institutes.php). Most CIBs, such as the Huntsman cancer Institute (healthcare.utah.edu/huntsman-cancerinstitute/), the Scientific Computing and Imaging Institute (www.sci.utah.edu/), the Wallace Stegner Center for Land Resources, and the Environment (www.law.utah.edu/research/stegner/), and Bureau of Economic and Business Bureau (bebr.business.utah.edu/, soon to be re-constituted as *The Policy Institute*) are targeted specifically towards developing and transferring new knowledge to the broader community.

Through the trailblazing efforts of faculty, administration, students, and TVC, the University of Utah has created a thriving ecosystem of discovery and innovation that few universities rival. The U is dedicated to the commercialization of its innovations. Thousands of U inventions ranging from cancer diagnostics to lice eradication, from sensors that detect people through walls to animal wound healing products, have been invented at the U.

Historically Underrepresented Graduate Student Enrollment Trend
Hispanic, Asian, Multi-Race, African-American or Black, American Indian, Pacific Islander

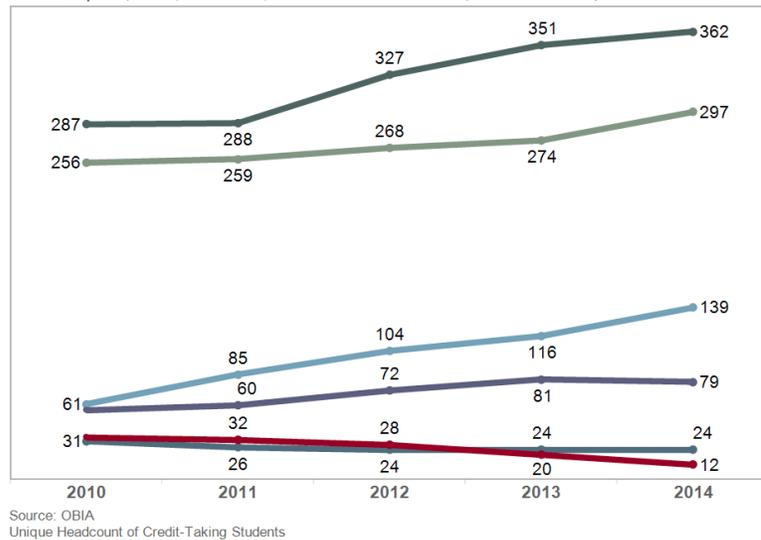


FIGURE 4.69

Total Faculty Headcount by Race/Ethnicity
American Indian/Alaska Native, Asian, Black/African American, Hispanic, Native Hawaiian/Other Pacific Islander, Not Disclosed/Unknown/Other, Two or More, & White

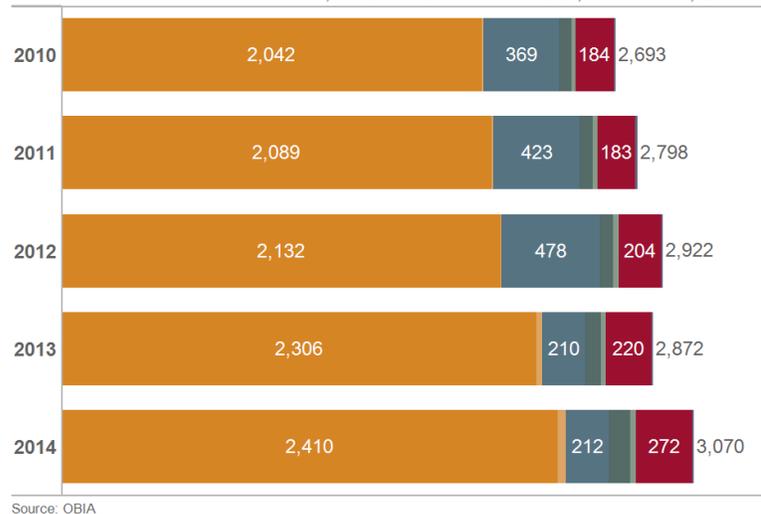


FIGURE 4.70

STRATEGY 1: TECHNOLOGY DEVELOPMENT

The purpose of the University of Utah Research Foundation (UURF) is to promote, conduct, encourage and facilitate research, development and dissemination of knowledge, and the application of knowledge in all fields of learning including, but not limited to science, technology, medicine, phar-

macy, engineering, natural resources, energy, business, and education. The number of patents/year and the number of startup companies formed per year are key quantitative performance indicators of Big Goal 2.

Technology & Venture Commercialization (TVC) is a University of Utah organization that operates under UURF. TVC is a service organization that works with inventors to facilitate outreach and commercialize their research. The office acts as a bridge to coordinate efforts between industry, venture capitalists, and other funding sources to commercialize University of Utah inventions. TVC has been a part of the University of Utah since 1967 and has established a leading reputation in areas such as the formation of new companies, filing of patent applications, research sponsorship, and gross license income. TVC is composed of specialists in licensing, business development and legal matters, all of whom are widely experienced in commercializing technologies across a broad array of fields including the physical sciences, life sciences and information technology. TVC responsible for managing all of the intellectual assets for the University of Utah, its medical centers and hospitals, Huntsman Cancer institute and ARUP.

TVC's main strategy is the continual creation of processes and systems to facilitate technology development and technology transfer. For example, TVC recently developed a new interactive, web-based Inventor Portal. This system allows University inventors to disclose new technologies online. Inventors can now follow the progress of their inventions in real-time and see all of their patents, agreements, and previous invention disclosures.

Figure 4.71 illustrates the historical trends of Technology Development at the U as measured by numbers of technology disclosures, patents and licenses. The general trend observed is a moderately constant number of technology disclosures by university researchers, with an increasing number of awarded patents and licensed technologies. Big Goal 2 defines the threshold for number of patents/

University of Utah Technology Development
Disclosures, Licenses, Patents

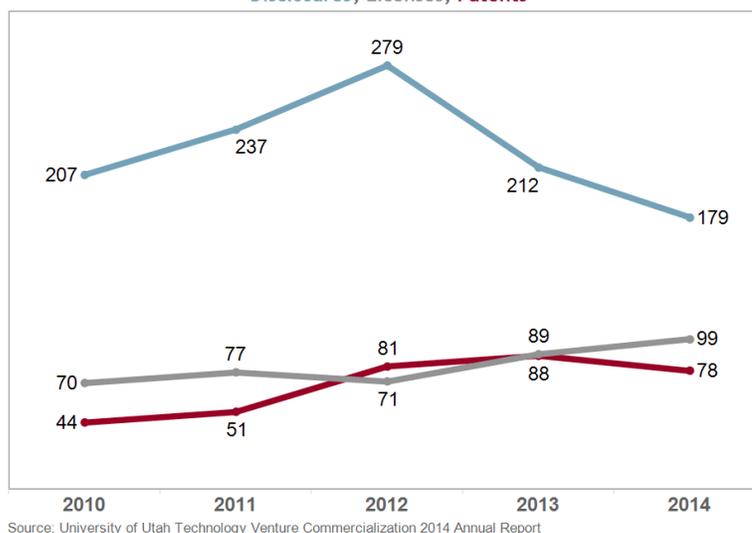


FIGURE 4.71

year as increasing. Figure 4.71 indicates an average five year growth trend of >6 additional patents awarded each year over the previous year's total for each of the past five years, therefore indicating baseline mission fulfillment of Big Goal 2. We note that the rate of patent increase has slowed recently. This may be a statistical fluctuation, but the director of TVC feels that a recent Supreme Court decision (AMP vs. Myriad Genetics, 2013) which has reduced/eliminated the patentability of specific gene-based technologies, especially development of gene-based diagnostic testing. The U is reevaluating the appropriateness of the current performance threshold in light of these recent changes in patentability.

STRATEGY 2: TECHNOLOGY TRANSFER

TVC is strongly dedicated to commercializing new technologies and inventions from discoveries made and developed at the U. It accomplishes this by applying a stage-gated, milestone-driven process called "The Commercialization Engine" that has as an end-goal of building value for inventors, the university, and the community through licensing intellectual property, starting new ventures, building beneficial commercial partnerships, supporting the community, and educating students.

The Commercialization Engine is a value-adding

process through which all university inventions pass after disclosure to TVC. Its goal is to take early-stage technologies through a process of de-risking and transform them into life-changing and productive applications. This is accomplished by thoroughly understanding inventions, finding their value, determining their market fit, acting on feedback from potential customers, protecting IP, creating a strong business model, identifying milestones, and executing an acceleration plan.

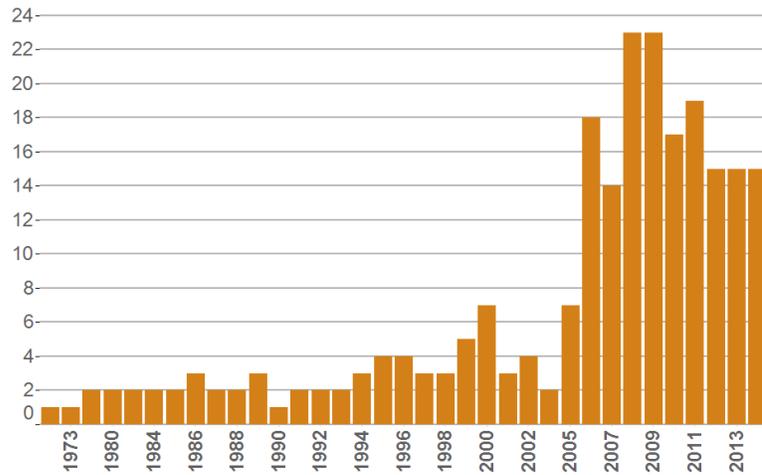
Commercialization at the U is not just a byproduct of research; it is an important and growing economic engine for the State of Utah. Because the number of startup companies per year spun off by the U is a direct, easily accessible measure of the U's ability to develop and transfer new knowledge, it is a key performance indicator for assessing the mission fulfillment of Big Goal 2. Since 1970, the U has created over 230 spin-off companies from technologies developed at the U, most of which were launched over the past 10 years. Over 130 of these are still operating as either a business or as part of another company. Companies such as BioFire, Attensity, Blackrock Microsystems, NPS Pharmaceuticals, and Myriad Genetics all originated from U technologies. Moreover, over 30 of the U's spin-offs have been acquired by outside companies. International businesses such as Merck, Xerox, Raytheon, Teva Pharmaceuticals, nVidia, Rockwell Collins, Bruker, Schlumberger, and BioMérieux have all acquired U startups.

Figure 4.72 plots the historical growth of the number of U startup companies founded each year since 1970. There are three interesting period illustrated in this graph. From 1970-1980, startup companies were formed only once per year or once per

HIGHLIGHT

Through the trailblazing efforts of faculty, administration, students, and TVC, the University of Utah has created a thriving ecosystem of discovery and innovation that few universities rival.

University of Utah Startups Launched Since 1970



Source: University of Utah Technology Venture Commercialization 2014 Annual Report

FIGURE 4.72

every other year. After the passage of the Bayh-Dole act in 1980, the U's activity in technology transfer increased to a rate of several startup companies per year. This trend continued through 2006. After 2006, the TVC was reorganized and reenergized through several new initiatives aimed at streamlining the process of creating of startup companies from U technologies. The rate of startup company formation has now more than tripled compared to the pre-2007 period. The U has been one of the top five universities for foundation of startup companies in the nation during the past five years, occupying the number one spot in the country in 2009 and 2011 (AUTM licensing survey www.autm.net).

The University's goal is to use TVC to sustain the current ranking of the U as a top leader in the creation of startup companies. This defines a minimum performance threshold of > 15 startup companies per year. As illustrated in Figure 4.72, the U has had at least 15 new startup companies per year since 2008, thereby indicating baseline mission fulfillment of Big Goal 2.

Economic impact studies are excellent indicators of the direct effects of the transfer of University technology and research to the local and regional community. A March 2011 study by the Bureau of Economic and Business Research (BEBR) found that U startups have either directly or indirectly generat-

ed close to 16,000 jobs. The average wage of these jobs was 59% higher than the statewide 2009 average. The BEBR study also found that in 2009 alone, U spin-offs generated \$754.5 million in personal income and \$76.6 million in tax revenue. Since 2011, the university's spin-offs have collectively raised over \$300 million in investment funding, secured over \$70 million in grants and have been involved in acquisitions totaling more than \$500 million.

These studies are very comprehensive and provide qualitative evidence of the cumulative economic impact technology transfer on the region and State of Utah. However, they are not well suited as a performance indicator for this accreditation report because these studies take several years to complete accurately, and are therefore done once every 5-10 years. In addition economic impact occurs on similar timescales, and so therefore the cadence of this particular indicator is not well matched to yearly academic planning. More difficult is the ability to compare a subsequent study with the previous study. These studies are generally commissioned by the BEBR for different purposes each time, and so different sampling and analysis methods may be used, thereby complicating the interpretation of any observed changes. Consequently, we find the BEBR and TVC studies provide impressive indicators of the success of U technology transfer, but we find it difficult to use the 5-10 year spaced economic impact studies as a useful metric for accurately assessing the year-to-year success of the University's technology transfer program.

BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

3.B: PLANNING AND MISSION ALIGNMENT

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.*

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.

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.*

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

4.B: IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

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.*

BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

The University of Utah engages the community in the programs and services it offers. Health care is one of the most visible efforts within the community. With the changing demographics in the state and nation, creating an inclusive community is core focus of the institution. Online course expansion and certificate programs provide a rich variety of learning opportunities that reach beyond the state

HIGHLIGHT

Since 1970, the U has created over 230 spin-off companies from technologies developed at the U, most of which were launched over the past 10 years.

as well as serve current students. The University has multiple programs that engage the community through service and outreach to youth.

OBJECTIVES, INDICATORS OF ACHIEVEMENT, RATIONALE, METRICS AND ACCEPTABLE THRESHOLDS

BIG GOAL 3 OBJECTIVE A: INCREASE COMMUNITY ENGAGEMENT IN U PROGRAMS

STRATEGY 1: UONLINE

The strategic UOnline initiative, sustained through ongoing online fee revenues, aims to continue providing students this scheduling flexibility while also attracting new students, regionally and nationally, through easier to access University of Utah online program offerings. We recognize that accessing and paying for higher education has become increasingly difficult for many students. In addition, employers are asking the University to better align programs and provide education to help their employees advance while staying on the job. UOnline strategically aims to:

1. Help students flexibly adjust to life situations and complete their degrees through online offerings.
2. Broaden access to University of Utah degrees and certificates, both demographically and geographically.
3. Address regional workforce needs supporting industry partners who value U educated employees.

Since 2001, the University of Utah has provided students with flexible course scheduling options through online offerings. There has been a consistent increase in the number of online courses offered for credit each year for both undergraduate and graduate students, with a total of 956 course

sections offered in 2014-2015 representing over 99,000 student credit hours (see figures 4.73 and 4.74). The average U student currently takes two online sections per year for a total of 6-7 online SCH/year.

Increasing community engagement to U programs and courses is a major objective of Big Goal 3. The UOnline strategy is a major component of this objective. We therefore use the online SCH as a key performance indicator for Goal 3, with a threshold set to 90000 SCH per year. We also set an additional performance goal of increasing the 90000 baseline by 4000 SCH per year through at least 2019.

These performance thresholds are defined so that UOnline generates enough enrollment to provide sufficient course revenue to cover the cost of central services and instructor costs associated with delivering the online programs, including providing for continuous assessment of student learning outcomes, and curricular modifications associated with these assessments. UOnline needs 40,000 annual online section enrollments by 2019 to cover these ongoing operational costs, up from the current 33,760. To reach this level, we need to add approximately 700 additional students per year during the next four years. We project approximately half of these students will be new students to the University, and the other half will be current students using online options to augment their existing schedules. The use of UOnline courses can increase the number of SCH taken per semester for current students, thereby improving the six-year graduation rate.

The number of students taking at least one online course for credit for both graduates and undergraduates has shown a steady increase to over 14,617 students enrolled in 2014-2015 (Figure 4.75).

The university has invested significant resources to develop new online programs. Work is already underway to develop degree programs in business administration, nursing, economics, psychology, social work and electrical and computer engineering to start in fall 2015. More programs will be funded in the future as funds allow. Faculty developing online program courses now have a dedicated team, funded through online fees, that includes

experienced online faculty peers, instructional designers and media production specialists to help create high-quality courses optimized for meaningful interaction and mobile participation. In addition to improving online course development, we are also creating new services to help students discover online offerings, enroll, and progress through their programs. Live virtual meetings with advisors and student success advocates along with online tutoring and writing center services will augment online coursework. Working collaboratively, professionals from Student Affairs (e.g. admissions, registrar, financial aid), Academic Affairs (Continuing Education, CTLE, TLT, UGS) and UIT will support UOnline operations guided by the following strategic principles:

- *Standardize* technology platforms and online course development practices
- *Streamline* the online student experience across online enrollment, advising, teaching, tutoring, assessment and research
- *Support* online students and faculty with clear contact options and responsive, coordinated escalation to people who can solve the problem.

Over the past year, the following goals have been accomplished:

- Established an institutional strategic plan for expanding, funding, developing and operating online offerings.
- Engaged campus partners to provide coordinated student and faculty support services supporting online offerings. Key services include:
 - o Market research, marketing and enrollment support through Continuing Education
 - o Department curriculum alignment and faculty online teaching skills development support through the Center for Teaching & Learning Excellence
 - o Course design and production services through Teaching & Learning Technologies
 - o Interstate regulatory and accreditation requirements compliance coordination for all university online and distance learning offerings.
 - o Student admissions, financial and registration support through existing Student

Online Sections for Credit Offered Each Year
Undergraduate and Graduate

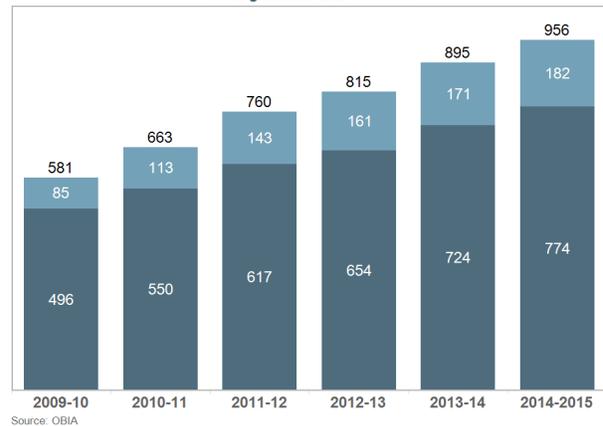


FIGURE 4.73

Total Student Credit Hours for Online Credit Bearing Courses
Undergraduate and Graduate

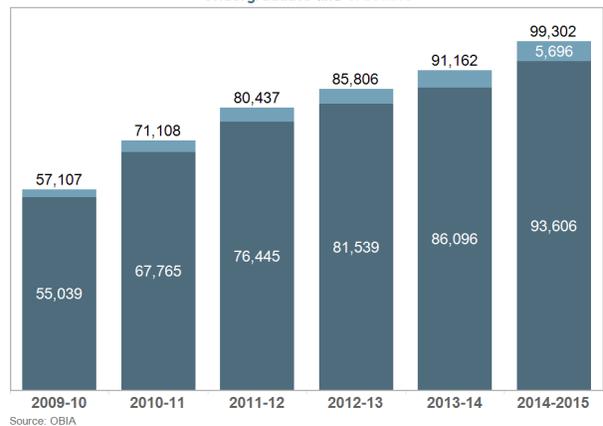


FIGURE 4.74

Services departments

- o Online advising, student success coaching and tutoring services pilot programs
- Selected and began development of 6 online programs with 6 other programs preparing for development starting in FY16.
- Established online course production and evaluation processes to improve online course usability and instructional effectiveness.

Student learning experiences, engagement and performance in online classes largely depends on optimized technology platforms, usability, communications and learning activity design. The Univer-

sity must also ensure compliance with accreditation requirements and inter-state regulations concerning online offerings. To this end the University of Utah is implementing a process for review and approval for all courses that seek to be listed as an online class (using the ONLN course designation) in the university schedule and registration systems. A committee of faculty experienced teaching online and instructional technology specialists will review classes seeking first time or renewal (five-year cycle) of the online (ONLN) attribute. The approval criteria cover:

1. Does the class structure, schedule and required activities appear to matches the university definition of an online class (greater than 80% of required class activities can be completed free of place and time requirements)?
2. Do any of the required class activities or attributes potentially trigger notifications or authorization actions with regulators in the states where we have students?
3. Does the class use the university supported technology platforms and are they configured according to learning environment best practices?
4. Does the class environment and content materials comply with federal accessibility requirements and best practices for individuals with disabilities?
5. Does the class start page contain the essential elements guiding students on where to start, how to contact the instructor and where to get technical support?

The university does not currently regularly measure student retention rates or drop/withdraw/fail statistics specifically for online class offerings. The UOnline director is working with the office of Institutional Analysis to implement these regular reports and analysis this year. In addition UOnline will be working closely with the Teaching & Learn-

Students Taking at Least One Online Course for Credit
Undergraduate Student and Graduate Student

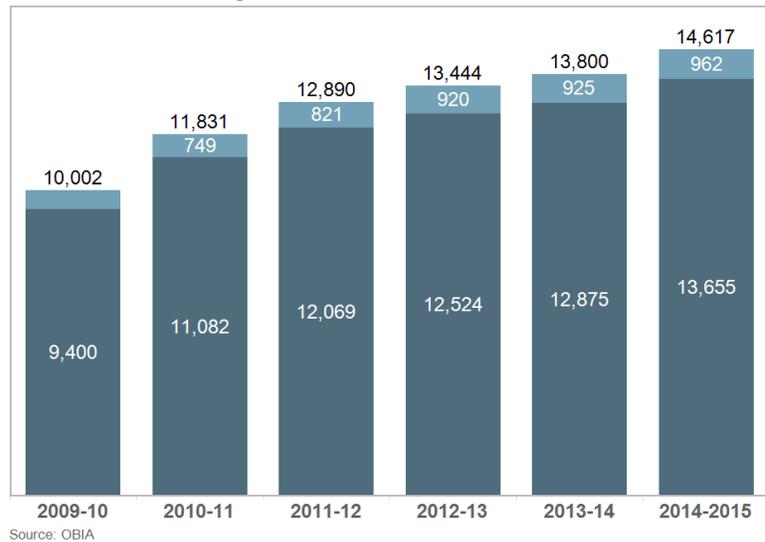


FIGURE 4.75

ing Technologies unit, The Center for Teaching and Learning Excellence and academic departments to use learning systems data to inform online course instructional design improvements.

The Center for Teaching and Excellence assists faculty teaching online with pedagogical training and peer support. They work closely with the instructional designers, media production specialists and instructional technologists within the Teaching & Learning Technologies unit who assist faculty authors with actual course production. Both teams use established rubrics to conduct formative assessment with the faculty authors. These rubrics and any comments are provided when the class is reviewed to receive the ONLN attribute designation.

The Teaching & Learning Technologies team works with faculty authors to employ an “agile” course development approach to online course design and production instead of the traditional “waterfall” design approach often used at other universities. The agile approach originated in the software industry where evolutionary development and rapid prototyping and flexibility are keys to quickly developing and implementing software. The University of Utah has adopted and adjusted this method such that it allows the evolutionary development and rapid prototyping, along with the flexibility, need-

HIGHLIGHT

There has been a consistent increase in the number of online courses offered for credit each year for both undergraduate and graduate students, with a total of 956 courses offered in 2014-2015 representing over 99,000 student credit hours

ed to develop effective online courses. Formative and summative assessments are used during our online course design process and during the first time each new course is taught. During the course design process, instructional designers conduct several usability test sessions focused on how the course design enables the instructor the ability to monitor student learning, provide meaningful feedback, and evaluate the effective use of online tools. Once course production is completed, the design and configuration are evaluated using a rubric derived from instructional design research and best practices outlined by the Online Learning Consortium (formerly known as Sloan-C) and Quality Matters (www.qualitymatters.org/rubric). The review process follows these steps:

1. The course is reviewed using the rubric internally by an instructional designer who did not participate in building the online course.
2. Using the same rubric, the course is then reviewed by the Center for Teaching and Learning Excellence for an independent perspective from an experienced online teacher.
3. The home department reviews the course with a focus on verifying the content being taught in the online environment meets the same learning outcomes requirements and work rigor as the face-to-face course.
4. The UOnline State Authorization Coordinator reviews the course using an authorization triggers rubric to determine any regulator notification or actions required.
5. Rubrics with comments are provided to the ONLN attribute review committee for final review, discussion and action on approving the online designation for the class.

This review process allows us to evaluate the configuration of standardized learning technology platforms for compliance, usability and effective learning experiences in our online offerings.

Additional performance indicators for Big Goal objective 3.A include number of online sections offered, number of students taking at least one online course per year, and progress development of UOnline programming and assessment during the ramp up phase to 2019. Thresholds for these indicators are 900 online sections with +50 sections/year increase; 13500 students with +700 increase per year; and adding 2 online programs per year, respectively. The assessment of these indicators shows 956 sections (2014) with a five year average +75 sections/year (five year); 14,617 students (2014) with an average +920 student/year (five year); and currently adding five online programs per year. Consequently all performance measurements are well above threshold, indicating strong mission fulfillment for Big Goal objective 3.A.

STRATEGY 2: CONTINUING EDUCATION AND COMMUNITY ENGAGEMENT

Continuing Education and Community Engagement (CECE) offers credit, noncredit, and professional courses in a wide range of topics, from art to recreation to languages to technology to cooking. Our department includes Academic Programs ([credit and noncredit](#)), [Distance Learning](#), the [English Language Institute](#), [Go Learn](#), [Lifelong Learning](#), the [Osher Lifelong Learning Institute](#), [Professional Education](#), [Technology Education](#), [Test Preparation](#), and [Youth Education](#). Classes are offered on the [main University campus](#), at four off campus sites in [Bountiful](#), [Murray](#), and [Sandy](#), and at locations around the Wasatch front and back. The annual [Frederick W. Reynolds Lecture](#) is also sponsored by Continuing Education.

Continuing Education and Community Engagement houses nine distinct program units and the Office of Engagement with an audience age ranging from age 2 to 102. Due to each program's unique target market, each has its own goals around revenue, participation, customer service, enrollment growth and sustainability based on strategic direction, which is constantly evaluated. Figure 4.76 provides the healthy financial picture of CECE from 2010-2015.

Although CECE does track and measure enrollments and revenue, CECE's progress and success are also based on meeting the diverse needs of the community while remaining fiscally responsible. For example CECE invested in and offered highly successful intensive for-credit courses at the U community sites as part of the *Plan to Finish* initiative. In addition, CECE has and will continue to be a part of the strategic direction of the UOnline strategy although we do not count those enrollments under CECE.

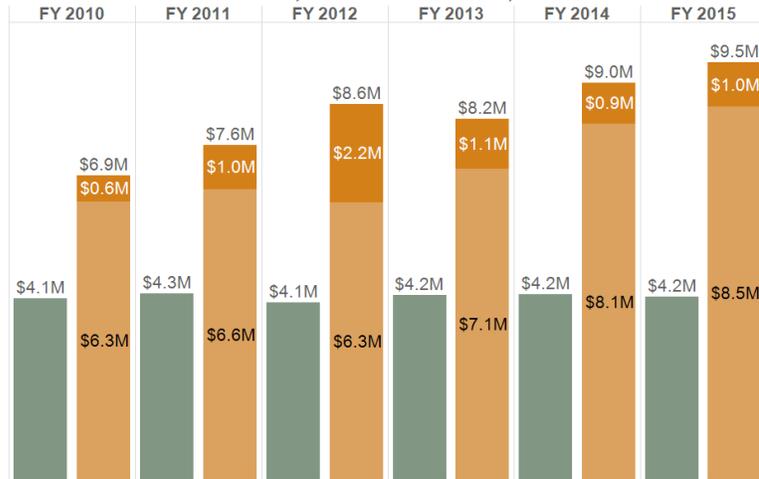
For 2014-15, Continuing Education, specifically, had nearly 32,000 enrollments serving more 15,000 students. Our numbers remained steady from 2013-14, despite changes that included the move of our Distance Education unit to UOnline and the change in the ESSF noncredit classes, which were combined into one class per semester versus the previously two classes per semester. However, many programs grew significantly in enrollments, which helped contribute to the steady enrollments. For example, focusing on the Osher Institute unit as a strategic CECE goal, we grew membership to exceed 1000 members, which qualified the Institute for a second \$1 million grant from the Osher Foundation. Membership grew from 850 members to an impressive 1322 and enrollment grew from 1751 to 2172 in 2015. Reaching the membership goal, along with an aggressive fundraising goal and a clear strategic direction, helped secure this second million dollar grant, which was awarded in April 2015.

Figure 4.77 provides historical enrollment and class data from 2010-2015.

CECE has data, finance, and marketing teams that continuously supply real-time data to help make strategic and programmatic decisions. A CECE sys-

Continuing Education Annual Budget

State Funded, Tuition Generated Funds, and Net*

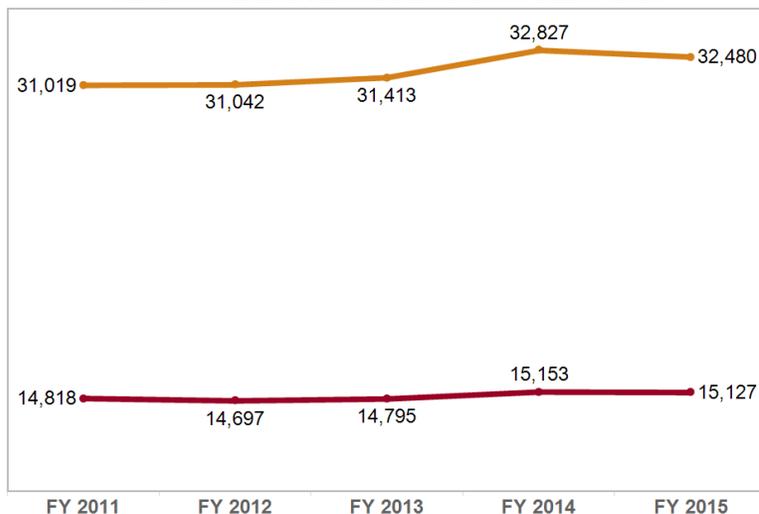


Source: The Office of Continuing Education
 * Net of tuition acts as a cushion for unanticipated changes as well as a strategic reserve used to create new programs, support scholarships and to fund the likely future relocation of Continuing Education from the Annex.

FIGURE 4.76

Continuing Education Enrollments

Number of Students Enrolled and Number of Classes Taken



Source: Office of Continuing Education

FIGURE 4.77

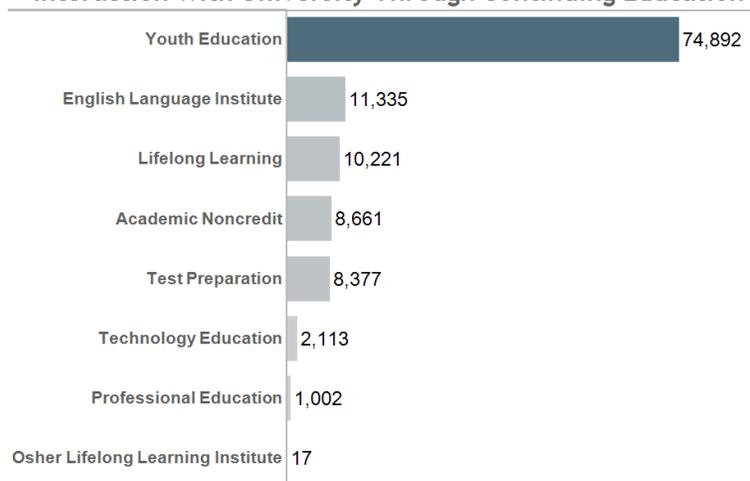
temic example includes the collaboration with University IT to better integrate the CECE user-friendly registration process with the University campus system to improve productivity as well as allow for quicker and more accurate access to real-time data. In addition, examples of programmatic changes based on data include our English Language Institute where curriculum and policy changes were made based on pass/fail data from the last two years. The program also restructured classes

that had higher than average fail rates to better match students' language levels. The Youth Education program aims to increase enrollment each year by at least 5%. The program achieved its 2014 goal to have over 2,500 students taking 6,000 classes and increased class capacity from 75% to 82%. These goals were achieved by analyzing quantitative, enrollment numbers, and qualitative, parent evaluations, to adjust class meeting times, instructional formats, and curriculum to better serve the needs of our students. Further, CECE recently hired a full-time research analyst to more broadly support the research phase of program development for CECE and Online programs. This will increase the success of programs based on more thorough market research and greater understanding of community needs.

Measuring satisfaction and continuous improvement are part of the core values of CECE, for every class offered, Continuing Education students fill out an evaluation form on the specifics of their classes. In addition, each student receives a one question email survey where responses are available real-time via the intranet. The average satisfaction rate across all units based on the email survey from fall 2010 to summer 2015 is 4.575 (on a scale of 1 to 5; 1 = very unhappy, 5 = very happy). Figure 4.79 shows the average for each year from 2010-2015.

CECE's mission, *to provide unique pathways to higher education and inspire a love of learning through innovative, educational experiences for all ages and people*, allow it to be a major strategy in the community engagement Goal/Theme of the University of Utah's mission (Big Goal 3). CECE engages a broad range of community members, from youth through senior citizens, and a substantial fraction of these individuals take non-credit Continuing Education courses for personal growth and enrichment. Consequently, the most appropriate performance indicator for this strategy is the total number of individuals participating in CECE programs and classes each year. We define this statistic as a key quantitative performance indicator to assess mission fulfillment for Big

Number of Credit Courses Taken by Students Who Had First Interaction With University Through Continuing Education



Source: Continuing Education, University of Utah, Fall 1998-Fall 2013. Students may be listed in multiple CE programs and are not un-duplicated in this analysis.

FIGURE 4.78

Goal 3.

We establish a conservative baseline performance metric of 14,000 community members and students engaged in Continuing Education per year, with flat growth. Looking forward, the UOnline initiative (SCH and student enrollment counted separately) provides an increasingly attractive and flexible schedule alternate opportunity for academic course credit in comparison with CECE classes offered at the U's Branch campuses. We therefore expect flat or declining enrollment in CE academic credit classes, offset by ongoing increases in Youth Education classes as well as other non-credit offerings. The conservative threshold will allow CECE to invest additional resources on improvement of program quality and assessment, as previous described in this section. Additional performance indicators for this strategy include the level of enrollment divided by the number of students (indicating number of classes taken per year), Youth Education (YE) enrollment growth, Osher Institute Membership and Osher Institute enrollment, with thresholds >2, increasing, >1000 members, and > 1500 courses. Data for 2015 shows 2.11 course per student on average (2.17 in 2014), YE growth of +5%/year (2014), 1322 Osher members (2015), and Osher Institute course enrollment of 2172. Consequently, all measurements provide indication of strong mission fulfillment of Big Goal Objective 3.A.

In closing, we note that the number of students engaged in CECE programs and courses was 15,127 in 2015, and has been consistently near or above 15000 for the past five years. We therefore judge that this statistical measure indicates strong ongoing fulfillment of Big Goal 3.

STRATEGY 3: U HEALTH CARE

Health Sciences at the University of Utah engages the community through the provision of care across the state, outreach educational programs to encourage students within the K-12 system to pursue a degree in health sciences to meet the health care needs of both the state of Utah, the nation and the global community. The University of Utah uses a variety of metrics to monitor quality and patient satisfaction. Two important sources of data are the University of Utah in relation to peers within the Health System Consortium (Figure 4.80) as well as patient satisfaction data. The patient satisfaction measure is a robust statistic which provides a direct measure of mission fulfillment of Big Goal 3 as it is a comprehensive assessment of the delivery of health care: including aspects of health care quality, efficiency, cost, and satisfaction with the level of personal attention given to the patient. An acceptable performance of 80% is established to assess level of mission fulfillment for this goal.

Another way the University of Utah engages the community is through the provision of uncompensated care, which meets the needs of those who do not have health insurance. This data is monitored to understand both the total dollar amount of uncompensated care provided as well as the setting in which it is delivered.

Healthcare in the 21st century is increasingly complex regardless of the lens of analysis. The complexity persists whether the analysis focuses on the health care delivery system. The explosion of health care information, or the engagement of patients for shared decision making. Achieving progress and success in health care research, provision, or education and will require the best minds, will require us to search beyond the usual criteria and *include* all voices and talents in an equitable climate that fosters inclusive excellence. The Office of

The Average Continuing Education Student Satisfaction Score

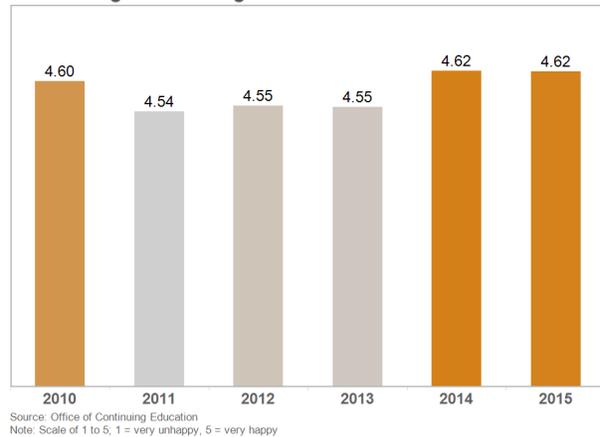


FIGURE 4.79

Health Equity and Inclusion actively and intentionally engages community to ensure that the patient voice is present and informing our work in health care delivery, education, and research. Community is defined broadly: the external community: the academic community outside of the University of Utah Health Sciences (UUHS), the community at large, and the internal community: the faculty/clinical non-academic /administrative / trainee / alumni /students/staff communities within the UUHS colleges, schools, and programs. The UUHS is committed to inclusive excellence and asserts that inclusion is essential for excellence, for quality and is part of everyone’s portfolio. The UUHS looks at inclusion broadly: age, religion, ability, gender identity/expression, race/ethnicity, rural/urban, gender, nationality, and other social dimensions that make a unique community. Our goal is to embody a vibrant community where inclusion is a thread present in all our efforts: curricula, advising, pedagogy, leadership, financial resources, administration, policies, recruitment, hiring, retention, promotion, tenure, and assessment.

Significant barriers to health have been well-delineated as social determinants of health. The Office of Health Equity and Inclusion actively engages community and academic partners to develop a systematic approach to address the social determinants of health. We anticipate that this collaborative approach will lead to mutual priorities that can be addressed and will improve the health and quality of life of the communities we serve.

The historical performance of Big Goal 3 indicator of U Health Care satisfaction is graphed in Figure 4.81. The performance indicator has been consistently met or exceeded threshold performance since 2011. The monotonically increasing gains in this indicator, observed during the entire five year duration of this measurement period, reflects U Health Care’s successful use of data-driven analytics to drive resources and policy decisions. Consequently, this measurement, in combination with additional measures described above, indicates an exceptional level of ongoing mission fulfillment of Big Goal 3.

Additional performance indicators for this strategy include the amount of Hospital and Uncompensated care (threshold \$150 M\$/yr) and number of outpatient/Ed visit/yr (threshold 90000, improving trend). Year 2014 data for both of these indicators are 207 M\$/yr and 1,061,310/increasing, respectively (Figure 4.82). These performance measurements indicate ongoing mission fulfillment of Big Goal objective 3.A.

STRATEGY 4: THE HEALTH SCIENCES OFFICE OF INCLUSION AND OUTREACH

The University Of Utah Division Of Health Sciences enthusiastically engages with campus-wide and local community partners to promote health and healthy lives. Participating in service learning enhances cultural competence among students and practitioners through education and awareness. It creates strong bonds between diverse Utah communities and the School of Medicine. It is the intention of the Office of Inclusion and Outreach (OIO) to encourage healthy, positive lifestyles, while increasing awareness of medical and health professions. In order to fulfill these goals, OIO operates 15 community inclusion and outreach programs with students from Pre K – 12, and operates three community inclusion and outreach programs with a diverse range of undergraduate students. Figure 4.83 shows the targeted student population for each of these outreach programs. The pre-K-12 programs reach over 4000 students per year (2014).

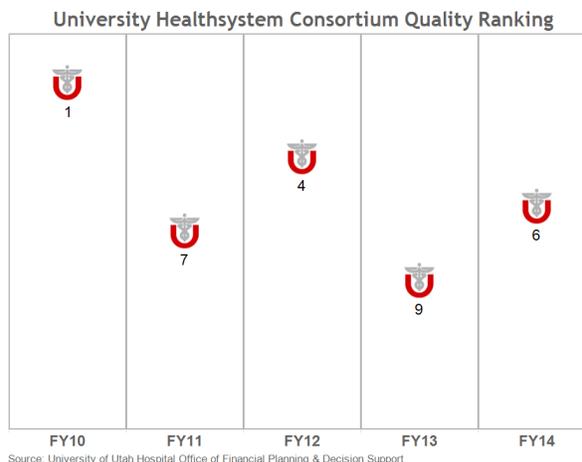


FIGURE 4.80

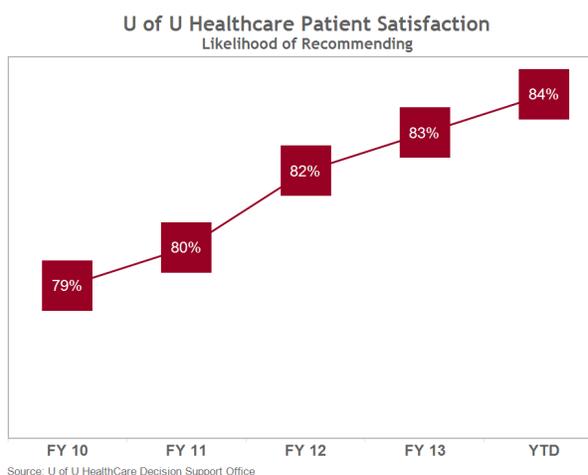


FIGURE 4.81

Addressing Health Disparities

Health Sciences promotes student learning, health and healthy lives through a series of programs created to address health disparities. These programs include:

- Midvale Family Health Clinic:** The clinic was opened on September 7, 2013. Health Sciences students and faculty work together to render medical care to the community, especially underserved low socio-economic populations. The clinic serves both the mission to teach our students cultural competency and inter-professional education (IPE). The clinic staff collects information directly from patients.

- Breaking Barriers:** This is an annual event where all health sciences faculty, students, staff and community are invited to attend a two hour dinner and discussion with panelists from different culture/ethnic background. Panelists present their culture and how it influences or affects medical care. Discussion and Q&A follows the presentation. To date we have invited the following communities: Latino, Muslim, LGBT, Native Americans, Refugee, and African American communities, and undocumented populations.

- Refugee/Immigrant Screening Clinic:** In partnership with the Asian Association of Utah, medical students have set up a screening clinic for refugees and immigrants. These patients are referred to the Midvale Clinic if further management is necessary.

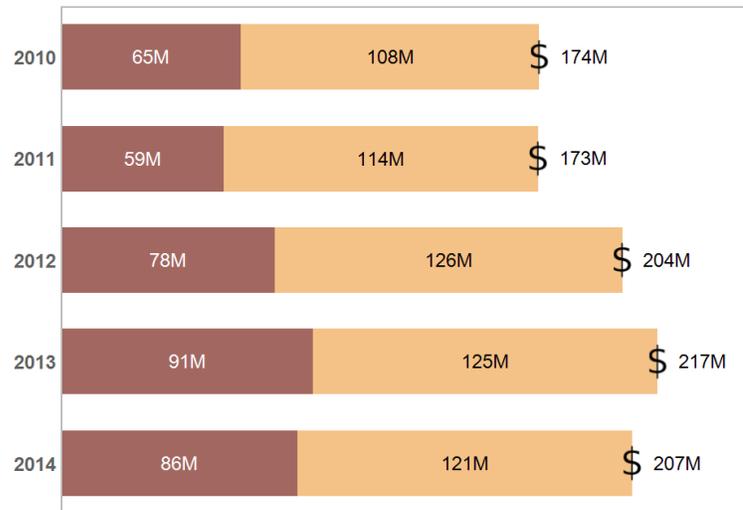
- Annual Health Information Summit for LGBT and Transgender Community:** Founded in 2014, speakers from the medical profession discuss the importance of education in regards to caring for transgender and LGBT patients. Personal experiences are also shared and discussion on how what, how, when and where in the medical care of patients are also discussed.

- Utah Rural Outreach Program (UROP):** Students travel to rural areas of Southern Utah teaching HS students about health care and helping rural physicians in the clinics. To date, medical students have visited 57 high schools and reached out to 2,208 HS students.

MCAT Program

Another academic program Health Sciences promotes is The MCAT Program. The MCAT program (Medical College Admissions Test) is a program at the School of Medicine that began in 2001. This program is a six-week intensive preparation course where successful applicants have didactic morning sessions with the Kaplan review or the Princeton

Hospital & Clinical Uncompensated Care



Source: University of Utah Decision Support Office

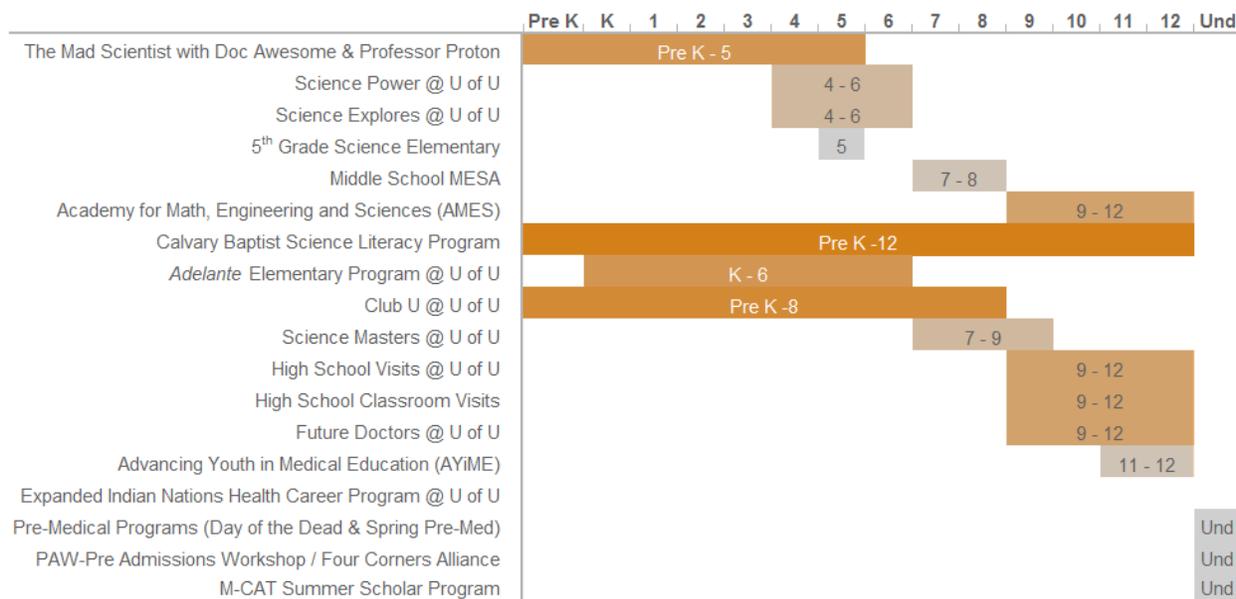
FIGURE 4.82

review. During these sessions students learn how to answer medical questions and the rationale behind the answers. Students are also placed in research labs and clinics where they learn to do research and get the experience of working with health care staff and patients. The goal of the program is to help the students be competitive and successful in getting into medical school. The program is open to underrepresented students, and those with low socio-economic status. Between 2001 and 2014, there have been 100 students in the MCAT program. Forty-four percent (44%) were accepted into Medical School, and the rest have pursued other careers in Nursing, Physician Assistant, Dentistry or a masters or Ph.D. degree related to health care.

South Main Clinic

At the South Main Clinic, we continuously work to improve health and the quality of life. The South Main Clinic (SMC) provides comprehensive pediatric care to at-risk infants, children, adolescents and adults. We serve immigrants, refugees, and others who are at high-risk socioeconomically – over 80% live below the poverty level, many uninsured. The mission of SMC is to provide high quality, comprehensive, and cost-effective care to underserved populations in our community. In addition we strive to provide care to specialized populations that lack access to appropriate services while sharing com-

Target Student Population by Program



Source: University of Utah Health Sciences Office of Inclusion and Outreach (OIO)

FIGURE 4.83

munity resources.

Since 1995, the South Main Clinic Pediatric program has delivered full spectrum pediatric care to children regardless of their ability to pay. In 2013, SMC medical doctors provided care for 6,989 visits for well-child, acute and chronic care. The majority of the patients’ families speak Spanish at home, but over the past two years we have seen an increase in English speaking and refugee populations. Approximately 76% of the patients are on Medicaid, 11% are privately insured, and 13% are uninsured (and use our sliding scale fee system based on income). SMC serves as a training site for future pediatricians, instilling in them the value of and skills for caring for this complex population.

At highest risk are those patients in our CSHCN Program where we provide care to over 275 young patients with medically complex diagnoses such as autism, diabetes, Down syndrome and cerebral palsy. By definition, CSHCN require more medical care than other children, and they, therefore, require more care from their parents and other family members. The South Main Clinic CSHCN Program provides a Medical Home for these families, while

assisting them to navigate a complex health care system, learn about important medical conditions, and receive necessary medical services in a comprehensive, coordinated fashion. We provide these families not only with medical care, but also with managed care coordination amongst specialists and ancillary health services, and with support groups to teach parents important skills. We track and monitor their health outcomes, including immunization status, hospitalizations and routinely ask families how they are doing. In the past we have conducted large surveys of this very high-risk population.

We use a performance indicator of the number of HSOIO programs supported (threshold > 10) as an indicator for the mission fulfillment of this strategy. HSOIO supported 18 successful outreach programs in 2015, substantially exceeding the benchmark threshold. This performance measurement indicate ongoing mission fulfillment of Big Goal objective 3.A

BIG GOAL 3 OBJECTIVE B: INCREASE ENGAGEMENT TO GENERAL COMMUNITY

STRATEGY 1: OFFICE OF ENGAGEMENT

Office of Engagement: The Office of Engagement collects assessment of K-12 engagement activities offered by the University community. These data are categorized as either academic achievement programs or youth development programs. Data are collected and stored in an online database (CBISA), where programs, occurrences, and the number of students who participate in each occurrence are entered. We have identified 152 academic achievement programs and 52 youth development programs. This database is constantly being updated with outreach coordinators reporting engagement activity on a regular basis. In addition to the collection of engagement activities, our office houses three engagement programs.

- **The Utah College Advising Corps (UCAC)** is a university-based, college access program that works with seniors in high schools, placing an intentional focus on first generation, low-income and underrepresented students, and assisting these students with the milestones to college. The data we collect around this program includes: student demographic information (including name, date of birth ethnicity, low-income status, and first generation status), ACT information taken in their senior year, college applications submitted, college acceptance, FAFSA completion, and scholarships awarded. In the 2014-2015 school year we have served 1772 students, with 1483 being first generation, low-income, or underrepresented. To date (for the 2014-2015 school year) we have assisted 604 in preparing for and/or registering the ACT, 2381 college applications have been completed, 587 students have submitted the FAFSA, and \$10,519,737 in scholarship dollars have been offered to UCAC students. In October 2015 we will submit all students records (approximately 12,000 since the inception of the program) to the National Student Clearinghouse, to establish college going, retention, and graduation rates for students served by UCAC since 2007. This year, we partnered with a Master of Public Policy student to analyze the UCAC data. His research showed that while the

State of Utah has an average college going rate of 45% for low-income students, UCAC students enroll at 58.2%. This research also found that the rate at which a student is more likely to attend college goes up with each college access advisor interaction. In addition, we are partnering with faculty in the Department of Education Psychology to further analyze this extensive database.

- **The BEACON Scholars** program is designed to provide University of Utah students with a small community on campus. Through this community, students support each other in achieving academic success as well as staying connected throughout their educational careers. Beacon scholars engage at the university and in their own communities, inspiring future generations to strive to achieve higher education. In FY15, 44 students engaged with BEACON Scholars, participating in 11 different engagement projects. Students who participate in the BEACON Scholars program are enrolled in a University of Utah Class (either credit or non-credit) for the purposes of student tracking. With this information we hope to assess graduation and retention rates for these students.

The BEACON Scholars program is a campus based peer mentoring learning community. In the three years since its inception, BEACON has served 105 students, growing from 20 in its first year to 80 enrolled in 2015-16. The brand new Field Trip program seeks to engage with the community by bringing youth to campus. Through partnerships with individual schools and campus departments, in only six months, we were able to bring 1319 students from 29 different schools to campus for 43 unique presentations. The goal for 2015-16 is to bring 2,000 students to campus, and we are on track to exceed that goal. The Utah College Advising Corps program assists low income, underrepresented, and first generation students along their pathways to higher education. 58.2% of students that participate in the UCAC program enroll in post-secondary education, compared to the state average of 49%.

- **Defining Your Path (formerly the Field Trip program)** provides visits to campus expose and encourage students of all ages to pursue

higher education, because success in college can never start too early. Students participate in engaged learning that enriches their knowledge of a subject, instills in them goals to work hard in high school, and allows them to meet and interact with college students. In FY15, we hosted 17 field trips, resulting in over 1000 students visiting the University of Utah campus. As with the BEACON Scholars, students who participate in a Defining Your Path field trip are enrolled in a non-credit class in PeopleSoft for the purposes of tracking. Since FY15 is the first year of this program, University of Utah recruitment and retention data won't be available for a few years.

TRIO Programs

The Federal TRIO Programs are outreach and student services programs designed to identify and provide academic success services to qualified individuals. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities. The TRIO programs help students to progress through the academic pipeline from middle school to post-baccalaureate programs. The University of Utah currently operates two federally funded programs, Upward Bound (UB) and Student Support Services (SSS). The Upward Bound program assists low income and first generation high school students who attend East, West, Highland, Horizonte and Kearns high schools. The program delivers tutoring, career exploration, and post-secondary admissions and financial aid application assistance. UB provides services to 87 students. One critical metric for the program is student GPA which must be above 2.5. A minimum of 50% of students must enroll in a post-secondary program of study. TRIO programs must meet clear, federally mandated performance targets for each grant period. More information about TRIO at the University of Utah can be found here: trio.utah.edu/.

The primary purpose of the Office of Engagement is to provide a coordination warehouse of data for engagement activities across campus. We define comprehensive performance indicators for this strategy which includes assessment of the ongoing

support for gathering these engagement statistics, as well as K-12 participation in enrichment programs, various K-12 college preparedness measures, K-12 college acceptance rates and faculty participation rates across broad ranges of K-12 college acceptance rates. The comprehensive assessment for this strategy had an average of 8.96, indicating that this strategy contributes strongly to the mission fulfillment of Gog Goal objective 3.B.

STRATEGY 2: LOWELL BENNION CENTER

The Lowell Bennion Community Service Center offers a variety of community engagement and service programs. Over the past five years nearly 8,000 students/yr. participate in community service through the Bennion Center, donating an average of more than 176,000 hours/yr in community engagement and service. The Lowell Bennion Center therefore is also a prime example of Community-Engaged Learning experiences for our students, and has also been described in Big Goal 1.B. We use performance indicators of the number of Bennion Center volunteers/year (five year average, threshold 7,500) and the number of Bennion community service hours (five year average, threshold 150,000) as indicators of mission fulfillment of this strategy. Five year statistical averages for these measures are 7,910 volunteers/year, and 176,765 hours/year. Consequently, these performance measurements indicate ongoing mission fulfillment of Big Goal objective 3.B.

STRATEGY 3: BROADER COMMUNITY PARTICIPATION AND ENGAGEMENT

The University of Utah engages the community through a broad range of cultural, athletic, and educational events and programming. These include public museums (Natural History Museum of Utah-NHMU and Utah Museum of Fine Arts-UMFA) and Red Butte Botanical Gardens, public creative and cultural activities such as Pioneer Theatre Company (PTC), public performing arts and music events at Kingsbury and Gardner Hall, and public broadcast engagement through radio/television (KUER/KUED). One of the most visible strategies is through athletics with the University of Utah joining the Pac-12. Over the past five years, attendance has shown

a steady increase for football, men's and women's basketball, gymnastics and baseball. Football, Men's basketball, Gymnastics, Women's Basketball, Volleyball, Baseball. These large athletic events are hosted on large campus facilities, such as Rice-Eccles Stadium and the Huntsman Center. In this section we describe the exceptional breadth and impact of these broad public engagement opportunities on the cultural, intellectual, and community life of Utah residents.

Kingsbury Hall is the performing arts center on the University of Utah campus. Since the venue opened its doors in 1932, many of the world's most well-known and well-respected artists, performing groups, politicians and world leaders have graced its stage. Many local performing companies, including Utah Symphony, Utah Opera, Ririe Woodbury, Ballet West and Repertory Dance Theatre all received their start at Kingsbury Hall. Kingsbury Hall serves the community from toddlers to senior citizens through school matinees, teacher workshops, and master classes.

Red Butte Garden offers educational programs, concerts and performances and event rental. Their mission statement is "to connect people with plants and the beauty of living landscapes." Red Butte Garden has 18 acres of display gardens and over five miles of hiking trails. The Garden, which is community-funded, has grown into one of the nation's preeminent botanic gardens with 130,000 annual visitors, over 9000 members, and over 300 active volunteers. The Garden is renowned for its award-winning gardens and beautiful floral displays, including its springtime display of 450,000 blooming bulbs, outstanding outdoor summer concert series, and award-winning educational programs. It has become a multi-purpose facility for people seeking horticultural knowledge, exercise, recreation, family-based activities, or a stunning setting for weddings and other special events.

The Natural History Museum of Utah (NHMU) is nestled into the foothills of the Wasatch Mountain Range at the Rio Tinto Center, located on a series of terraces that follow the contours of the hillside, blending into the environment. The building is located along the Bonneville Shoreline Trail, a popular location for hiking and mountain biking.

The building is immediately recognizable due to the 42,000 square feet of standing seam copper that wraps the exterior of the building. The copper, mined from Kennecott Utah Copper's Bingham Canyon Mine located across the Salt Lake Valley from the new Museum site, is installed in horizontal bands of various heights to represent the layered rock formations seen throughout Utah. The building is an accomplishment of the community and will serve to further the Museum's mission: To illuminate the natural world and humans place within it.

The main lobby area, called the Canyon, is three stories high displaying over 500 objects from the Museum's collection: the Canyon is our central public and gathering space. Visitors can enjoy spectacular views of the Salt Lake Valley, begin to explore the Museum's Trailhead to Utah system, enter the exhibit galleries, or enjoy the Museum Store and Cafe. Beyond the public areas of the Rio Tinto Center, the building provides advanced research and collection facilities for Museum scientists who oversee the care and curation of more than 1.5 million objects in the Museum's collection. The collections and research areas are the core of the institution and feature sophisticated climate control and other means of protecting the collection, and a venue for undergraduate and graduate training at the University of Utah. In 2015, the Museum served 262,597 people onsite and approximately 482,194 people across the state through outreach efforts.

The building and surrounding grounds have been designed and built according to the standards for LEED (Leadership in Energy and Environmental Design) Gold Certification. From the previous pavement of the parking lot to solar photovoltaic panels on the rooftops, the Museum worked with our architecture and construction teams to incorporate green elements throughout the design, construction, and operations of the building. Construction of the Rio Tinto Center is a result of a successful public/private partnership to raise the total cost of \$102.5 million for the project. The funding came from the federal government, the Utah State Legislature, a bond supported by the voters of Salt Lake County, and over \$44 million raised through individual, corporate and foundation philanthropic support. The Museum's building is named the Rio Tinto Center due to the naming-level donation

from Kennecott Utah Copper / Rio Tinto which included the donation of the copper used in the building's facade

The Utah Museum of Fine Arts (UMFA) is Utah's primary cultural resource for global visual arts. It is unique in its dual role as a university and state art museum. It is Utah's only visual arts institution that collects, exhibits, interprets, and preserves a comprehensive collection of over 5,000 years of art from around the world. The UMFA has experienced unprecedented growth in all areas of operation. In February 2005, the Utah State Legislature declared the UMFA as an official state institution, confirming the importance of the Museum's role as a center for art, culture, and education in the state of Utah. As Utah's flagship art museum, the UMFA collects, exhibits, interprets, and preserves a comprehensive collection of more than 19,000 original art objects from around the world. Today the UMFA strives to give everyone the opportunity to experience different ideas, values, and cultures from its extensive art collections.

The Pioneer Theatre Company, Salt Lake's major regional theatre, is a fully professional theatre in-residence at the University of Utah and produces a seven-play season running from September through May, including a mixture of classics, large-scale musicals and contemporary dramas and comedies. Over the past 10 years the theatre has developed a reputation for Broadway-quality productions, including mounting Utah premieres as well as regional theatre premieres. Notably, Pioneer Theatre Company was the first regional theatre in the country to earn the rights to produce *Les Misérables*, the closing musical of the 2006-2007 season. Running for a record 82 sold out performances, *Les Misérables* cemented PTC's reputation as a theatre capable of producing large scale, difficult productions.

Previously, Pioneer Theatre Company has performed major musicals such as *The Producers*, *42nd Street*, *My Fair Lady*, *Chicago*, *Into the Woods*, *Cabaret* and *Ragtime* as well as classics and adaptations like *Romeo and Juliet*, *Othello*, *Pride and Prejudice*, *The Three Musketeers*, *A Tale of Two Cities* and *The Grapes of Wrath*. The theatre has also been the first in Utah to produce important works by contemporary

HIGHLIGHT

Over the past five years nearly 8,000 students/yr. participate in community service through the Bennion Center, donating an average of more than 176,000 hours/yr in community engagement and service.

playwrights such as August Wilson's *Fences*, Tom Stoppard's *Arcadia*, David Auburn's *Proof*, Wendy Wasserstein's *An American Daughter* and David Hare's *The Vertical Hour*. In 2013, Pioneer Theatre Company announced Play-By-Play, a staged-reading series that gives our visiting playwrights a week to workshop their play with a director and actors, then present the piece to an audience.

The Tanner Lectures are a collection of educational and scientific discussions relating to human values. Conducted by leaders in their fields, the lectures are presented at:

- Linacre College, Oxford University
- Clare Hall, Cambridge University
- Harvard University
- Princeton University
- Stanford University
- University of California, Berkeley
- University of Michigan
- University of Utah
- Yale University
- and other educational facilities around the world

The Tanner Lectures on Human Values, a nonprofit corporation administered at the University of Utah, is directed by a self-perpetuating Board of Trustees. All expenses, including the Lecture Awards, the costs of administration, and the editing and publishing of the lectures, are paid from Tanner philanthropies established at the University of Utah. The lectures are well attended by members of the community and attendance is 2,000 per lecture, which is the full capacity of the venue.

KUER radio reaches approximately 240,000 unique listeners each week. We have over 10,000 members,

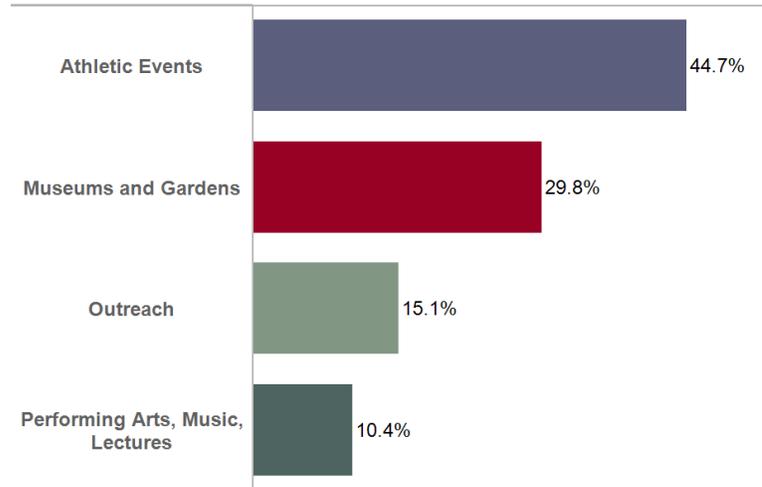
6,000 who are sustainers, meaning they donate automatically from their bank accounts each month. When controlling for college graduates and households with \$70,000 of income or more, KUER is number one in the radio market in morning and afternoon drive times (5-9 am and 3-6:30 pm) among all commercial and non-commercial radio stations along the Wasatch Front.

KUER's budget rose from \$2,274,785 dollars in 2010 to \$3,459,000 in 2015. KUER donates time and talent equaling \$231,000 each year to support hundreds of community organizations. We utilize over 250 station volunteers each year and provide work study and paid internships to University students.

Television station KUED broadcasts Public TV to the state of Utah from the Dolores Doré Eccles Broadcast Center, located on campus. As Utah's largest classroom, KUED reaches a diverse group of students, educators and parents across the state with essential PBS and KUED educational resources and programs that encourage lifelong learning. KUED is Utah's premier public broadcasting station; airing quality programs 24 hours a day, broadcast through repeater channels across the state. In its production facilities, KUED produces both public affairs programming as well as 5-8 documentaries each year. KUED is recognized one of the leading public television stations in the country, as evidenced by its ongoing receipt of multiple recent Rocky Mountain Emmy Awards, including 15 awards in 2013, and 17 nominations in 2014. KUED's 28-day CUME viewership assessment indicates the station reaches approximately 500,000 households each month (five year average). Approximately 22,572 viewers supported KUED in 2014, donating a total of 2.35M\$ in support.

During 2013-2014, the University provided the larger community with nearly 1.6 million admissions to cultural (performing arts, music, lectures), outreach, museum and athletic event experiences (not including KUER/KUED). Figure 4.84 shows the

Creative, Cultural, Museum & Athletic Event Community Engagement (2013)



Source: University of Utah Auxiliary Units

FIGURE 4.84

distribution of these broader engagement experiences broken down into these categories. For reference, during this period, Utah had a population of 2.9 million residents, and Salt Lake County had a population of 1.08 million residents. Since most of these events occur on or near campus, it is clear that the University of Utah plays a leading role in the broader engagement of resident living across the Wasatch Front, as well as across the state of Utah.

A composite measure was used to assess the level of mission fulfillment of this strategy. The composite measure included assessment of quantitative factors such as yearly attendance at creative, athletic & cultural events, attendance at Museums and outreach centers, mass media viewership and quality, and donor support for broader community engagement. The comparison group for attendance was the number of residents of Salt Lake County and the state of Utah. Composite score for this strategy was 9.17, indicating very strong ongoing mission fulfillment of Big Goal objective 3.B.

BIG GOAL 3 OBJECTIVE C: INCREASE ENGAGEMENT TO DIVERSE COMMUNITIES

STRATEGY 1: UNIVERSITY NEIGHBORHOOD PARTNERS (UNP)

Founded in 2001, **University Neighborhood Partners (UNP)** is a department of the University of Utah that is housed on the west side of Salt Lake City. UNP's mission is to bring together higher education and community resources for reciprocal learning, action, and benefit. Its goals are to increase access to educational opportunities for youth and their families; build the capacity of residents, community organizations and the University of Utah to address issues of education, health, housing, employment, safety and environment; and promote the development of resident leadership. This many-pronged approach creates a bridge between the research, academics and resources of the University of Utah and the reciprocal learning provided by members of the community and uniquely qualifies UNP to address the educational needs of Salt Lake City.

Assessment of UNP performance comes from a number of indicators, including percentage of West Side residents connected/participating with UNP, number of collaborating organizations, and impact on higher education access in the UNP target area. (See partners.utah.edu/impact/)

Education Pathways: Improving college preparedness among west side residents is central to the work of UNP. Our Education Pathways partnerships increase access to higher education, create a college-going culture in families, and bring comprehensive college readiness services into schools. This is accomplished through increasing parental involvement, supplementing professional development for teachers, and addressing health care, childcare and adult education. In 2014, the partnership engaged more than 300 elementary, 200 middle, and 350 high school students plus 1,600 adult learners by leveraging the resources of the University of Utah, local non-profits, and the school district to better prepare families for higher education.

The Westside Leadership Institute (WLI) is a program taught by University faculty and community leaders to support west side residents in pursuit of becoming catalysts for positive change in their communities. WLI is organized as a partnership between University Neighborhood Partners (UNP), NeighborWorks Salt Lake, and the University of

Utah's Center for Public Policy and Administration. The WLI approach to community leadership starts by redefining 'leadership' from that of a noun or a position to that of action—leadership emerges from what one does to mobilize others effectively. Most importantly, it arises from the recognition that any real change is going to require individuals to change the way they think and act, and change is difficult. Participants thus spend a great deal of time learning how to 'diagnose' a community problem, so that they correctly identify what the real problem is and who or what needs to change in order to improve the situation. Participants also focused on tools for organizing their groups—an action plan that requires research into other existing community resources, how to manage conflict in groups, identifying strategies for adaptive change, gaining visibility and funding, and others, all of which serve to move a group forward toward a shared purpose. As of May 2015, over 315 residents have participated in the WLI program. WLI graduates now serve on Salt Lake City Council, School Board, multiple community councils, PTAs, non-profit Boards, and grassroots organizations.

Hartland: As part of UNP's community partnerships, we offer programming that develops community capacity and overcomes many economic, linguistic, and social barriers at our UNP Hartland Partnership Center. The nearby apartment complex, located near 1700 South and Redwood Road, is home to nearly 800 adults and children from all over the world – Somalia, Peru, Sudan, Central and Eastern Europe, Mexico, and the United States. Many of the units are subsidized for low-income residents and over 75% of the residents are non-native English speakers, reflecting a rich tapestry of ethnic diversity.

In 2014, the UNP Hartland Partnership Center worked with hundreds of individuals:

- 804 residents directly engaged
- 700 visits to the women's health clinic
- 311 K-12 students engaged in youth programming.
- 45 residents participated in job training and employment/resume-building workshops.

- Three residents obtained United States citizenship.

We use direct quantitative performance indicators of percentage of West Side residents connected to the U through UNP each year (threshold: 33%), number of UNP community partners (threshold: 35) and impact on educational attainment at the U in terms of increased access and graduation rates (thresholds: 100% increase in U students from west side, 100% increase in degrees awarded to west side students) as indicators of mission fulfillment of this strategy. In 2014, 39% of West side residents were engaged through UNP programs, and 84 community partners worked with UNP (51 in 2013). Over a 10-year period, the U has seen a 400% increase in the number of students from the West Side, and a 360% growth in the number of degrees awarded to these residents. Consequently, these performance measurement indicate very strong ongoing mission fulfillment of Big Goal objective 3.C.

STRATEGY 2: WOMEN’S ENROLLMENT INITIATIVE

As the University of Utah works to expand its commitment to helping underserved students succeed at the U, a new initiative has begun to recruit, retain and graduate more women students. Currently, although the percentage of women graduates is about equal to men, women’s enrollment lags behind men’s by 20%. This year 85% of female freshmen applicants were admitted, but just 37% enrolled. In addition, Utah has the fourth largest wage gap in the country, with women earning 30% less than men. The Women’s Enrollment Initiative aims to meet the needs of girls and women along the spectrum from high school to incoming freshmen to those just short of graduating, and provide the information, services and support to realize their academic goals. One program that developed within the Women’s Resource Center and is part of the Women’s Enrollment Initiative is the Go Girlz Community Initiative that has been in place

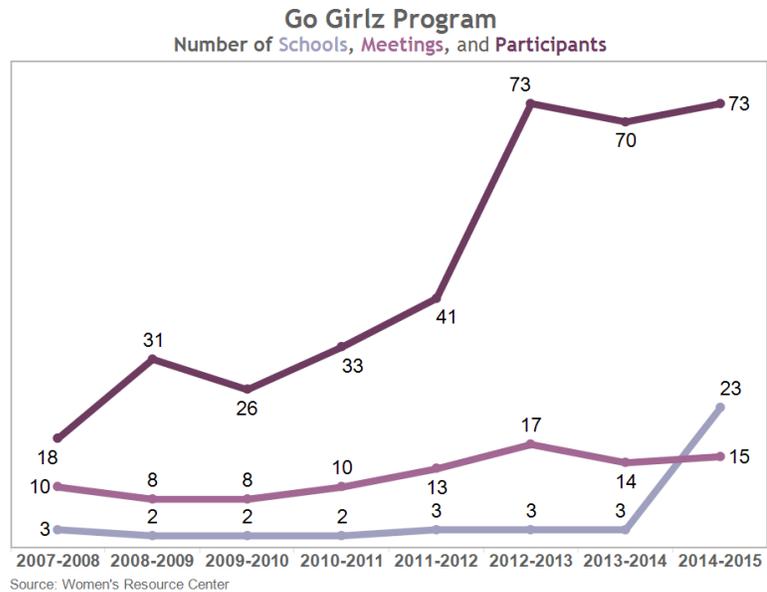


FIGURE 4.85

since 2004. This program was developed to target underserved populations, primarily young women of color, first generation, economically disadvantaged female students, grades 6-12 in the Salt Lake City school district with the goal of early exposure to higher education. Go Girlz involves partnerships from the Women’s Resource Center, Gender Studies, College of Social Work, University Neighborhood Partners and the Marriott Library. Community partners include YWCA of Salt Lake City, KUED, Salt Lake City Public Library, Sorenson Community Center and Refugee Services Offices. As Figure 4.85 illustrates, the number of young women served by the program and the number of schools have continued to grow since 2007.

Assessment is integrated into the program to understand program utilization, satisfaction and outcomes. Participants complete a pre-, mid- and post-program survey. Of those who responded to the survey in 2013-2014, 89% indicated that they plan to attend college and all participants indicated increased involvement in academics and extracurricular programming. Currently 55 previous Go Girlz are undergraduates and 4 have enrolled in graduate programs at the University of Utah. More information can be found here: womenscenter.utah.edu/initiatives/go-girlz.php.

We assess the mission fulfillment of this strategy

using performance indicators of participation level in the GoGirlz program (threshold: 50 students/year), and pre/post program survey results threshold: 80% indicate positive experience. During the past three years, an average of 72 students have participated in this program per year, and survey results have been uniformly positive. Composite assessment gave a score of 8.85/10, also indicating strong performance. Consequently, these performance measurements indicate very strong ongoing mission fulfillment of Big Goal objective 3.C

BIG GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

3.B PLANNING AND MISSION ALIGNMENT

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.*

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.*

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.*

4.A.6 *The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

4.B – IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based*

HIGHLIGHT

In 2014, the partnership engaged more than 300 elementary, 200 middle, and 350 high school students plus 1,600 adult learners by leveraging the resources of the University of Utah, local non-profits, and the school district to better prepare families for higher education.

on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

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.*

BIG GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

OBJECTIVES, INDICATORS OF ACHIEVEMENT, RATIONALE, METRICS AND ACCEPTABLE THRESHOLDS

BIG GOAL 4 OBJECTIVE A: PROVIDE ACCESS TO HIGH QUALITY, AFFORDABLE EDUCATION

Resources must be used appropriately and frugally in order to help guarantee an affordable and high quality education for our students. The budget and planning cycle includes the goal of obtaining new resources as well as evaluating the use of current resources for this objective. The major sources of funding to support the academic mission are state appropriations and tuition/fees, gifts, and certain grants and contracts (Figure 4.87).

STRATEGY 1: LEGISLATIVE ADVOCACY

State appropriations come from the Utah legislature. The legislature annually reviews the funding available for all state institutions for both operations

and capital projects. Budget requests for higher education are coordinated by the Commissioner of Higher Education and approved by the Board of Regents. Requests are consolidated and prioritized for the entire system of higher education of which the University of Utah is a part. The Council of Presidents which includes the presidents of all of the Utah institutions of higher education meets regularly with the Commissioner to determine the needs of the system. Historically, the budget has started with the base budget from the prior year and then additions and/or reductions are made from that point. The top priority for the Board of Regents is usually salary increases, with the recognition that the faculty and staff of the institutions are crucial to the success of the goal of high quality education. Other categories have recently included funding for mission-based programs and performance funding.

Mission-based funding began with S.B.97 in 2011, which requires the Board of Regents to consider each institution's mission. The purpose of the funding is to build capacity and quality to achieve the state's goal, which is to ensure that 66% of Utah adults ages 25 to 64 have a postsecondary degree or certificate by the year 2020 and to address issues that are institution-specific as they relate to completion, economic development and technology efforts. Mission-based funding is to include enrollment growth and up to three strategic priorities. The strategic priorities emphasize the needs of the institutions. For example, for FY2015, the University of Utah received funds to promote Online Education, Student Success and Completion (Advisors and TAs), Student Success and Empowerment, and Undergraduate Research Opportunity Program.

Performance based funding was introduced by the

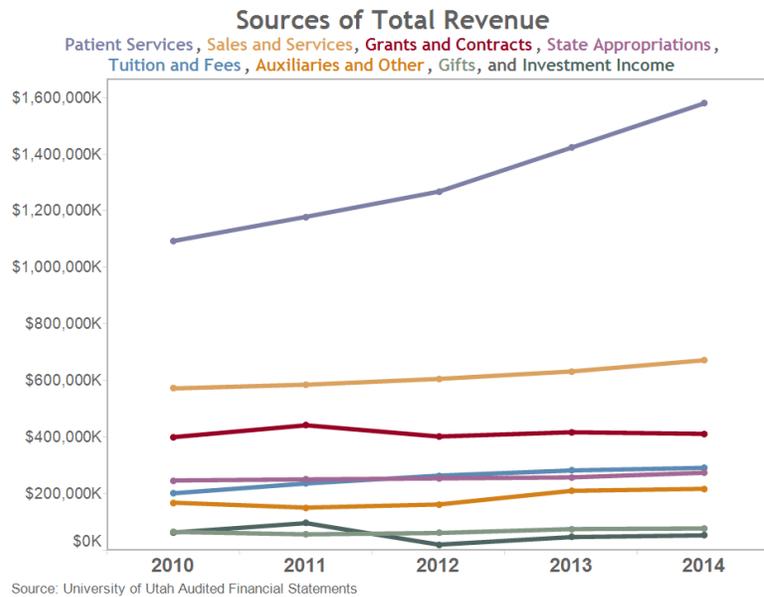


FIGURE 4.86

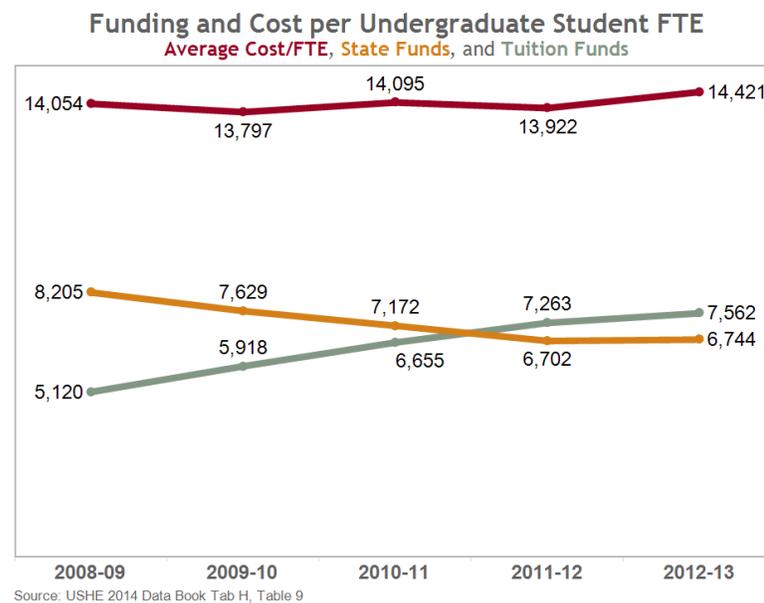


FIGURE 4.87

legislature in the 2013 session. This funding is tied to each institution's progress in retention, completion, and for the two research institutions, research funding. This funding model is currently being developed by the legislature so the categories are evolving but the underlying structure includes a quantitative measure for each category and funding is attached to progress in those measures.

Capital project and capital improvement funds are also critical for providing a high quality and affordable education. These are also requested as part of the legislative process. Capital project requests are prioritized for the system and recommended to the legislature. Capital improvement funds are supposed to be 1.1% of the replacement value of all state buildings. Although due to funding challenges, the full amount is not always appropriated, for FY2016 we received the full amount. These funds help sustain the academic facilities and infrastructure that we have.

Appropriate performance indicators for this strategy include the level of funding and cost per undergraduate FTE, level of state funding per student, and level of award of mission based funding. Measurements of these indicators have been historically favorable; we have been able to keep the average undergraduate cost/ student FTE at a fixed level of approximately 14.4k\$ per year during the past five years (Figure 4.86); state funding per student has decreased by an average of 4.4%/year during the last five years (compare to the nationwide average decline of 6.6 %/year between the same time period nces.ed.gov/programs/coe/indicator_cud.asp), and mission based funding has been awarded every year. Depending upon economic conditions and state higher education funding priorities, state appropriations can vary substantially from year to year, it is difficult to establish any realistic baseline threshold for these indicators. We therefore use a composite indicator to assess the performance of this strategy, which takes into account the above quantitative numbers as well as an assessment of the general historical success of securing state funding for the U. Composite assessment gave this strategy a score of 8.72/10, indicating good performance. This score indicates this strategy provides ongoing mission fulfillment of Big Goal objective 4.A.

STRATEGY 2: SCHOLARSHIP/ FINANCIAL AID OFFICE

Tuition and Fees

The other major component of academic support is tuition. Tuition increases are approved on an annual basis with ultimate approval resting with the Board

of Regents. There are two components that can be approved: tier one and tier two tuition. Tier one tuition increases are the same for all institutions in the system and are based on an evaluation of current data on inflation as well as specific needs in the system. Typically, this has included compensation. Tier two is institution specific. Each president, following approval of the institution Board of Trustees, can request a second tier increase that applies to all campus programs equally. This can include needs for additional funding for IT services, libraries, academic advising and additional strategic compensation needs. There is also the ability to request differential tuition that is program specific and must be justified by the additional program costs, market factors and student support. The university has a number of programs that have differential tuition.

The University discusses proposed tuition increases with students at the annual Truth in Tuition meeting. The purpose of this meeting is to give students and the public an opportunity to understand how any increased tuition will be used by the institution and to provide comments.

Institutional student fees support specific programs such as the Associated Students of University of Utah (ASUU), the libraries, and student computing facilities. The University has a Student Fee committee composed of students and administrative representatives that review the fees annually. The review includes financial reports of how fees were used for the previous year as well as cash balances. This information is used to make recommendations for increases/decreases for specific fees for the next academic year. The Student Fee committee can also recommend new fees. The recommendations of the committee go to the SVP for Academic Affairs and the president for approval and presentation to the Board of Trustees.

The University strives to keep tuition reasonable for students while supporting the resources necessary for the quality of education that we tell our students they will receive. We review our tuition and fees as compared to several groups that include all other Utah institutions, a peer group of very high research public with medical schools selected for USHE, and Pac-12 institutions. Providing access to high quality, affordable education is a major objective of the mis-

sion of ensuring the long-term viability of the University. Consequently, we use the percentage of tuition and fee costs for full time students (threshold: less than 100% of the median peer Pac-12 cost) a key quantitative indicator of mission fulfillment for Big Goal 4. This performance indicator is also used as a performance indicator for the scholarship and financial aid office strategies for fulfillment of Big Goal objective 4.A.

Figures 4.88 and 4.89 illustrate the University of Utah in-state and out-of-state tuition and fees for full time students, in-state and out-of-state, respectively. These graphs also show the average Pac-12 tuition and fees as well as the median cost (illustrated as the dashed line: U of U Goal). As demonstrated by both graphs, the U has consistently exceeded its performance threshold goal by a wide margin: 73.3% and 84.5% of the 2014 median Pac-12 tuition and fees for in-state and out-of-state, respectively. This indicates that the U is delivering on its objective to provide access to high quality, affordable education, as well as providing strong indication of mission fulfillment for Big Goal 4.

Scholarships and financial aid are important to helping our students succeed. The University has a campaign to increase the amount of scholarship funding available for students. The campaign focuses on three areas: ensure access, reward achievement, and promote completion.

Scholarship Strategies

The University of Utah’s financial investments in students are driven by the University’s goals of enhancing the enrollment of highly qualified students and maintaining affordability for all students admitted. It is the University’s goal to utilize all available resources to bridge the gap between family income and

college cost, while keeping tuition reasonable. The University seeks to strategically increase its enrollment as the State of Utah grows, while continuing to provide qualified students with assistance in funding their college education.

As the University begins to review the strategic use of our institutional scholarship dollars it is important that we focus our efforts on meeting institutional

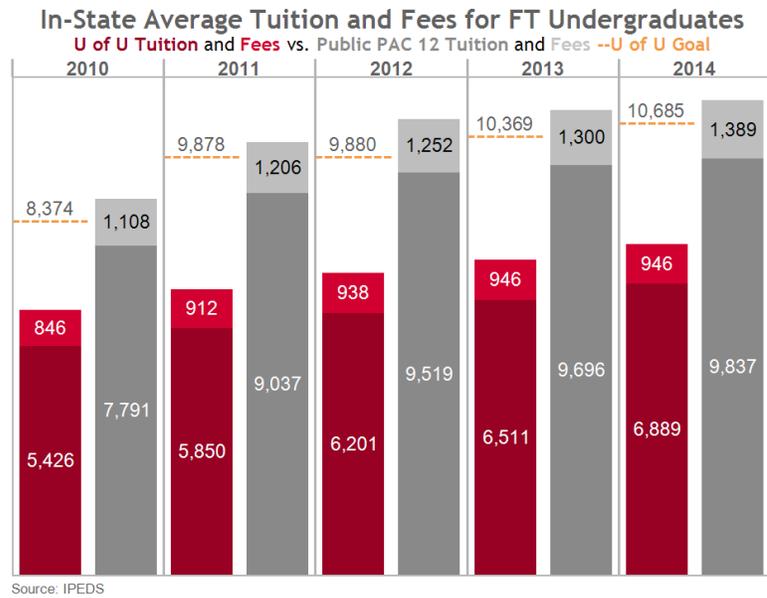


FIGURE 4.88

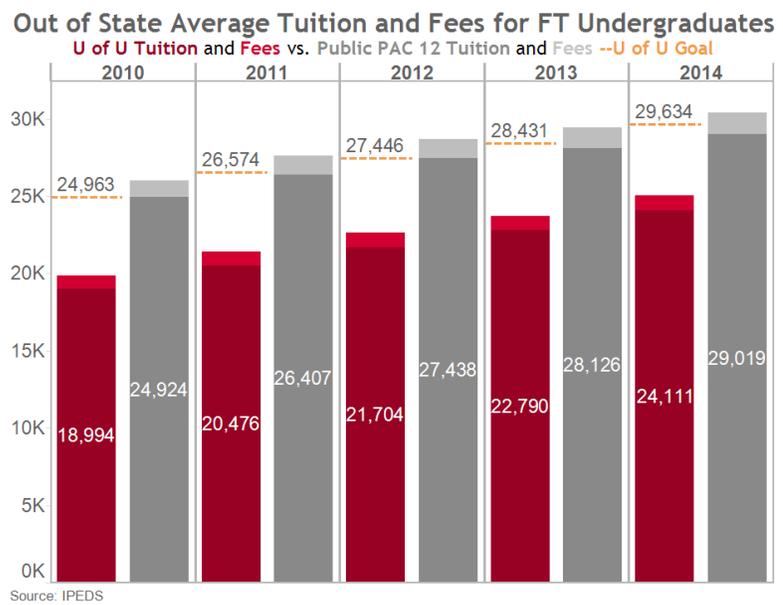


FIGURE 4.89

HIGHLIGHT

For FY2015, the University of Utah received funds to promote Online Education, Student Success and Completion (Advisors and TAs), Student Success and Empowerment, and Undergraduate Research Opportunity Program.

priorities. Three aims are essential:

- Enhancing the academic quality of the entering class
- Maintaining and expanding access and affordability
- Increasing retention and graduation rates

Enhancing the academic quality of the entering class:

The University is working to develop a specific scholarship program that would recruit students who have demonstrated academic excellence during their high school career. This scholarship program will be awarded to students based on standardized test scores and their high school academic record. The students who fall into this category are at the top of their class and are often being courted by numerous colleges. This scholarship offers assistance in the recruitment of these academically successful students. Increasingly, it will be necessary to offer four-year awards to effectively compete for these high talent students.

The University must provide significant support for merit-based scholarships to attract the best and brightest to its campus. As the flagship campus and the only tier-one public university in Utah designated as having very high research activity by the Carnegie Foundation, the U has an important obligation to maintain the quality research and instructional programs that attract the intellectual capital essential to an excellent university and whose researchers and graduates drive significant economic development. The University must combine its exceptional faculty, cutting-edge curriculum and institutional support to recruit outstanding student scholars.

Maintaining and expanding access and affordability:

The University of Utah wishes to strengthen its commitment to Utah's citizens by providing access to its academically qualified most financially needy students. As the Flagship University, our mission includes the obligation to serve all students regardless of socio-economic level. Access and Affordability are key words that the University views as critical to our mission.

In order to recruit, enroll, retain and graduate economically disadvantaged students from Utah, the University is working to strengthen our need-based scholarship program. The intent of this financial assistance program is to complement, supplement and enhance existing and all future, state and institutional programs.

The program would target entering freshmen from Utah whose family income is equal to or less than 150% of the poverty level. This grant will be awarded for eight semesters or until graduation whichever occurs first.

Increasing Completion Rates:

Student success and graduation rates are top priorities for President Pershing. The University is expanding existing investments and creating new scholarship programs that focus specifically on completion. Many students defer their educational progress with the thought that they will save enough to return and finish their degree later. A significant number of talented students do not achieve their aim of degree completion. This scholarship investment allows us to meet the needs of these students and incentivize them to complete their degree.

The University's enrollment plan and scholarship strategies must work in tandem to achieve the enrollment objectives of attracting and retaining high quality students, ensuring access and achieving a student population that maximizes the capacity of the campus.

Currently, we are in the process of reviewing existing scholarship awards and determining how we can be more strategic with the use of available resources to advance our institutional priorities. In addition we believe we will improve our effectiveness

if scholarships housed in individual colleges are connected with central resources to optimize and coordinate scholarship awards.

Engagement with colleges to optimize scholarship awards and promote institutional priorities is needed. We aim to develop a strategic and cohesive plan that the whole University can employ. It is imperative that we leverage our dollars effectively to attract the best and brightest to the University of Utah, to ensure access to high quality education independent of financial background, and to promote our shared institutional goal of degree completion.

Our scholarship plan is reviewed by the President and the Executive Board of the Trustees, and we work with leaders of the institution to raise funds necessary to recruit, support and serve our students.

Level of student debt upon graduation, and Federal Loan default rates are accessible, accurate, robust measures of U affordability. We therefore use performance indicators of student debt upon graduation (threshold: 50% of national average) and federal Loan default rate (threshold: 50% of national average) to assess mission fulfillment of Big Goal objective 4.A IPEDS data (2015) indicates U students graduate with an average \$13k in student loans compared to a national average of \$35k. IPEDS also indicates a 3.9% default rate compared to a national average 13.7%. Consequently, both measurements provide strong indications of mission fulfillment for Big Goal Objective 4.A

STRATEGY 3: DEVELOPMENT

Another major source of funding to support the academic mission is gifts from private donors and foundations. The University has a vibrant development program for academic support that includes the central development office, the senior vice president for Academic Affairs and the deans of the colleges as well as others working together to increase support for programs across campus.

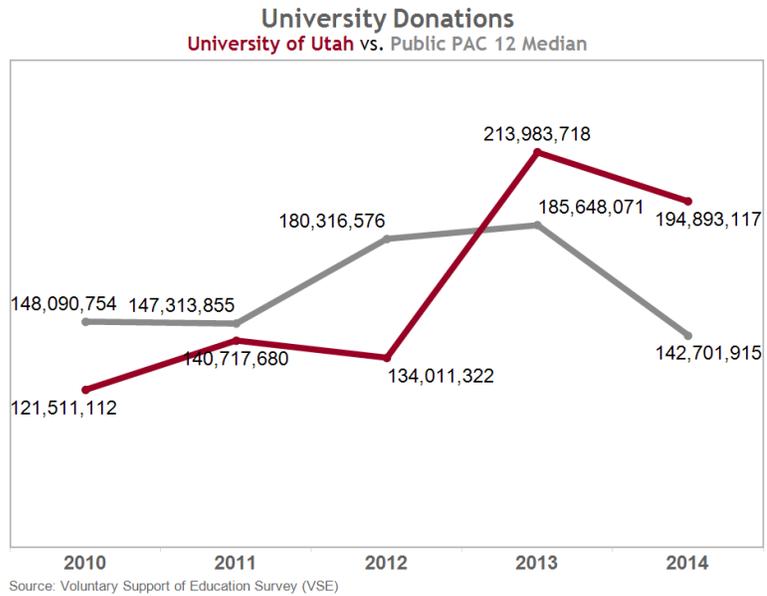


FIGURE 4.90

Development and fundraising efforts are used to guarantee the long-term viability of the University, through the establishment of ongoing and endowed scholarships/fellowships, new facilities, renovation and reinvigoration of aging facilities, and as seed support for new initiatives and programs. Consequently, we use the annual private donations per year as a key quantitative indicator of mission fulfillment for Big Goal 4.

Private gifts have been a key element of the long-term viability of the University of Utah for the past four decades and continue to be so today. In July 2014, the University successfully completed the third comprehensive campaign in its history. The campaign had three goals: First, broaden and deepen the base of private giving; second, engage more alumni in supporting the University; and third, reach a goal of \$1.2 billion. We therefore use the 2014 capital campaign goal (threshold: \$1.2 B) and the number of alumni donors (threshold: 35,000) as performance indicators for this strategy. All three goals were met: private support of the University increased from our performance threshold of \$125 million annually at the beginning of the campaign to over \$200 million annually (Figure 4.90); the number of donors to the University increased from nearly 35,000 to over 86,000; and the campaign exceeded expectations by raising \$1.65 billion.

One year after the successful conclusion of the campaign, the University is already making plans for two major privately funded initiatives. These will likely evolve in the next two to three years into the quiet phase of the next comprehensive campaign. One is the reimagining of the facilities for our School of Medicine, to include a new home for the school as well as a center for medical innovation, a new facility for ambulatory care, and a new rehabilitation hospital. The other is an initiative for student success designed to dramatically increase private support for scholarships, fellowships, and endowed faculty positions; as well as funding for engaged learning experiences, new teaching and learning facilities, and possibly a new center for early childhood education.

Both the number of donors and the funds raised annually continue to grow. The U has continued to exceed its performance threshold of \$125M alumni donations/year since 2011, and in 2013 the amount of alumni donations exceeded the median level of our peer group, public Pac-12 institutions. The U has therefore consistently surpassed the threshold of this key performance indicator, indicating a strong, sustained record of mission fulfillment of Big Goal 4. The objective performance thresholds were also strongly exceeded, thereby indicating exceptional mission fulfillment for Big Goal objective 4.A.

The University recently concluded a Fundraising Working Group with representation across campus to look at the best ways to advance our fundraising efforts. The group looked at how we compare to our peers and effective means of funding development to ensure we will continue to make wise and effective investments in fundraising efforts.

STRATEGY 4: GRADUATE COUNCIL REVIEWS (PROGRAMS, CIB)

Examples of how reviews have resulted in changes to the curriculum or learning approaches with students include, but are not limited to, improved efforts to increase faculty and student diversity, updated working strategic plans, more systematic implementation of best practices in numerous areas of department administration, lab safety updates and improvements, new and/or renovated facilities, increased research/scholarship/creative

projects, and curricular improvements being made based on student and/or review feedback. The following institutional dialog provides an example of a recommendation followed by an action item which contains an update from the Chair illustrating some positive curricular changes based on assessment by reviewers and students. This example is from the 2013/14 Graduate Council program review report.

Recommendation 2: The Department is encouraged to articulate a more focused vision for the future direction of the program, specifically in terms of non-film media arts. In bringing the Department into the 21st century, the interplay between critical studies and analysis with technical skills needs to be addressed. This may be best accomplished in an away-from-campus retreat with an outside facilitator.

The Department has held more than one retreat with an outside facilitator and has achieved a vision of solidarity on how the programs they offer need to be re-envisioned. The Chair's response stated, "We value the advice and look forward to the process of reinventing ourselves." A new strategic plan, already completed, will be submitted to the Graduate Dean by Fall Semester 2015. The Department is in the process of making a new tenure-track hire, approved by the Dean of the College. The new faculty hire will help to facilitate the technical skills (media arts area) of the curriculum. The Chair also spoke to the implementation of a new model of integrating critical studies into courses across the curriculum. This recommendation is being addressed and there is good evidence of the Department moving in a forward direction that will take it into the 21st century.

Because the Graduate Council Review strategy is associated with development and yearly deployment of policy initiatives, the appropriate performance indicators are the ongoing maintenance of the policies, and development and deployment of new policies according to planned schedule. The Graduate Council review process is a yearly process which includes periodic initiatives for training, updating the review manual, and development of new procedures and policies based upon feedback. This strategy is therefore assessed using a composite

indicator. This strategy received a composite score of 8.88. This assessment is well above the threshold of 8.0. The measurement therefore indicates that this strategy is contributing to mission fulfillment of Big Goal 4.A

**BIG GOAL 4 OBJECTIVE B:
SUSTAINABLE FINANCIAL AND
ENVIRONMENTAL PRACTICES**

Budgeting Process

The annual budget process uses the information on state appropriations, tuition/fee amounts combined with enrollment projections to estimate the funding available for the next fiscal year. This funding is connected to our academic and operational commitments as well as the mission based and performance based funding goals for which we receive funding. The University uses an all funds budgeting process so that all funds supporting the academic mission are evaluated.

Funding models for public research universities have changed significantly over the past decade as historical sources of funding or support have changed priorities or experienced difficulties in maintaining continued support levels. Major shifts in relative contributions of funds from public, private and student sources have provided an opportunity to implement a new budget model.

In FY2014, a Budget and Planning Advisory committee was charged to define a budget process that would optimize resource allocation decisions, enable innovation and encourage effective use of financial resources. This committee developed seven guiding budget principles that are the foundation for our budget model. The seven guiding principles are:

1. Resource allocation is driven by the mission and strategic vision of the University. Budget decisions should reflect the priorities of the University and its colleges, departments, and other budgeting units.
2. Resource allocation will promote excellence in the University's three core missions: discovery,

creation and application of knowledge; dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and community engagement.

3. The principles and processes guiding budget allocations will be transparent, documented, and accessible to faculty, staff, students, and administrators. Transparency helps to ensure shared governance, as outlined in University policies and procedures.
4. The budget promotes responsible, prudent and sustainable stewardship of resources. The University will avoid excessive financial commitments and overspending while encouraging development of current and new revenue streams.
5. The budget process aligns responsibility, decision-making authority and control over resources. Aligning resources where knowledge is housed and decisions are made and implemented promotes rational decision-making in the pursuit of university goals and objectives.
6. The University of Utah provides a stable annual budget process that is flexible enough to adapt to changing conditions. The manner in which resources are allocated should be relatively constant and known before a course of action is taken.
7. The budget process supports budget model diversity. Colleges, departments, and other budgeting units perform different functions and have different revenue streams and costs.

A subcommittee of the Budget and Planning Advisory committee including members from across campus proposed a new model that fit within the seven guidelines listed above for allocating resources. The model developed by this committee and implemented this year generally leaves historical budget amounts in place, providing needed stability to colleges, while allocating any new funding through the allocation process which adds flexibility to meet changing conditions and focus on current strategic goals.

Other substantial changes implemented in the new budget process include moving the allocation of budget funds to the college level from the individu-

al department level to align resources with decision-making authority. This change enables greater strategic and rational decision-making use of resources by each dean to pursue their college goals and objectives in alignment with campus goals.

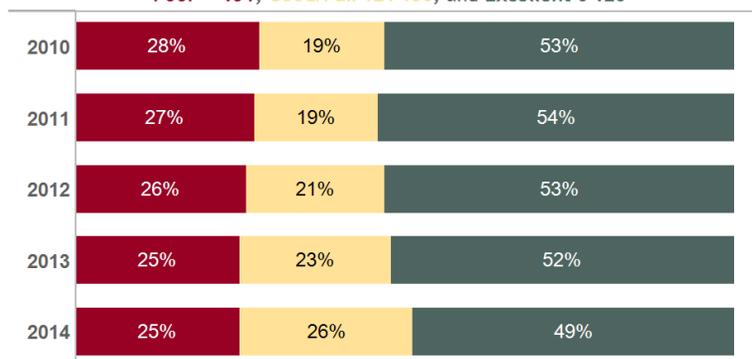
A Campus Budget Advisory committee includes representatives from key areas of campus leadership in the budget approval process. This committee reviews budgets providing greater transparency in the budget and resource allocation process while also allowing input in how new resources are distributed to meet institutional mission and strategic goals. The budget model also is designed with mechanisms to allow flexibility in funding specific institutional needs and priorities.

The budget model allocates most new funding based upon a college's share of the total student credit hours taught at the Master's level and below, the number of degrees awarded and their number of majors. Funds are initially being distributed with 60% based upon the student credit hour measure, 20% for degrees awarded and 20% for number of majors. These allocation percentages may be modified in the future, if needed, based upon changing institutional goals.

This model increases transparency regarding funding allocation decisions across campus, provides stability as well as flexibility to meet future funding challenges, aligns the allocation of resources with decision making authority and fiscal stewardship and promotes the mission and strategic vision of the University.

University budgeting incorporates all funds. Budget goals for both the prior year and the new year are reviewed. Entities are required to discuss how their goals align with the goals and strategies (Four Big Goals) of the broader campus. Allocation of any new resources is prioritized based on university goals. (See bpc.utah.edu for budgeting process details.)

Building Facility Condition Needs Index
Poor >=.51, Good/Fair .21-.50, and Excellent 0-.20



Source: University of Utah Facilities Management

FIGURE 4.91

STRATEGY 1: SUSTAINABILITY OFFICE

STARS is a transparent, self-reporting framework the University of Utah uses to measure sustainability performance and provides a common standard of measurement for sustainability in higher education. Sustainability is a new frontier with few established metrics and a standard framework for measuring success is needed. With recommendation from the President's Sustainability Advisory Board, the Office of Sustainability (on behalf of the University of Utah) joined a rating system established for Higher Education called the Sustainability Tracking, Assessment & Rating System™ (STARS). STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance. STARS provides a common standard of measurement for sustainability in higher education. It is a tool that promotes a comprehensive understanding of sustainability, not just environmental indicators. The STARS instrument encompasses the social, economic and environmental dimensions of sustainability.

STARS provides a set of minimum standards for universities seeking to become more "sustainable"; it is a starting point for the University of Utah as it begins to address sustainability at the institutional level. Since STARS includes ambitious, long-term sustainability achievements, it will help to showcase the university's current sustainability strategies and indicate where there is room for improvement by

outlining best-practices, policies and approaches into the future.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

The STARS system helps to encourage a process of continual improvement and includes ambitious, long-term sustainability objectives. It also indicates where there is room for improvement by outlining best-practices, policies and approaches. There are four main categories; Administration, Education, Engagement, and Operations, and each metric is used as a baseline or starting point for the University of Utah to address sustainability at the institutional level and for planning initiatives across campus. In particular, Facilities Management works in close collaboration with the Sustainability Office to integrate STARS criteria to provide meaningful comparisons over time using a common set of measurements.

Based on information gathered by the Sustainability Office, the University of Utah earned a Bronze Rating in 2011 with a score of 35.67 points out of a possible 100. Current plans are to submit for a new rating in STARS Version 2.0 by the end of 2015 calendar year. Based on the many improvements in sustainability over the last three years, we expect to improve our rating to "Silver" level.

Because the STARS rating provides a robust, com-

Energy Use Intensity (MMBtu/sq.ft./yr.)

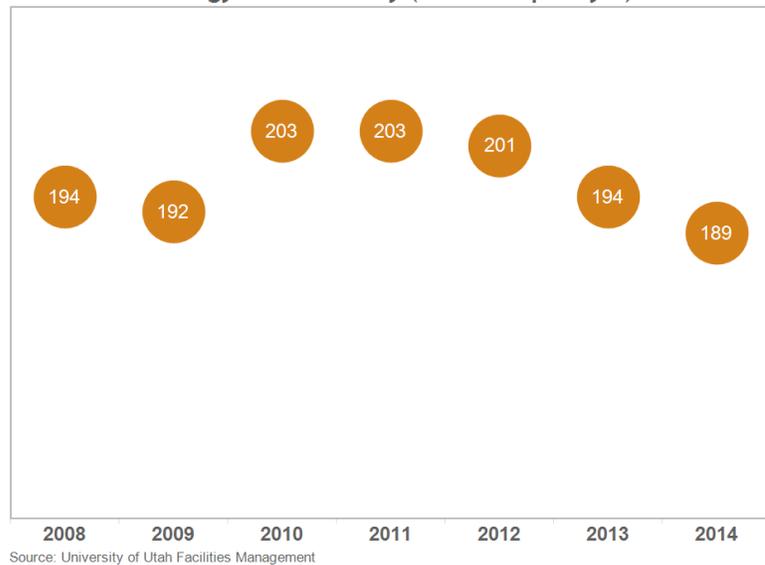


FIGURE 4.92

prehensive, standardized assessment of the overall sustainability performance of the University, it provides an excellent performance indicator for Big Goal objective 4.B. Threshold performance for STARS indicator is Bronze rating, which the U currently meets. However, because the STARS rating is only conducted every four to five years, it is difficult to use it as yearly indicator of institutional progress. Consequently, we use the STARS level rating as a performance indicator of Big Goal objective 4.B, only, and its influence onto the assessment of mission fulfillment Big Goal 4 arises through the composite assessment of Big Goal Objective 4.B.

The yearly building Facility condition index, Figure 4.91, provides an assessment of the quality of buildings across campus, and is used as a planning tool for scheduled renovations as well as requests for legislative and donor supported renovations. The performance indicator associated with the index is the successful yearly completion of the survey. The survey is an ongoing project of facilities management, and therefore meets the threshold for supporting Big Goal objective 4.B.

Environmental Sustainability

The University of Utah has a goal of carbon neutrality achieved by 2050 as specified in the 2010 Energy and Environmental Stewardship Initiative: Climate

Action Plan (sustainability.utah.edu/static-content/pdf/EESI_2010_web2.pdf) and as a signatory to the American Colleges and Universities Presidents' Climate Commitment (www.presidentsclimatecommitment.org/about/commitment). Additionally, through the U.S. Department of Energy's Better Buildings Challenge (www4.eere.energy.gov/challenge/about), the University has committed to achieve a 20% reduction in our energy use intensity (EUI) by 2020 as compared with a 2010 baseline (Figure 4.92).

We choose to use the EUI index as a performance indicator of the mission fulfillment of Big Goal 4, representing the institutional commitment to reducing carbon footprint, and future environmental sustainability. Reduction of the EUI requires a combination of efforts coordinated across campus involving faculty, staff, and administration, as well as commitment of resources to update aging infrastructure and reduce energy use. The index therefore also measures the composite ability of the institution to successfully project the importance of overall institutional sustainability and to motivate multiple stakeholders to assess their own sustainability practices and implement ongoing assessments and changes meet this goal. The baseline threshold performance of the EUI index was set at 200 in 2010, with the goal of a 20% reduction (40 points, to EUI of 160) by 2020. We therefore also require ongoing progress towards this goal as an additional performance threshold, but we do not specify a specific gain increment each year. Many EUI gains occur can occur in large, episodic improvements as larger energy usage facilities (e.g. HVAC equipment) or renewable energy generation (solar panels or co-generation) projects do not realize gains in EUI until the day they are put into service.

We have already achieved 32% reduction towards our EUI target of 160 in 2020 compared with our 2010 baseline. The U is therefore consistently meeting the threshold of this key performance indicator, providing an additional indicator of mission's fulfillment of Big Goal 4.

The EUI metric is one strategy being used by the University to address carbon neutrality, although its total effect is impacted by many factors. Consequently, the University is currently working to create

additional targets and metrics beyond the 2020 Better Buildings Challenge goals in order to more fully respond to our climate commitment.

BIG GOAL 4 OBJECTIVE C: STEWARDSHIP OF PHYSICAL FACILITIES AND HUMAN RESOURCES

STRATEGY 1: OFFICE OF ADMINISTRATIVE SERVICES

In an effort to ensure that the university is focusing its resources on its academic and research mission, we are undertaking an aggressive administrative efficiency effort. While we are looking at all of the administrative areas, the following are a few highlights of our major projects.

Procure to pay:

The Procure to pay system is an electronic procurement system that will modernize how we procure goods and services on campus. Currently, we process hundreds of thousands of documents by hand and we have several thousand unique vendors. In an effort to leverage our buying power and to streamline how we process work flow, we are implementing the SciQuest eProcurement solution. This will allow us to automate the processes and better manage our contracts and vendor relationships. We anticipate that this project will save over \$8.0 million per year.

Embedded Human Resources:

Currently, we have many people involved in the HR process and it is not as efficient as it could be. The embedded HR project will consolidate our HR resources and place professional human resource staff throughout the university system. This effort will not only save us money, but it will also allow us to better manage our workforce by eliminating rework, focusing on employee development, and better controlling risk.

Information Technology Shared Services:

The University is a very complex organization with a lot of critical information. There are many departments and business units and they operate in

a much decentralized manner. Our shared services initiative will allow us to better serve our campus community by streamlining resources and reducing redundancies. It will also allow us to better secure our networks and systems.

STRATEGY 2: UNIVERSITY OF UTAH PERFORMANCE MANAGEMENT UUPM

Human Resources

Since providing an update to the Northwest Commission on Colleges and Universities in early September 2014, additional demonstrations of UUPM have been presented to many departments and groups across campus. These include the Council of Academic Deans (CAD), University Human Resource Management (HR), Marriott Library, College of Engineering, Graduate School, Continuing Education, University Information Technology (UIT), School of Business, Student Affairs, Facilities Management, Public Safety, Financial & Business Services, Honors College, Administrative Services, Auxiliary Services, Environmental Health & Safety, Real Estate, College of Architecture + Planning, Red Butte Gardens, Marketing & Communications, and Investment Management. We also held three open-enrollment hands-on training sessions at a computer lab. The implementation process was initiated with departments who expressed an interest. To date, seven departments have implemented UUPM to at least a portion of their staff by initiating and activating performance plans. Another 87 departments are preparing to implement by creating templates and rating scales. Leadership representing 199 departments attended a training or demonstration of the system.

The 2014 NWCCU Ad Hoc Self-Evaluation Report states that HR will focus energy on increasing consistency between the Health Sciences performance management tool and UUPM. So far two meetings with Health Sciences areas have been held, including a meeting with leaders from the Advanced Practice Clinicians (APC) in October 2014 and a meeting with leaders from Hospital Human Resources in March 2015. As departments started to use UUPM, we found additional technical issues that need to be addressed. We are working with programmers at UIT to resolve problems and make

enhancements. A major issue was resolved in March 2015 and other resolutions and enhancements are in process. When the major issues are fully resolved, we will implement a more formal communication plan. We predict this will begin on campus in spring 2015, leading to more departments implementing UUPM in summer and fall. We intend to begin requiring UUPM to be the tool used for all staff performance management (non-Health Sciences) by fall of 2015, keeping in mind that each college and administrative area has its own performance evaluation cycle, so it may take a year to implement in all departments.

We are starting to gather analytics for our embedded HR pilot projects. Some of the more interesting data that we have indicates that the process improvement for the time to complete hiring proposals have decreased significantly in each pilot area since the implementation of the pilots. We have also seen an increase in HR processing of transactions increase from 1.5% in 2014 to 57% in 2015. This offloading of the transaction processing in Student Affairs has resulted in a freeing up of capacity for Student Affairs employees to focus on students.

STRATEGY 3: FACULTY REVIEW

FACULTY REVIEW STANDARDS FOR RETENTION, PROMOTION AND TENURE

Our faculty review standards for retention, promotion, and tenure (RPT) of tenure-line faculty require participation by the Student Advisory Committee (SAC), which are groups of undergraduate and graduate students who are candidates for degrees in the unit. The SAC has full access to all course evaluations and other teaching materials (such as a teaching statement and syllabi) included in a candidate's review file. They may also conduct their own surveys regarding the candidate and, in some cases, interview the candidate. The SAC is then charged with evaluating the candidate's teaching and providing a recommendation that is included in every level of review of the candidate and which, if negative, triggers an additional level of review at the university level. The SAC instructions and report form can be found at academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/

[SACInstructions-Website.pdf](#) and [academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/SACForm-PDF2.pdf](#).

In addition to the student review of teaching for faculty, our policies recently changed to require “assessments from peer observations and analyses of teaching and teaching materials conducted by peer observers qualified by experience and familiarity with the methods of teaching and subjects appropriate for the discipline and department.” As a result, we ask that other faculty members observe classes and evaluate the teaching materials of a candidate. Although the exact form of this review varies by unit, peer observations have been common for many years and the feedback provided to candidates in the review process is highly valued.

Finally, although there are different review standards for career-line faculty members and for tenured faculty reviews, like the RPT reviews, many units require a SAC review and/or peer observation in these reviews. Consistent with the research and national discussion on SCF, we urge units not to rely solely on SCF when formally evaluating teaching done by any faculty member on campus.

For faculty in the non-tenure categories (career-line, adjunct, and visiting), and for other teaching personnel without faculty appointments, the University has been strengthening its periodic evaluation processes in the period from 2007 to the present, partially in response to a recommendation from the NWCCU accreditation review carried out in 2006-2007. At the time that review was being completed, the University responsively adopted a new Policy 6-310, which requires each of its colleges (or other academic units) to develop a written plan for periodic evaluation of faculty in the career-line, adjunct, and visiting categories, and also “non-faculty instructional personnel” (graduate students and postdoctoral fellows with teaching responsibilities). The University refined that Policy in 2010 with further detail, following the NWCCU’s follow-up site visit and Interim Report of fall 2009, and then significantly revised it again in 2014 as part of a major project focused primarily on the important roles career-line faculty have within the University. In accord with the original Policy, all colleges have been developing and putting into place interim

versions of the evaluation plans (through written Statements of criteria, standards, and procedures), and the central administration and the faculty members of the Standards Committee are currently working with the colleges to further refine those plans in accord with the latest Policy changes. (See further description of these evaluation systems for career-line faculty, including the recent history of major policy changes, in the section for Standard 2-B-5 above).

For 2015-2016 and following years, major focus will be directed at the systems for review of tenured faculty. Over the past year a TFR Task Force has begun developing a policy revision proposal, through a series of discussions with various administrators and faculty representatives. This will continue in the coming year and the revised policy is anticipated to be presented for final approvals of the Academic Senate and Board of Trustees within the year. It is contemplated the revised policy will require more thorough TFR systems to be implemented within the departments and colleges (with contents of the governing Statements developed first within those units, and then jointly approved by central administration and the Senate’s Standards Committee, guided by an approved template).

Because all of these three strategies are associated with development and deployment of policy initiatives, the appropriate performance indicators are the ongoing maintenance of the policies, and development and deployment of new policies according to planned schedule. Each strategy have different deadlines and project development schedules; in general all are meeting their yearly reporting targets as well as staying on schedule for deployment of new procedures and policies. These strategies are assessed using composite indicators. The strategies *Office of Administrative Service*, *UUPM*, and *Faculty Review* are 8.62, 8.52, and 8.42, respectively. These assessments are well above the threshold of 8.0. The measurements therefore indicate that all three strategies are contributing to mission fulfillment of Big Goal 4.C

BIG GOAL 4 OBJECTIVE D: LONG TERM INSTITUTIONAL PLANNING

STRATEGY 1: OBIA

The University has increased need for institutional level data and analysis as the demand for measures and analysis to inform data driven decisions has been emphasized in recent years. The Office of Budget and Institutional Analysis (OBIA) has been at the forefront in the effort to make more information available to an increasing number of users, in new formats and in unique new analysis.

There has been an increase in the number of staff and the organization of the office resulting in the development of the office of Institutional Data Management and Visualization (IDMV). The IDMV office is charged with finding new ways of presenting data and analysis that comes from the Budget and Institutional Analysis offices. Early successful efforts in this area include the creation for a university wide performance dashboard, a graduate school dashboard, individual performance dashboards at the department level as well as many custom dashboards developed for specific requests related to data analysis. The IDMV office, working in connection with the Budget and Institutional Analysis office has also developed many individual "data on demand" tools which allow users to create custom data sets, print reports from that data, or download the raw data to be used in their own individual analysis. These tools have resulted in a 25% decrease in custom requests for data to OBIA and have provided richer data and analysis to end users.

The Institutional Analysis office has been actively developing new statistical modeling analysis tools to allow the study and creation of new processes from enrollment management to models used in understanding why students succeed or not and has helped inform the creation of potential interventions used across campus. Many of these efforts have focused on first time full time freshmen as well as students at risk of dropping out after completing a substantial amount of work towards their degree.

The Budget office has spent much of the last year or two helping develop a new budget model as well as refining and improving new budgeting tools. The results of these efforts are a new emphasis on accountability and transparency as well as giving deans the tools and authority to use the budget

as a tool to improve their own strategic efforts. New budget tools have also been instrumental in providing information that has not previously been available in a timely manner which improves senior administration's ability to strategically allocate limited resources in the most effective manner to support our Four Big Goals.

These recent efforts have already allowed OBIA to meet their goal of providing more information to more users in multiple ways while at the same time ensuring that the information and processes used are providing relevant, accurate and reliable data to inform strategic goals across the entire campus. There is an ongoing effort to continue to improve upon these successes and become a more accessible and more complete resource to the entire campus community.

As required by State law, the University is required to undergo yearly external financial audits. These audits provide ongoing feedback regarding the accuracy and robustness of the financial accounting procedures used by the U. These are performed in accordance with standards set forward by the Government Accounting Standard Board (GASB).

STRATEGY 2: CAMPUS MASTER PLAN

The Campus Master Plan was initiated in 2005 to give physical form to the University's mission to engage, prepare, and partner with students, faculty, staff, our neighbors, and national and international colleagues. The Plan was completed in 2008. However, as with any planning, it is a dynamic process. There have been addendums, including a student housing master plan, bicycle master plan as well as vision and planning directives. The Campus Master Plan is used as we look needs for new facilities and spaces.

Campus Facilities looks at the condition of our facilities and monitors the condition based on specific standards. The Facility Condition Needs Index is used for strategic use of capital improvement funds and planning for capital funds requests from the legislature, donors and other sources. The facilities need index is updated yearly to remain relevant as a planning tool.

Adjectival Description	Underperforming	Good	Superior	Exceptional
Numerical Rating	0-7.9	8.0-8.9	9.0-9.9	10
Rating Description based on Indicator Data	Does not meet performance threshold. These may include good programs that are striving for higher achievement, but have yet to achieve it.	Meet performance threshold. There may be room for improvement.	Consistently exceeds performance threshold. Clearly recognizable for demonstrated success.	Substantial performance in excess of performance threshold. Easily recognizable as a core strength of the institution.

TABLE 4.11: REVIEWER SCORING GUIDE

Because both of these strategies are associated with development and deployment of policy initiatives, the appropriate performance indicators are the ongoing maintenance of the policies, and development and deployment of new policies according to planned schedule. Each strategy has different deadlines and project development schedules; in general all are meeting their yearly reporting targets as well as staying on schedule for deployment of new procedures and policies. These strategies are assessed using composite indicators. The strategies *OBIA* and *Campus Master plan* are 8.80 and 8.62, respectively, well above threshold of 8.0. These measurements indicate that both strategies are contributing to mission fulfillment of Big Goal 4.D.

4.B: IMPROVEMENT

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

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.*

SUMMARY OF ASSESSMENT OF MISSION FULFILLMENT FOR ALL

CORE THEMES, BIG GOALS, AND OBJECTIVES

As described in Standard 1, we assess mission fulfillment of Big Goals (Core Themes) and objectives using a combination of key quantitative performance indicators for each Big Goal, and composite indicators for each threshold. Mission fulfillment for composite uses the numerical scale introduced in Standard 1, we reproduce the numerical scale in Table 4.11 for convenience.

QUANTITATIVE ASSESSMENT SUMMARY OF BIG GOALS 1-4 (CORE THEMES)

The quantitative assessment of mission fulfillment for each of the Big Goals (Core Themes) is summarized at the top of Tables 4.12, 4.13, 4.14, and 4.15. The performance threshold and results for each indicator are listed on the right hand columns of these tables. The interpretation and analysis of the quantitative assessment results for each Big Goal will be discussed in the next section *Standard 5: Mission Fulfillment*.

Composite Assessment Summary of Big Goal (Core Theme) Objectives

The composite scores of each of the individual objectives are listed on the right hand side of Tables 4.12, 4.13, 4.14, and 4.15 under the column labeled “Composite Score”. The simple unweighted average and standard deviation for all the objectives in a given Big Goal is provided in the final row of each table. Some of the items in the *Composite Score*

Big Goal 1	Performance Indicators	Results
Promote Student Success to Transform Lives	<ul style="list-style-type: none"> i. First-year retention rates ii. Six-Year Graduation rates iii. % First Year Student in LC iv. % freshmen receiving Financial Aid v. Average Freshmen composite ACT 	<ul style="list-style-type: none"> i. 89% (2014), improving ii. 62.2% (2014), improving iii. 54% (2014) iv. 70.4% (2014) v. 24.7 (2014), improving
Objectives	Strategies	Composite Score
A. Improve Retention and Completion Rates	Student Success Initiative (Enrollment, Scholarships, Scheduling)	8.33
	General Education Initiatives	8.53
	Learning Communities	8.69 ↑
	Student Success and Empowerment	8.52
B. Student Engagement	Community-Engaged Learning	8.35
	Undergraduate Research Opportunities	8.38
	Average	8.47±0.12

TABLE 4.12: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

column have an additional upward arrow (↑) or downward arrow (↓).

If the *Composite Score* is accompanied by an upward arrow (↑), this indicates that this performance measurement has a statistically significant positive deviation from the mean for this particular Big Goal, as calculated from the average composite score and standard deviation for the relevant Big Goal. The statistical significance level indicates that the probability of this composite score being a random fluctuation from the assumed Normal distribution is 10% or less. This upward arrow marker therefore marks individual items that have unusually common positive deviations from the average behavior, indicating a common agreement between the Senior Assessment team members of exceptional effectiveness of this particular strategy.

Similarly, If the *Composite Score* is accompanied by a downward arrow (↓), this indicates that this performance measurement has a statistically significant negative deviation from the mean for this particular

Big Goal, as calculated from the average composite score and standard deviation for the relevant Big Goal. The statistical significance level indicates that the probability of this composite score being a random fluctuation from the assumed Normal distribution is 10% or less. This downward arrow marker therefore marks individual items which have unusually common negative deviations from the average behavior, indicating a common agreement between the Senior Assessment team members of somewhat lower effectiveness of this particular strategy.

The interpretation and analysis of the quantitative assessment results for each Big Goal will be discussed in the next section *Standard 5: Mission Fulfillment*. **U**

Big Goal 2	Performance Indicators	Results
Develop and Transfer New Knowledge	i. Total Graduate and Professional Degrees Awarded ii. Research expenditures per faculty FTE iii. Number of patents & startups /yr. iv. Number of Research Awards per faculty FTE v. Number of Named Appointments	i. 99% PAC 12 (2013) ii. 196k\$ vs. 254k\$ iii. >6/year (5 year); >15/year (2008-14) iv. 3.2 vs. 2.4 (2013) v. 10/year (5 year)
Objectives	Strategies	Composite Score
A. Develop a dynamic, sustainable creative and research environment for development and transfer of new knowledge	Enhance support for graduate, professional, and postdoctoral education	8.36
	Enhance national ranking of creative and research activities	8.46
	Improve faculty access to long term support for creative and research activities	8.36
B. Balance support for University's traditional creative and research strengths with planned growth in emerging disciplines	Recruitment and retention of top scholars	8.54
	Transformative Excellence Program	8.79
C. Promote diversity of faculty and students in creative and research activities	Graduate School diversity initiatives	8.18 ↓
	SVPAAs diversity hiring incentives	8.29
D. Support economic and cultural development of State of Utah through transfer of knowledge	Technology Development	8.96 ↑
	Technology Transfer	9.08 ↑
Average		8.56±0.29

TABLE 4.13: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

Big Goal 3	Performance Indicators	Results
Engage Communities to Improve Health and Quality of Life	i. Online SCH per year, growth ii. Number of community members engaging in Continuing Ed. iii. U Health Care Patient Satisfaction	i. 99302 (2014), +8440/yr. (5 yrs.) ii. 14158 (2015) iii. 84% (2014)
Objectives	Strategies	Composite Score
A. Increase community engagement in U programs	UOnline	9.02
	Continuing Education and Community Engagement	8.98
	U Health Care	9.32 ↑
B. Increase engagement to general community	Office of Engagement	8.96
	Lowell Bennion Center	9.07
	Broader Community participation and engagement	9.17
C. Increase engagement to diverse communities	University Neighborhood Partners	9.10
	Women's Enrollment Initiative	8.85 ↓
Average		9.06±0.13

TABLE 4.14: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

Big Goal 4	Performance Indicators	Results
Ensure Long-Term Viability of the University	i. % tuition and fees for full-time U grads vs. Pac-12 ii. Annual private donations to U iii. Energy Utilization Index (EUI) per Square Foot	i. 73.3% [in state];84.5% [out] (2014) ii. 200 M\$/yr (2014). iii. 187 (2014); 32% reduction since 2011
Objectives	Strategies	Composite Score
A. Provide access to high quality, affordable education	Legislative advocacy	8.72
	Scholarship /financial aid office	8.82
	Development	9.08 ↑
	Graduate Council Reviews (programs, CIB)	8.88
B. Sustainable financial and environmental practices	Sustainability Office	8.90
C. Stewardship of Physical Facilities and Human Resources	Office of Administrative services	8.62
	UUPM	8.52
	Faculty Review	8.42 ↓
D. Long Term Institutional Planning	OBIA	8.80
	Campus master plan	8.62
Average		8.74±0.18

TABLE 4.15: OBJECTIVES, STRATEGIES, AND PERFORMANCE INDICATORS FOR GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

STANDARD FIVE

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.

As described in our response to Eligibility Requirement 23, the annual Strategic Budget and Planning (BPC process www.bpc.utah.edu) provides an ongoing method of ensuring the operational scale of the University is well matched to the institutional missions. Through the use of data-driven budget planning linked to the University mission and core themes, the operational scale is continually adjusted to meet the changing internal and external circumstances.

The match between the University's operational scale and its ability to fulfill its mission and achieve its core themes is most clearly documented in the publicly available University's Annual Financial Report (fbs.admin.utah.edu/controller/controller-report/).



HIGHLIGHT

The University of Utah engaged in a participatory process, largely through a series of campus dialogue sessions, to identify Four Big Goals to frame the aims of the institution in the next three- to five-years, to develop strategies to advance these aims, and to articulate specific measures of the U's performance and accomplishment on these measures.

The Management Discussion and Analysis section of the 2014 Financial Report (fbs.admin.utah.edu/download/finreport/2014fin.pdf) indicates that the University continues to take a conservative approach regarding revenues and expenses, and has taken appropriate steps to address changes in enrollment and federal funding of research. The ongoing stewardship of the match between financial operational scale and institutional mission has allowed the University's net position to continually increase each year for the past five years. The Annual Financial Reports continue to indicate that the combination of strong strategic leadership and prudent fiscal management will ensure the University's ability to consistently deliver its institutional mission into the foreseeable future.

STANDARD 5: MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY

5.A.1 *The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

Our Mission

The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are

committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

The full mission statement of the University of Utah can be found at president.utah.edu/news-events/university-mission-statement/ or president.utah.edu/universitystrategy/

Our Goals

As summarized in a preceding section of this report, the University of Utah engaged in a participatory process, largely through a series of campus dialogue sessions, to identify Four Big Goals to frame the aims of the institution in the next three to five years, to develop strategies to advance these aims, and to articulate specific measures of the U's performance and accomplishment on these measures. The Four Big Goals are:

1. Promote Student Success to Transform Lives
2. Develop and Transfer New Knowledge
3. Engage Communities to Improve Health and Quality of Life
4. Ensure Long-Term Viability of the University

Additional detail on these strategies and measures are found at president.utah.edu/universitystrategy/.

Assessment of Accomplishments

Evaluation of accomplishments to advance our mission is conducted at multiple levels at the University of Utah, in using systematic and evidence-based practices. University-wide assessment is guided by senior leadership, the president and the two senior vice presidents, and disseminated through a new campus dashboard (see www.obia.utah.edu/dm/universitystrategy/).

Annual reporting – to the campus community and beyond – regarding accomplishments and areas for improvement occurs in multiple contexts, including but not limited to the twice yearly open dialogue sessions with the presi-

dent and senior vice presidents outlined in a previous section.

Academic units (colleges, departments, programs, centers and institutes) conduct regular assessment, and have reporting requirements during the annual review and budget cycle – including self-assessment and evidence-based evaluation. Leadership, support, and administrative units also engage in systematic assessment and reporting through the annual review and budget cycle, which includes data-based evaluation. These regular assessment cycles are highly interconnected, even though conducted within specific academic and support units, and provide the foundation for institutional planning and continuous improvement efforts. Figure 5.1 provides an overview of assessment and planning processes at the University of Utah.



FIGURE 5.1: UNIVERSITY OF UTAH ANNUAL ASSESSMENT AND CONTINUOUS IMPROVEMENT OVERVIEW

U 2015 YEAR SEVEN SELF STUDY ASSESSMENT

Achievement on each of the Four Big Goals (Core Themes) was evaluated through direct quantitative assessment, a composite assessment score, and review of the strategies used to advance the goals. As described in the subsequent section, each Big Goal (Core Theme) has demonstrated meeting the objective benchmarks through quantitative assessment or through composite assessment. In addition, the composite assessment of each objective and improvement strategy is found to meet the composite benchmark. We therefore conclude that the U is providing effective mission fulfillment of all Four Big Goals (all Four Core Themes), and therefore is providing satisfactory fulfillment of the University Mission. Moreover, we conclude that the U has successfully “raised the bar” regarding the level of academic reputation, educational quality, and stature of the University since the U’s 2006 NWCCU Accreditation Self Study, with exceptional progress in multiple areas across the U. These accomplishments

HIGHLIGHT

We conclude that the U has successfully “raised the bar” regarding the level of academic reputation, educational quality, and stature of the University since the U’s 2006 NWCCU Accreditation Self Study, with exceptional progress in multiple areas across the U.

include significant and sustained accomplishments in raising first-year retention rates, six-year graduation rates, average ACT scores of incoming freshmen, the quality of student experiences, faculty quality, technology development and technology transfer, health care, public engagement, fundraising and development, and development of an institution-wide culture of ongoing data-driven assessment leading to institutional change and progress.

The evidence supporting these conclusions is highlighted, below.

SUMMARY OF QUANTITATIVE PERFORMANCE INDICATORS

BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

Big Goal 1 has five quantitative performance indicators; the results presented in Standard 4 indicate that two of the performance indicators are above threshold. The three remaining performance indicators are below the 5-year goals we have recently adopted as our new performance thresholds. Table 5.1 compares the performance thresholds used in the U’s 2006 NWCCU assessment self-study with the current performance reported in this report, and our forward looking five-year aspirational goals. We continue to meet (and substantially exceed) our

Performance indicator	2006 U self-study performance	2015 U self-study performance	2015 U self-study Five year goal
First-Year Retention Rate	72.9%	89 %	> 90%
Six-Year Graduation Rate	50.5%	62.2%	> 70%
Average Freshmen Composite ACT	24.0	24.7	26

TABLE 5.1

2006 mission fulfillment performance, and have made substantial progress in reaching our aspirational goals, defined as new performance thresholds for the purposes of the current self-study. The most accurate characterization of these performance indicators is that they exceed our baseline performance defined for the 2006 accreditation self-study, and the indicators demonstrate exceptional progress towards our new five-year higher performance goals. We also meet (and exceed) threshold mission fulfillment for all Goal 1 indicators through composite performance assessment.

BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

Big Goal 2 has five quantitative performance indicators; the results presented in Standard 4 indicate that one of these performance indicators is below the aspirational performance threshold; the remaining four indicators are above threshold. The combination of measurements indicates U faculty members continue to be more successful than peer institutions in number of research awards, patents and startups. We have implemented effective strategies (described below) to raise the sub-threshold quantitative indicator up to performance threshold. We meet (and exceed) threshold mission fulfillment for all Goal 2 indicators through composite performance assessment.

BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

Big Goal 3 has three quantitative performance indicators; the results presented in Standard 4 indicate that all three indicators are above threshold.

BIG GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

Big Goal 4 has three quantitative performance indicators; the results presented in Standard 4 indicate that all three indicators are above threshold.

SUMMARY OF COMPOSITE STRATEGY INDICATORS

BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

All six composite strategy indicators for Big Goal 1 are above 8.0, indicating that this strategy provides satisfactory fulfillment of mission goals for the associated objectives. The unweighted average and standard deviation for the six indicators are calculated as 8.47 ± 0.12 .

- Strategy *Learning Communities* is found to deviate significantly from the average (+1.75 standard deviations, chance random probability = 3.94% for a deviation this large). Because there are only six samples in this distribution, this level of deviation from the mean distribution is considered statistically significant.

BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

All nine composite strategy indicators for Big Goal 2 are above 8.0, indicating that this strategy provides satisfactory fulfillment of mission goals for the associated objectives. The unweighted average and standard deviation for the nine indicators are calculated as 8.56 ± 0.29 .

- Strategy *Graduate School diversity Initiatives* is found to deviate from the average (-1.28 standard deviations, chance random probability =

9.89% for a deviation this large). Because there are nine samples in this distribution, this level of deviation from the mean distribution is considered of marginal statistical significance.

- Strategy *Technology Development* is found to deviate from the average (+1.35 standard deviations, chance random probability = 8.75% for a deviation this large). Because there are nine samples in this distribution, this level deviation from the mean distribution is considered of marginal statistical significance.
- Strategy *Technology Transfer* is found to deviate from the average (+1.75 standard deviations, chance random probability = 4.00% for a deviation this large). Because there are nine samples in this distribution, this level deviation from the mean distribution is considered statistically significant.

BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

All eight composite strategy indicators for Big Goal 3 are above 8.0, indicating that this strategy provides satisfactory fulfillment of mission goals for the associated objectives. The unweighted average and standard deviation for the six indicators are calculated as 9.06 ± 0.13 .

- Strategy *U Health Care* is found to deviate from the average (+1.95 standard deviations, chance random probability = 2.53% for a deviation this large). Because there are eight samples in this distribution, this level of deviation from the mean distribution is considered statistically significant.
- Strategy *Women's Enrollment Initiative* is found to deviate from the average (-1.56 standard deviations, chance random probability = 5.88% for a deviation this large). Because there are eight samples in this distribution, this level of deviation from the mean distribution is considered statistically significant.

BIG GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

All 10 composite strategy indicators for Big Goal 4 are above 8.0, indicating that this strategy provides

satisfactory fulfillment of mission goals for the associated objectives. The unweighted average and standard deviation for the six indicators are calculated as 8.74 ± 0.18 .

- Strategy *Development* is found to deviate from the average (+1.82 standard deviations, chance random probability = 3.44% for a deviation this large). Because there are 10 samples in this distribution, this level of deviation from the mean distribution is considered statistically significant.
- Strategy *Faculty Review* is found to deviate from the average (+1.69 standard deviations, chance random probability = 4.52% for a deviation this large). Because there are 10 samples in this distribution, this level of deviation from the mean distribution is considered statistically significant.

For each of the above Big Goals, we also performed an independent analysis for each composite score using the z-scores. A simple analysis uses unweighted averages and standard deviations of the raw scores from each judge to calculate the performance indicator of a single objective. Statistical results in this type of analysis can be unintentionally biased by judges who have larger standard deviations in their overall distribution of their scores. Z-scores correct this by calculating the mean grade and the standard deviation of an individual judge's ensemble of scores, and then calculating the score for each performance indicator in terms of standard deviations away from the judges' average score, rather than in terms of the absolute number. The composite score of a single objective is then the average of the number of deviations of each judge's score from the mean of their grade distribution. The z-statistic allows score deviations from the mean for each judge to be weighed equally among all judges in the composite sum, rather than being dominated by a particular judge's choice of scoring range.

The results of the independent z-score analysis exactly matches the results of simple average and standard deviation results above: the same strategies in each Big Goal that were found to have significant deviation from the mean distribution (called an exceptional strategy) occurred in both the simple average analysis and the z-score analysis.

Big Goal	Composite Ranking	Number of quantitative indicators above threshold
Engage Communities to Improve Health and Quality of Life	9.06 ± 0.13	3/3
Ensure Long-Term Viability of the University	8.74 ± 0.18	3/3
Develop and Transfer New Knowledge	8.56 ± 0.29	4/5
Promote Student Success to Transform Lives	8.47 ± 0.12	2/5

TABLE 5.2

sis. In addition, the chance random probability for each z-score exceptional strategy differed by less than a few percent from the probability calculated with simple analysis (e.g. for U Health Care, the chance probability calculated with simple analysis was 2.53%, whereas with z-scores, it was 2.20%). All exceptional strategies on the simple analysis list were present on the z-score list, and the z-score analysis did not identify any other strategies which would have low enough chance probabilities to be considered exceptional.

Consequently, we regard the above statistical identification of exceptional strategies as robust.

Z-scores are only useful for exploring consensus deviations from the mean of a distribution; they cannot provide any additional accuracy or information regarding the mean value itself. Consequently, the simple average composite score remains as the only composite performance measurement for each Big Goal.

COMBINED ANALYSIS AND INTERPRETATION

Overall Comments

Table 5.2 shows a comparison between the Composite score ranking of each Big Goal and the number of quantitative indicators above threshold. All Four Big Goals have composite scores above threshold. The table indicates that the composite ranking of each Big Goal appears to track exactly with the quality as measured by the number of quantitative indicators above threshold. The correlation between the quantitative measures and the composite rankings provides additional confidence

in the validity of the two independent assessment methods.

Comments on Specific Big Goals (Core Themes)

BIG GOAL 1: PROMOTE STUDENT SUCCESS TO TRANSFORM LIVES

The quantitative assessment of Big Goal 1 demonstrates that two indicators (*percent of first year students in a Learning Community* and *percent of freshmen receiving financial aid*) are above threshold. The remaining three indicators (*first-year retention rates*, *six-year graduation rates*, and *average freshmen composite ACT score*) are all ranked as below our enhanced performance threshold while steadily improving from previous (2006) performance levels, thereby demonstrating mission fulfillment. All Composite strategy rankings are above threshold.

The performance thresholds for the three indicators that are below target were intentionally set to the long-term (five-year), higher performance aspirational levels. The U has made a firm commitment to raise the stature and quality of the educational experience at the University by adopting these three long-term goals. The U has actively pursued multiple strategies to achieve these elevated goals. As previously described, we continue to meet (and substantially exceed) our 2006 mission fulfillment performance levels, and have made strong progress in reaching our higher performance aspirational goals, defined as the new performance thresholds for the purposes of the current self-study. The most accurate characterization of these quantitative performance measurements is that they exceed our baseline performance defined for the previous self-studies, and are making demonstrated, substan-

tial progress towards our five-year aspirational goals. The composite score for all strategies for reaching these elevated goals have composite scores well in excess of mission fulfillment, and the trend on each indicator demonstrates solid, year-over-year progress towards meeting these higher performance goals.

The statistically significant strategy *Learning Communities* was identified through the composite score analysis as a particularly strong strategy; the narrative text and quantitative indicators clearly demonstrate this has been a particularly effective tool during the past five years for closing the gap between each underperforming indicator and its respective goal.

BIG GOAL 2: DEVELOP AND TRANSFER NEW KNOWLEDGE

The quantitative assessment of Big Goal 2 demonstrates that one indicator (*research expenditures per faculty FTE*) is below threshold, and the remaining performance indicators are above threshold. All Composite strategy rankings are above threshold.

It is relevant to note that the quantitative performance indicator *number of research awards per faculty FTE* is well above threshold and substantially exceeds the Pac-12 peer group, whereas the indicator *research expenditures per faculty FTE* is found to be below performance threshold. The implication is that U faculty members are more successful at receiving external research awards than peer institutions, but the average size of these awards is generally smaller. This trend can be due to several factors: relatively lower overhead rates compared to peer institutions, differences in faculty salary rates (summer salary, research staff), and lower graduate student support levels, which can artificially inflate research expenditures for similar-size research efforts between different institutions. An additional factor is differences in the distribution of faculty members between hard sciences, engineering, medicine (which have relatively high levels of support per faculty member) versus humanities and fine arts (which have relatively low funding rates per faculty member). At institutions that have larger faculty percentages in science, engineering, and medicine, the award size per FTE will be enhanced.

HIGHLIGHT

The statistically significant strategy Learning Communities was identified through the composite score analysis as a particularly strong strategy; the narrative text and quantitative indicators clearly demonstrate this has been a particularly effective tool during the past five years.

Several strategies should help the U close the gap to this RU/VH performance threshold. The strategy *Transformative Excellence Program* has been designed to assist in the creation of new interdisciplinary multi-investigator research programs; such programs generally have higher research awards than individual PI awards. The strategy of *enhanced support for graduate, professional, and postdoctoral education* aims to close the gap between the stipend support offered to our graduate students and students at peer institutions, and increase our competitiveness for the best graduate students. The strategy *recruitment and retention of top scholars* includes increasing the number of named appointments, which will help to establish larger, more nationally prominent research groups, thereby increasing competitiveness for national funding success. We therefore have a number of supporting strategies in place that should help close the gap on this performance indicator (relative to peers) during the next five years.

The statistically significant strategies *Technology Development* and *Technology Transfer* were identified through the composite score analysis as particularly strong strategies. These strategies have received national recognition and rankings, and are clearly identifiable core strengths of the U.

The strategy *Graduate School diversity initiatives* were found to have a ranking below the mean of the other strategies with marginal statistical significance. The chance random probability of this indicator increased from 9.89% to 12.45% using z-scores, reinforcing the marginal statistical significance interpretation. Looking closer, this strategy has demonstrated effective use of limited resources. The total impact of the strategy on the larger graduate population appears to be resource limited. A reasonable interpretation is that the program is successful, and providing mission fulfillment (as demonstrated by the composite score) but it could

HIGHLIGHT

Each Big Goal (Core Theme) has demonstrated meeting the objective benchmarks through quantitative assessment or through composite assessment. In addition, the composite assessment of each objective and improvement strategy is found to meet the composite benchmark

play a broader role in increasing graduate student diversity with additional resources.

BIG GOAL 3: ENGAGE COMMUNITIES TO IMPROVE HEALTH AND QUALITY OF LIFE

The quantitative assessment of Big Goal 3 demonstrates that all performance indicators are above threshold. All Composite strategy rankings are also above threshold.

The statistically significant strategy *U Health Care* was identified through the composite score analysis as a particularly strong strategy. This strategy has attained national prominence and ranking, and is clearly identifiable as a core strength of the U.

The strategy *Women's Enrollment Initiative* was found to have a ranking below the mean of the other strategies with marginal statistical significance. The chance random probability of this indicator increased from 5.88% to 7.14% using z-scores, reinforcing the marginal statistical significance interpretation. Looking closer, this strategy has demonstrated effective use of limited resources. The total impact of the strategy to local community members is resource limited. A reasonable interpretation is that the program is successful, and providing mission fulfillment (as demonstrated by the composite score) but it could expand its engagement to larger numbers with additional resources.

BIG GOAL 4: ENSURE LONG-TERM VIABILITY OF THE UNIVERSITY

The quantitative assessment of Big Goal 4 demonstrates that all performance indicators are above threshold. All Composite strategy rankings are also above threshold.

The statistically significant strategy *Development* was identified through the composite score analysis as a very strong strategy. This strategy has attained significant prominence and ranking, and is clearly

identifiable as a core strength of the U.

The strategy *Faculty Review* was found to have a ranking below the mean of the other strategies with significant statistical significance. The chance random probability of this indicator only changed from 4.52% to 5.51% using z-scores, indicating robustness in the interpretation as a statistically significant finding. Looking closer, the University RPT procedures have been recently updated to provide more systematic review of career-line faculty as well as post-tenure review. The interpretation is that the previous RPT policies for *Faculty Review* were adequate for mission fulfillment. Looking forward, the recent additions and updates of career-line and post-tenure policies should provide additional support for mission fulfillment of Big Goal 4: *Ensure long-term viability of the University.*

ASSESSMENT OF MISSION FULFILLMENT

As described in Standard 1.A.2, the acceptable threshold for mission fulfillment is when every Big Goal (core theme) has been judged to meet the benchmark through one of the following:

- Demonstrated meeting the objective benchmarks through the direct quantitative assessment.
- Demonstrated meeting the objective benchmarks through the composite assessment score.
- Demonstrated implementation of successful strategies for improvement as evidenced by meeting the composite assessment benchmark of the relevant strategies.

As described above, each Big Goal (Core Theme) has demonstrated meeting the objective benchmarks through quantitative assessment or through composite assessment.

In addition, the composite assessment of each objective and improvement strategy is found to meet the composite benchmark. We therefore conclude that the U is providing effective mission fulfillment of all Four Big Goals (all four Core Themes), and therefore is providing satisfactory fulfillment of the University Mission. Moreover, we

conclude that the U has successfully “raised the bar” regarding the level of academic reputation, educational quality, and stature of the University since the U’s 2006 NWCCU Accreditation Self Study, with exceptional progress in multiple areas across the U. These accomplishments include significant and sustained accomplishments in raising first-year retention rates, six-year graduation rates, average ACT scores of incoming freshmen, the quality of student experiences, faculty quality, technology development and technology transfer, health care, public engagement, fundraising and development, and development of an institutional wide culture of ongoing data-driven assessment leading to institutional change and progress.

BEYOND THE YEAR SEVEN SELF STUDY DOCUMENT

The 2015 University of Utah Year Seven Self Study has been made widely available across campus for public comment and discussion. Summaries of public comments and written responses to these comments will be collected and made publicly available throughout the duration of the accreditation process. In addition, this document and the accompanying feedback and response will be used for ongoing discussions with University faculty, staff and administrators at upcoming Town Hall meetings, as well as in Campus planning and budget discussions in future years.

The planning, execution, and creation of this Year Seven report by the members of the Year Seven Self-Study Accreditation Task Force took more than one year. Members of the Task Force have many recommendations to offer to leaders of future Year Seven Task Forces regarding how to successfully stage and manage Year Seven self-studies. During fall 2015 and spring 2016, Senior Level Task Force members will write an accompanying meta-accreditation report to document recommended timelines, strategies, and workload management for future year seven task force committees. It is our hope that such process assessment and recommendations will result in increasing quality of future Year Seven self-study reports to NWCCU. This accompanying report will be made available to NWCCU upon request.

HIGHLIGHT

The University of Utah engages in regular, system assessment of accomplishments in service of its core mission, and communicates information about both current performance and planned efforts to the campus community in a variety of ways, including through a publically available dashboard and through open meetings held across campus.

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.*

As summarized above, the University of Utah engages in regular, system assessment of accomplishments in service of its core mission, and communicates information about both current performance and planned efforts to the campus community in a variety of ways, including through a publically available dashboard www.obia.utah.edu/dm/universitystrategy/ and through open meetings held across campus.

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.*

STUDENT LEARNING

A core element of the mission of the University of Utah is to participate in the dissemination of knowledge through teaching. Attention to student learning is central to our fulfillment of that mission. Student learning plays a vital role in our vision of and commitment to student success. Our student success model, as captured in the New U Student Experience, the Utah Pledge, and the Plan to Finish Campaign, shows our commitment to student learning in General Education (Broad and Deep Knowledge), deeply engaged learning experiences (including capstones and community-engaged learning scholars), and in colleges, departments and programs.

In 2009 the Undergraduate Council adopted the

HIGHLIGHT

Data generated through our ongoing efforts to assess student learning in meaningful ways indicates that the Essential Learning Outcomes (ELOs) are used throughout the curriculum in broad and interesting ways.

AAC&U Essential Learning Outcomes as the common learning outcome guide for the campus. Each college, department and program has also identified student learning outcomes. Because General Education courses exist in colleges, departments and programs and because the General Education curriculum is so expansive, patterns in learning outcome use and assessment can function as a common denominator and proxy for the rest of the undergraduate curriculum. In addition, our professional schools are regularly accredited and measure learning outcomes as required by their professional accrediting bodies.

Data generated through our ongoing efforts to assess student learning in meaningful ways indicates that the Essential Learning Outcomes (ELOs) are used throughout the curriculum in broad and interesting ways. Each one of the 15 ELOs is targeted by multiple courses in the curriculum; this means that it is impossible for students to navigate the curriculum without encountering multiple opportunities to develop their competencies in these areas. A core set of ELOs is targeted in over half of the courses. These core ELOs include the following: Critical Thinking, Knowledge of Human Cultures and the Physical and Natural World, Written Communication, and Inquiry and Analysis. Critical Thinking is targeted in over two-thirds of the courses. Creative Thinking, Intercultural Knowledge, and Competence and Foundational Skills for Lifelong Learning are targeted in over a third of the courses in General Education curriculum.

When we look at the learning outcomes targeted by the four broad liberal arts areas, we see different patterns emerge, suggesting that the ELOs have become intentionally designed into these curricula. For example, courses that meet the Fine Arts designation typically target integrative learning, creative thinking, and knowledge of human cultures, critical thinking and teamwork. In contrast, courses that meet the Physical and Life Sciences

designation address a much broader range of ELOs with quantitative literacy, critical thinking, written communication and integrative learning being the most commonly targeted.

With the recent launch of the Capstone Initiative, and partnering with the Bennion Center Community Engaged Scholars and the Undergraduate Research programs, we are intentionally linking Integrated and Applied Learning as the common targeted learning outcome. As described by AAC&U, this outcome affords students the opportunity to integrate their learning across contexts, courses, and community experiences. These learning practices and products will be documented on students' electronic learning portfolios.

As noted previously, every program and department has now also identified expected learning outcomes and most have developed a plan for the assessment of these learning objectives. Many units are actively implementing their plans, and others have initiated this effort.

These data suggest that the ELOs are broadly distributed, strategically used and deeply infused in the curriculum. Our review of courses is consistently connected to conversations about if and how instructional design is aligned with targeted learning outcomes. In our next phase, we will increase alignment of campus-wide ELOs with college, department and program specific learning outcomes; our conversations will continue to be driven by the goal of making sure that our curriculum is structured to meet the mission of the university: Ensuring Student Success to Transform Lives.

EVALUATIONS OF STUDENT LEARNING: ADDITIONAL MEASURES PLANNED

Because of the importance of evaluating student learning and the aim of the U to ensure student success, a pilot learning assessment project is planned for AY2015-16. In September 2015, a random sample of 100 first-time, full-time freshmen will complete the Collegiate Learning Assessment (CLA). Participants will be compensated \$100 for their time in completing the test. In April 2016, a random sample of 100 graduating seniors will be

recruited to complete the CLA; these graduating seniors will be drawn from those who were first-time full-time freshmen at the U. Participants will again be compensated \$100 for their time. The CLA focuses on many of the abilities identified in the AAC&U and in the U's general education ELOs, such as critical thinking, communication, and so forth, and thus is deemed an optimal standardized tool for this pilot comparison of the performance of a random sample of entering U freshmen, and a random sample of graduating seniors. Although it would be ideal to compare the same group of students at the outset vs. conclusion of the baccalaureate degree, that approach would require a lengthy time before useful information can be gained. This modified approach will provide useful information within a single academic year regarding the performance of entering versus exiting undergraduates on a standardized measure of learning that focuses on abilities aligned with our general education aims.

PLANNING FOR MISSION FULFILLMENT

Expanding Assessment and Continuous Improvement Efforts

This Year Seven Self Study report has described the ways the University of Utah engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments in both institutional planning and core theme planning and assessment efforts. Planning processes are coordinated and culminate in the President's Cabinet, the two senior vice presidents, and the president of the University. Planning is conducted across campus ranging from Human Resources to Facilities and Space Planning to the Academic Colleges and the Division of Student Affairs. Institutional planning is focused on fulfillment of key goals established by the president and his leadership team and perpetuated throughout the system. *In preparing this self-study, it became evident that the university could greatly benefit from a central coordinating body that tracks, records, and brings together institutional planning efforts across campus, and, importantly, ensures mission fulfillment.*

Through the process of writing this self-study we have realized that we need greater centralization

HIGHLIGHT

Through the process of writing this self-study we have realized that we need greater centralization and coordination in three key areas: campus wide assessment, learning outcomes assessment, and campus planning efforts.

and coordination in three key areas: campus wide assessment, learning outcomes assessment, and campus planning efforts. We have addressed these organizational needs by creating the following assignments. First, Dr. Ann Darling and Mark St. Andre in the Office of Undergraduate Studies will lead campus wide efforts in learning outcomes assessment. Both Darling and St. Andre are responsible for the assessment of learning outcomes for General Education. They assumed the additional responsibility of managing the learning outcomes website (where we gather LO's, assessment plans, and feedback responses) for the campus. During the summer of 2015, they developed a plan for campus-wide LO assessment including trainings, building on existing LO's for colleges with accreditations and those without, and the development of processes for improvement based on feedback. Representing this shift in responsibility we changed Senior Associate Dean of Undergraduate Studies Darling's title to Assistant Vice President of Undergraduate Studies. For the purposes of this document, Stacy Ackerlind, Special Assistant to the Vice President of Student Affairs, drafted Standard 4. The writing of this report prompted the creation of the assessment council. The council includes chair, Stacy Ackerlind, Mark St. Andre, learning outcomes coordinator, Mike Martineau, OBIA, and Donna White, Associate Dean of the Graduate School (formal program reviews). This council is charged with coordinating decentralized assessment efforts and ensuring that assessment is linked to mission fulfillment and the University's Four Big Goals. Third, a position was created in the Office of the Senior Vice President for the coordination of planning and continuous improvement efforts across campus (as summarized in standard 5). Cary Lopez began in this position part-time in July 2015, as special assistant to the senior vice president for Academic Affairs, with the charge to guarantee that planning that occurs in the academic and administrative units enhances and reflects the University's Four Big Goals and leads to mission fulfillment.

HIGHLIGHT

Determining mission fulfillment is accomplished through assessment of indicators of success and progress toward big goals (core themes), overall mission and quality, and institutional sustainability.

The development of the University of Utah's mission statement, core themes and values, and most recently Four Big Goals has been described in both sections 1A and 3A. Through campus-wide planning processes and over the past decade, the campus has focused on the core themes of teaching, research, public life, and health care and has refined, elaborated, and improved these core strategic goals to refocus and energize the campus around these important directions for the future.

In 2014-15, President David Pershing and Senior Vice President Ruth Watkins articulated the following Four Big Goals built from multiple dialogue sessions with campus leaders, faculty, and staff:

- Promote Student Success to Transform Lives
- Develop and Transfer New Knowledge
- Engage Communities to Improve Health and Quality of Life
- Ensure Long-Term Viability of the University

To perpetuate and measure the fulfillment of these goals, again under the direction of the president and the senior vice president, we developed an institutional performance dashboard built around the Four Big Goals and the strategies we are undertaking to improve performance on these goals (what, in the Year Three Self Study, were described as core theme/goals). These key strategic institutional indicators track university-wide mission fulfillment and provide a tool for communicating aims and accomplishments with the campus and larger community. The dashboard includes, where appropriate, comparisons with peer institutions or institutional goals.

Determining mission fulfillment is accomplished through assessment of indicators of success and progress toward big goals (core themes), overall mission and quality, and institutional sustainabili-

ty. To this end, the President's and the Senior Vice President's offices have established key performance indicators linked to each goal and publically displayed, with annual updates, in the University Dashboard. Examples of key indicators for each goal include:

- *Promote Student Success to Transform Lives:* retention and completion, student enrollment, financial aid awards;
- *Develop and Transfer New Knowledge:* faculty research and technology outreach, grants and awards, and named appointment and degrees awarded;
- *Engage Communities to Improve Health and Quality of Life:* online course and program development, the community engagement of both faculty and students, and hospital patient satisfaction;
- *Ensure Long-Term Viability of the University:* endowments and tuition, building quality, energy usage, and alumni donations and total revenue.

The evaluation of the Four Big Goals and institutional indicators help University leadership to look both at progress made by the different units or divisions as well as mission fulfillment for the university as a whole. Annual review of these metrics also reveals where new tactics are needed to drive additional progress. The University of Utah is meeting its mission and using its Big Goals to focus the campus on growth and improvement to drive forward change.

Beginning in spring 2015 and continuing through AY2015-16, the office of SVP Watkins is developing and implementing a dashboard for each academic department and college. These dashboards integrate external measures of scholarship, such as publications, grants and awards, relative to national peers, gained from an external source that allows comparison of peer academic programs, *Academic Analytics*. Departmental and college dashboards also include relevant measures of teaching activity and salary comparison data. A sample of a departmental dashboard can be found at www.obia.utah.edu/accreditation/ChemistryDepartmentDashboard.pdf.

The departmental and college dashboard effort is evidence of the larger aim to develop and infuse meaningful data and self-evaluation at all levels in the institution. The general aim of this effort is to ensure quantitatively informed leadership, increasing the awareness of leaders at all levels of the institution – from directors to chairs to deans – in the relevance of quantitative data that can and should be monitored to increase the effectiveness of the university. This includes looking at scholarly performance, quality and productivity of educational activities, human and physical capital trends, and financial vitality.

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.*

On the University of Utah's main campus, college deans complete an annual report of their college's major goals, achievements toward those goals, resource alignment with goals, and a framework for the future. These written reports are aligned with campus goals, and provide the foundation for an annual meeting with the senior vice president for Academic Affairs and the Campus Budget Advisory Committee (CBAC) to review academic, personnel, and capital needs at the college, department, and program levels. These discussions necessarily involve detailed and programmatic analyses of resource capacity and needs at each of those levels, and deans are expected to provide metrics that document both effectiveness of operations and sufficiency of resources to further the institutional mission. The nature of these metrics and analyses vary somewhat from college to college, but are aligned with the major goals of the campus. Data are provided and coordinated by the OBIA to ensure consistency in metrics. The CBAC involves critical members of the President's Cabinet (e.g., Chief Diversity Officer/Associate Vice President Kathryn Bond Stockton, Vice President for Research Thomas Parks) and of the senior vice president for Academic Affairs team (e.g., UGS Dean Bradley Evans, Graduate

HIGHLIGHT

The general aim of this effort is to ensure quantitatively informed leadership, increasing the awareness of leaders at all levels of the institution – from directors to chairs to deans – in the relevance of quantitative data that can and should be monitored to increase the effectiveness of the university.

School Dean David Kieda) to ensure coordination of communication and efforts across various facets of the university.

The strategic plans of the academic colleges focus on the Four Big Goals as articulated in 2014 by President Pershing and SVP Watkins, to ensure that the units of the campus are helping drive the institution forward in the directions outlined by university leadership.

At the School of Medicine, this annual process is based on a mission-based management program and requires deans and program officers to provide the School of Medicine Executive Committee with detailed annual analyses of past performance and future needs based on such metrics as revenue trends, grant data, student performance (including graduation rates and scores on national licensing exams), exit surveys, and various accreditation processes. (For other colleges on the Health Sciences campus, this annual process is similar to the one employed on the main campus, and takes place with the senior vice president for Health Sciences.)

In addition to the process outlined above, the College of Law evaluates the adequacy of its resources and effectiveness of its operations as part of a separate accreditation self-study for the American Bar Association. Other units engaged in professional accreditation, such as Engineering, Business, Architecture and Health Science units, also report on resource alignment and operational effectiveness in the context of external accreditation reviews.

The key entities on main campus involved in the comprehensive planning effort are: the Office of Institutional Advancement, the Office of Budget and Planning, the Office of Undergraduate Studies, the Office of Student Affairs, the Office of the Senior Vice President of Academic Affairs, and the Offices of Global Engagement and Sustainability.

The leadership of the University of Utah regularly reviews the adequacy of its resources, capacity, and effectiveness of operations to ensure mission fulfillment. In an annual process similar to what was described above for academic units, the units reporting to the president through vice presidents and associate vice presidents submit annual reports that summarize the goals of their unit(s), how these goals contribute to the larger university “big goals”, the strategies used to advance goals, and metrics used to assess progress toward targets. In this way, administrative units regularly participate in strategic planning processes appropriate to their areas of responsibility. Members of the cabinet determine the adequacy of resources, capacity, and effectiveness for the areas of their responsibility. Key planning efforts by the president and senior vice presidents of the institution are described in 3.A but include strategic planning efforts led by members of President Pershing’s senior leadership team. The president requires that members of his cabinet establish metrics to measure progress toward the University’s goals as well as comparison to appropriate peer institutions.

BOARD OF TRUSTEES ANNUAL EVALUATION AND PLANNING RETREAT

Beginning in 2013, the Board of Trustees of the University of Utah has convened an annual retreat for evaluating performance of the university on key indicators (many of the measures now incorporated into the President’s Dashboard) and to discuss strategies and tactics that university leaders are implementing to advance the institution. The Trustees offer their perspectives on critical priorities and on strategies in progress, and are subsequently informed in a manner that allows them to both assess the institution and advocate for it. These annual retreats are an important formative evaluation tool for the campus leadership team, particularly the president and senior vice president for Academic Affairs. The annual retreat is a context where self-assessment takes place, performance on key metrics is reviewed, and a meaningful planning dialogue takes place. The annual nature of the meeting ensures continuity and consistency in review of goals, indicators, progress and revision of strategies.

SUMMARY OF PLANNING ACTIVITIES IN KEY AREAS

Health Sciences

Assessment and appropriate metrics are established by the Health Sciences for those divisions, colleges (Nursing, Pharmacy, and Health) and educational enterprises under the leadership of Senior Vice President Vivian Lee.

MEDICAL EDUCATION AND RESEARCH

With regard to education, we desire students to engage in our mission to advance health. Thus, we are expanding efforts such as our Inter-Professional Education Program to include more meaningful, hands-on experience. For example, students in the Physical Therapy program in the College of Health will have opportunities to train and help deliver patient care in inpatient and outpatient settings. Similar initiatives aimed at improving student capacity to advance health are being developed for students across all our allied colleges and schools. Our key metrics focus on student engagement, student retention, career readiness, and student diversity.

Regarding research, we rely on metrics that ensure we remain (and continue to grow) as national leaders. We aim to be in the top 30 for NIH funding (currently 40th) and in the top 10 for VAMC extramural funding. We also want to receive deserved recognition for research and scholarship by recruiting and developing HHMI investigators, AAP and ASCI members, and AAAS and NAS members. Our more internally focused research measures monitor returns on research investments (e.g., we aim to have a research leverage on investment greater than 200% and a wet bench space dollar density that averages \$500 per square foot).

VALUE

We greatly value our top-10 position in University HealthSystem Consortium’s quality ranking for the past five years and actively work to maintain our standing. Internally, we are reducing readmissions among our most common types of inpatient stays and we rely on our internally developed Value Driven Outcomes (VDO) tool to minimize cost variance

across patients and providers. See: healthsciences.utah.edu/innovation/algorithms/2013/two/index.php.

CONTINUUM OF CARE

We are focusing more on the total cost of care and reductions in cost that can be achieved in post-acute-care settings. We are also working on establishing quality and cost metrics that will help us offer bundled products for episodic care.

POPULATION HEALTH

We are developing and improving key metrics that help us deliver population health in patient-centered ways. This includes monitoring access and delivering an increasingly exceptional patient experience (e.g., better pain management and better communication). As our Department of Population Health takes form, we will expand awareness of and capacity for metrics that allow us to subdivide patients according to health needs, understand risk adjustment and identify when patients are at risk of health declines, and develop clinical pathways that improve patient outcomes. See: medicine.utah.edu/population-health-sciences/.

RESOURCE ALLOCATION

We empower our people to succeed and keep them accountable for performance. Organizational groups articulate their own plans and goals for success and development using the health system's strategy as a backdrop. Groups are also expected to identify the resource needs and timelines needed to achieve strategic goals. They seek approval and material support from senior leadership who sit on decision-making, resource-allocating bodies such as the Health Care Executive Committee and Health Sciences Executive Committee. Proposals are evaluated in terms of their alignment with organizational strategy and their potential for success and return. Resource allocation is then prioritized accordingly. If and when senior leaders identify a need for strategic development(s) not being worked on in the health system, they assign such tasks to the appropriate group and track progress over time.

HIGHLIGHT

We empower our people to succeed and keep them accountable for performance.

Institutional Advancement Planning & Review: Office of Development

The Office of Development exists to support the teaching, research, service, and sustainability goals of the University. To that end, its priorities are set by the planning processes within the colleges, led by the senior academic leaders of the University, and at the institution-wide level through the respective planning. The Office of Development, therefore, conducts planning and reviews at both the institution and the college/unit levels.

The principal planning and review at the institutional level are conducted through rigorous campaign planning, involving needs assessments, feasibility studies, capacity analysis studies, and the setting and coordination of institutional goals. The most current examples of this process are the just-completed \$1.65 billion comprehensive campaign, *Together We Reach*, and the current planning for two interim campaigns, one for a new School of Medicine building and the other in support of undergraduate initiatives. In both cases, the above referenced planning process was, and is, being used. Likewise, the Office of Development meets regularly with the deans and directors of the colleges and units to make certain that its support services are closely aligned with their needs and priorities.

Given the highly quantitative nature of fundraising, the review process for both institutional and college/unit goals are very straightforward. Gifts to the University are recorded and updated daily by source, purpose, college/unit, and type and the roll-up report is available in real time to senior leadership, deans/directors, and area development directors. The reports are distributed monthly and reviewed on a regular basis with senior leadership. Additionally, performance metrics have been developed (funds raised, proposals submitted, number of donors, planned gifts, etc.) which are available on demand in real time at the University and college/unit level and are regularly reviewed with the respective leaders. Given the nature of fund raising,

HIGHLIGHT

The University has a systematic approach to analyzing and prioritizing capital needs.

the review process for the Office of Development is among the most rigorous at the University. Capital Campaign, Together We Reach, together-wereached.org

Extending Knowledge to Broader Communities through Creative Outreach Efforts

Four other areas report to the vice president for Institutional Advancement: the public radio and TV stations (KUED & KUER), the Alumni Association, and Red Butte Garden & Arboretum. The planning and review process for these areas is well-established and time-proven over the last few decades.

Because these areas are responsible for raising much/most of their own budgets each has, of necessity, developed the practice of annual planning and review processes that are part of larger, annually updated strategic plans. Each of these four units undergoes a rigorous process each spring as part of the budgeting cycle of reviewing progress toward the prior year's goals in the context of setting goals for the new fiscal year, usually in the context of an updated five-year strategic plan. Both programmatic and fiscal objectives are evaluated and established. Having completed this process, the annual performance evaluation (and goal setting for the new year) process for each employee is conducted, with an eye to closely linking individual goals and performance to the unit's overall goals.

The Office of Administrative Services

The University maintains detailed documentation of indebtedness, and conscientiously maintains a conservative philosophy in staying well under the relevant debt capacity limits so as not to affect the quality of educational programs by siphoning off funds for debt service payments that could otherwise be used for educational purposes. Information is adequately documented in the University's annual audited financial statements that are publically available. Specifically, statement footnotes num-

bers 14 and 15 list each year's obligations as well as future debt service obligations for the following five years. Reports for the past 12 years are available at fbs.admin.utah.edu/controller/controller-report/.

PHYSICAL FACILITIES AND CAMPUS MASTER PLAN

Capital Planning

The University has a systematic approach to analyzing and prioritizing capital needs. The process involves analysis by technical staff, reviews by a team of associate vice presidents from across the campus and a final review by the two senior vice presidents and the University president. Buildings move from a wish list to a five-year plan to a one-year plan, depending on priorities and prospects for funding. All of this occurs within the framework of the long-range development plan for further developing the University's physical facilities.

The State Legislature requires that each year the University submit its one-year plan for both state funded and non-state funded capital projects and its five-year plan for state funded capital projects. In these reports the University indicates in broad terms the purpose of the project, its size, the source of funds (state, private, and/or institutional), and whether state funds will be requested for operation and maintenance of the new facilities. Internally, the University maintains tables showing in greater detail the sources of funds over the next three years for projects that will require institutional funds in addition to those from governmental or private sources.

The University must obtain legislative approval for all capital projects even if they are privately funded. The State Board of Regents coordinates the ranking of capital projects for all Utah institutions of higher education. The Regents use an elaborate algorithm to rank order the various capital projects submitted for state funding by the University and other institutions within the Utah System of Higher Education. For privately funded projects both the legislature and the Regents must approve these projects when the University is asking for operation and maintenance funding. The external review by both of these entities helps provide a control

that plans for physical facilities fit the University's missions and needs.

The capacity for and desirability of issuing additional debt are analyzed carefully by University management and its outside advisors. The prudent use of debt is seen as a strategic financial tactic in accomplishing the overall missions of the University and its capital planning objectives. Several Board of Regents policies deal with the use and limitations of debt, such as "Issuance of Revenue Bonds for Facilities Construction or Equipment" (higher.utah.edu/pdf/policies/R590_2015-5-15.pdf), "Nontraditional Arrangements for Development of Facilities on Campuses" (higher.utah.edu/pdf/policies/R712_2014-11-14.pdf), and "Lease-Purchase Financing" (higher.utah.edu/wp-content/uploads/2014/01/R587-Regent-Approved-2014-1-24.pdf). A Comprehensive list of Board of Regents policies on Business and Financial Affairs is available from Section 5 of the Board of Regents Policies web site, higher.utah.edu/policies/.

Physical Facilities

Since 2001, between 20-25% of the University facilities have had a facility condition assessment by a third party consultant each year, for a rotational cycle of four to five years. This visual inspection provides data on deficiencies that require capital renewal, deferred maintenance or facility adaption.

Facilities Management is now in the process of supplementing this annual survey with a more comprehensive evaluation that will include a full measurement, benchmarking and analysis of facilities that will include staffing, operations, capital renewal budgets and deferred maintenance budgets. It will help facilities management understand if appropriate funding is being allocated annually, and if these funds are being utilized effectively. Benchmarks will be internal as well as with other major peer institutions of similar size. This model will help the facilities managers take action and optimize their current operations, forecast future departmental needs, and track performance towards strategic objectives.

The Campus Master Plan (facilities.utah.edu/campus-planning/master-plan/index.php) continues to be consistent with its mission, core themes, and long-range and financial plans for the University. To assess the challenges and opportunities represented by educational plans, the University began in early 2003 to update its 1997 long-range development plan. To keep up with the seven to 10 year cycle of comprehensive master planning, a comprehensive master plan exercise was started in 2009 and completed in 2010. This update was intended to continue to address the immediate planning concerns and help inform the strategic planning process. It is anticipated that the master plan will be re-evaluated every 10 years, unless other planning initiatives or changes in University administration prompt a more comprehensive master plan revision.

The University also maintains an ongoing dialogue with the neighboring community through a Community Forum, at which capital development and planning initiatives are presented for comment. One Community Forum meeting each year presents a comprehensive review for community comment.

Other planning initiatives have included a Bicycle Master Plan and an ADA Accessibility Master Plan. When locations for new capital projects are proposed on campus, a precinct master planning process evaluates the precinct of the campus for the proposed project, and develops in greater detail the planning strategy to accommodate the planning principles of the Campus Master Plan, the Bicycle Master Plan and the ADA Master Plan. Other planning initiatives in process include a Transportation and Parking Master Plan, and an Integrated Security Master Plan.

The Office of Campus Planning meets with senior administrators to assess the capital facilities required to support the University's mission and goals. The Planning office has developed the notion of a strategic facilities plan to help inform senior administrators of facilities needs based on academic needs of individual schools or colleges. This process helps to correlate facilities planning with academic planning to develop a comprehensive facilities strategy that more closely aligns with the academic mission of the University.

HIGHLIGHT

The University Human Resource Management (UHRM) is in the process of transforming the University of Utah human resource (HR) function to a team that focuses on the core strategic objectives of increasing customer service, increasing efficiency, and increasing management and leadership capacity.

As projects for facilities development and major renovation are planned, both capital expense and operating costs for each project are identified. Detailed design and program planning are not started until the appropriate senior vice president indicates that capital expense funding is in place.

A funding model is developed by the facilities managers of higher education in Utah, which is submitted to and approved by the State Board of Regents as well as the State Building Board. The model is used to determine the amount of funding to be requested and allocated for operations and maintenance. The funding requests are ultimately submitted to the Legislature for approval if support from state appropriations is in order. See: facilities.utah.edu/campus-planning/master-plan/index.php.

THE OFFICE OF EQUITY AND DIVERSITY

The Office of Equity and Diversity is comprised of the Office of the Associate Vice President of Equity and Diversity (served by six staff-level people, including a dedicated budget officer, a development specialist, and an advisor for faculty hiring), Student Equity and Diversity (with 11 staff who run an array of programs serving historically underrepresented students, including staff who run the Diversity Scholars Program, the American Indian Resource Center, student scholarships, student outreach, and student leadership groups), the LGBT Resource Center (which has a dual report to OED and Student Affairs), the Ethnic Studies Program, and the Gender Studies Program.

Planning and assessment begin each year with the yearly retreat held in August for all the staff of OED and SED, along with the directors and associate directors of Ethnic Studies, Gender Studies, and the LGBT Resource Center. In three different sessions,

one for overall assessment of initiatives from the prior year, one for general brainstorming, and one for goal-setting, people work in teams of five that represent members across the division. The aim is to do as much master planning, in creative ways with creative processes, as we can at the retreat. Then, throughout the year, led by the associate vice president of OED and the senior director for Student Programs in SED, the group meets once a month for planning and assessment at Diversity Leadership Team meetings.

Every week, the associate vice president of OED and the senior director of SED meet to talk and plan across divisions. Once or twice each month, the associate vice president then reports to SVP Watkins to share which initiatives have been launched, projected, or completed.

UNIVERSITY HUMAN RESOURCE MANAGEMENT

The University Human Resource Management (UHRM) is in the process of transforming the University of Utah human resource (HR) function to a team that focuses on the core strategic objectives of increasing customer service, increasing efficiency, and increasing management and leadership capacity. The University of Utah human resources, its faculty and staff, play a critical role in the success of the institution and in its mission of delivering top tier education to students and innovative research to the world. The strategic objectives being used by UHRM focus our efforts on the University's mission. UHRM's assessment of customer service is focused upon our primary customers of University leadership. This leadership is made up of the Senior Administration as well as the college and schools leadership of deans, department chairs, and directors. To our customers, HR needs to be a strategic partner as well as delivering the core transactional services that maintain the operations of employees on the campus.

The strategic services UHRM provides include: performance management, leadership development, employee relations, strategic recruitment of talent, business intelligence analytics, and other highly customized efforts. Concurrently, UHRM provides the critical transactional

services including; payroll processing, benefits administration, HR transaction processing, and system maintenance. To assess these efforts, UHRM conducts a semi-annual customer service survey to obtain quantitative and qualitative feedback from our customers regarding our efforts. The results and trends guide the UHRM leadership team in adjusting our efforts to provide greater value to our customers.

UHRM is also focusing on increasing efficiency to the University. Currently, UHRM is in the process of piloting an HR organizational transformation of embedding HR business partners and support staff into the various academic and business units. These efforts are providing more consistent information and services to customers. At the same time, the University should gain fiscal and operational efficiency. Some of the Key Performance Indicators (KPI's) that are used to assess these areas are: total operational cost, HR:FTE ratio, customer service survey score, transactional accuracy rate, cost per key transactional area, and number of training hours delivered.

UHRM's third strategic objective is to increase the capacity of supervisors to manage and lead their human resources. HR is a process that is focused on employee systems within an organization. The first line of interaction with employees is their immediate supervisor. UHRM believes that this is the point that can have the greatest impact on the total HR efforts of the institution. By providing the supervisors and leaders with tools and removing barriers, HR can increase the capacity of supervisors to lead their employees. This exponentially increases the HR function of the University of Utah. Some of the tools that are currently being developed and/or provided are a University-wide staff performance management system, embedded HR partners, data and business intelligence reporting, leadership development courses (in-person and online), and other customer-focused efforts.

UHRM is a critical part of the University of Utah. The success and analytical analysis of these functions will help the overall operation of the University. UHRM will continue to strive to be a value-added function to the University, leaders, faculty, and staff.

INFORMATION TECHNOLOGY

Information technology (IT) increasingly impacts and underlies the strategic and daily activities of almost every academic and service unit of the University. The central IT organization, University Information Technology (UIT), coordinates closely with its counterpart unit on the health care side (Information Technology Services) and smaller IT support groups located in the units across campus. UIT includes mission-based service units focused on teaching and learning, research computing (the Center for High Performance Computing), administrative and student systems (University Support Services), unified communications, IT infrastructure, and information security. The director of each service unit reports to the chief information officer, who in turn reports to the senior chief administrative officer/chief financial officer of the University.

Previously, UIT conducted an annual strategic planning process that would align identified university priorities with the annual IT budgeting process. In more recent years, the central IT planning process has accelerated to encompass the prioritization of five to 10 top IT priorities initially evaluated on a biannual basis by the UIT leadership team and placed in the broader context of all major campus IT initiatives. Recent top priorities included the improvement of student information systems, IT security, and identity and access management. One outcome of this priority-based planning is posted at: cio.utah.edu/_docs/3-7-14_UIT_AHM_handout.pdf.

The draft IT priorities are presented to and reviewed within the campus IT Governance framework, which includes a strategic oversight committee and four portfolio committees focused on specific mission-based areas (e.g., teaching and learning technologies, research computing, infrastructure). In addition, UIT routinely presents and discusses these priorities and resultant implementation plans with the broader campus IT professional affinity group, which meets on a monthly basis. Planning task forces for major IT initiatives, such as the modernization of the campus network most recently, are created on an *ad hoc* basis and draw their membership from IT professionals across campus.

HIGHLIGHT

The University has developed a strategic enrollment plan which encompasses a comprehensive long-range plan as well as an annual marketing, recruitment and retention plan.

STUDENT AFFAIRS PLANNING AND ASSESSMENT

The Division of Student Affairs is comprised of 31 departments that represent a broad range of programs, services and facilities that support the academic mission of the institution (studentaffairs.utah.edu/). The vice president for Student Affairs reports directly to the president and serves as a member of the Academic Leadership team. The departments within Student Affairs are organized within reporting lines and are led by associate vice presidents for the following areas: Enrollment Management, Student Development, Dean of Students, and Business and Auxiliary Services. In addition to these reporting lines, several areas report directly to the vice president. The Student Affairs Leadership Team is comprised of each of the associate vice presidents, the assistant vice president for the Women's Enrollment Initiative and the special assistant to vice president for Assessment, Evaluation and Research. Student Affairs has utilized a comprehensive strategic plan as a systematic approach to fiscal and operations management. The plan addresses co-curricular learning, student engagement, student support and facilities. A notable accomplishment this year was the completion of the new Student Life Center that provides opportunities for a more holistic approach to student wellness through state-of-the-art recreation facilities and integrated services such as student wellness and physical therapy.

Because the current Student Affairs Strategic Plan was developed in 2009, the Division is currently engaged in organizational evaluation of the existing plan and is implementing a modular approach built around key activities. This approach will build upon the existing, comprehensive planning structure but will allow for greater connections between programs and services both within the Division of Student Affairs, within the institution as a whole, and will align Student Affairs with the larger institutional strategic plan. Each department has developed key activities, goals and outcomes. These department-level key activities have been ana-

lyzed to synthesize division-level key activities that are grounded in practice and allow for input from leadership to help align the division's efforts in a seamless manner. Assessment of these key activities is focused on both general and learning outcomes that are conceptualized through the Student Affairs Learning Domains and supports alignment of budgetary resources. Additionally, dashboard indicators are being developed that reflect the input at the program as well as the division-level. These guiding documents may be accessed here: studentaffairs.utah.edu/assessment/index.php

STRATEGIC ENROLLMENT MANAGEMENT

The University has a systematic data informed approach to analyzing enrollment needs. To that end, the University has developed a strategic enrollment plan which encompasses a comprehensive long-range plan as well as an annual marketing, recruitment and retention plan. Through the development and implementation of this plan the University will be able to systematically focus our resources on strategies that will have the strongest impact on growing and shaping our incoming class as well as increasing our retention and graduation rates.

Strategic Enrollment planning is the responsibility of the senior administration of the campus. However, a small advisory group was appointed to oversee the development of the plan as well as continuous assessment of its progress. The senior associate vice president of Academic Affairs and the associate vice president of Enrollment Management have oversight over the implementation of the plan and developed strategies.

The enrollment plan is communicated regularly across campus at leadership meetings and meetings of faculty committees. Both associate vice presidents work with each of the academic colleges and service units to coordinate strategic efforts across campus, thus aligning all activities to accomplish the University's strategic enrollment plan.

UNDERGRADUATE STUDIES

The Undergraduate Studies strategic planning process began in 2011 to develop a template and

concept for the transformative undergraduate experience. The UGS team in partnership with Student Affairs built the data-informed design for the New U Student Experience (NUSE) based on best practices for retention and completion. Since 2011, UGS planning and budgeting processes have centered on the elements embedded in the NUSE. Ongoing discussions have clarified the vision, constructed a common language and frameworks to accomplish common goals around retention, support for student success, and completion (see Figure 5.2). The UGS team organized into portfolio teams around the key topic areas or themes that characterize their work for undergraduates and the faculty who teach them: Engage, Facilitate and Support Student Success, Integrated Learning, Impact, Inspire Learning, and Build Community. Each group developed key definitions, objectives, goals, learning outcomes and metrics. The portfolio teams meet regularly throughout the academic year to develop common goals and definitions, metrics in terms of qualitative and quantitative data, and propose projects. Embedded in the portfolio approach are an annual feedback loop, community building and community organizational structure, and the opportunity to refocus on key UGS goals. Portfolio teams meet twice each semester.

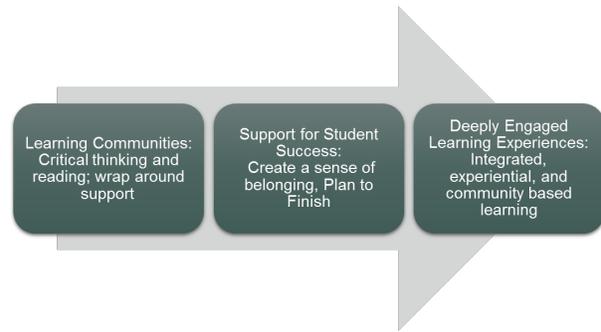


FIGURE 5.2: SUMMARY OF UGS APPROACH TO SUPPORTING STUDENT SUCCESS

As a result of the output of the portfolio teams, UGS has established three big goals.

1. Every entering student in a learning community or a living and learning communities.
2. Every student has at least one deeply engaged learning experience—President Pershing’s Presidential Promise.
3. Every student has a Plan to Finish and is supported by student success advocates, mentors, and advisors.

To perpetuate these goals and the additional goal of helping students engage in financial planning for graduation and the expansion of the number of strategic scholarships the U awards (+1,000 in 2014), the U launched the Utah Pledge campaign at Welcome Week 2014. The Utah Pledge is as follows: “We pledge to help you graduate with the support of learning communities, mentors and advisors,

financial guidance, and deeply engaged learning experiences.”The elements embodied in the pledge and this distinctive approach to student success are based on research and data about the most effective retention and completion strategies both in the context of the University of Utah and at other research universities. The UGS approach deploys learning communities because of their significant effect on retention and completion, GPA, sense of belonging, and preparation for success in the university environment. Students in learning communities are supported by peer mentors, academic advisors, librarians and student success advocates. We know from the senior survey that advisors, mentors and advocates help students plan for their success, personalize the university and make it manageable, and help them feel a sense of belonging (a factor that contributes to both retention and completion). The kind of deep learning that occurs through high impact programs or what we call, deeply engaged learning opportunities helps students to become creative problem solvers, to integrate their learning, to engage in the community, link theory and practice, and to become empathetic thinkers. We know from employer surveys that the world they will enter upon graduation highly values the kind of training deeply engaged learning experiences evoke. AAC&U’s research about high impact practices as well as research done through the UGS Office of Assessment similarly suggest that engagement in high impact practices, at the University of Utah (known as deeply engaged learning experiences such as learning abroad, undergraduate research, capstone experiences, and internships) address the student as a whole person, result in deep reflection and learning, and are a key element in a transformative undergraduate experience. See: www.student-

HIGHLIGHT

The University of Utah's plan for retaining and graduating more students includes a series of strategic shifts to support student success, engage students in learning communities, community-based learning, and applied learning in capstone experiences.

success.utah.edu.

The University of Utah's completion campaign, "Plan to Finish," is built on the Utah Commissioner of Higher Education's campaign, "Fifteen to Finish." The University of Utah's plan for retaining and graduating more students includes a series of strategic shifts to support student success, engage students in learning communities, community-based learning, and applied learning in capstone experiences. The Plan to Finish message focuses on completion—take four years to finish, enroll in 30 credits hours each year, take advantage of flexible scheduling formats, maximize a student's undergraduate experience by engaging in research, learning abroad, community work or creative activity (and plan for it with the Plan4 planning tool). Plan 4 is a tool used by Student Success Advocates, Orientation Leaders, and Peer Mentors for the value added experiences that will enhance, transform, inspire, and engage students beyond the traditional classroom experience.

The Plan to Finish informational campaign focused on possibilities, emphasizing our interventions or strategies—financial support, flexible scheduling, enhance planning—Plan 4, but also, at the heart of the campaign were ideas about how having a bachelor's degree will change a student's life—how it will impact their potential employment, salary, and well-being throughout life.

The U launched the Block U, a 15 credit hour thematic General Education model, during the fall of 2013 with six theme areas such as Global Citizenship, Entrepreneurship and Society, Medical Humanities, and Creativity and Community. This model promotes taking 15 credit hours as a full-time student, is centered on a core learning community, and connects students with peer mentors and support for student success. This thematic approach to General Education is constructed with retention and completion strategies that have

demonstrated results and is a Plan to Finish model. See: www.studentsuccess.utah.edu.

SUSTAINABILITY

The University of Utah incorporates principles of sustainability within administrative, education, research and operational aspects of its programs and services. The principle metric used for these aspects is the Sustainability Tracking Assessment and Rating System (STARS) - stars.aashe.org/institutions/.

By taking inventory of various indicators throughout the University in the areas of Education, Engagement, Operations, and Administration, the U monitors and identifies patterns and expectations while looking for opportunities to improve and excel. The first assessment and rating resulted in a Bronze rating. The results were shared with senior administration and led to the identification of areas for improvement, particularly in Curriculum and Research. As a result, significant effort has been focused on internal resources and programs. An updated inventory and assessment should be available January 2016.

One major result of the first STARS inventory was the creation of a central Sustainability Office, with coordinating and managing responsibilities across campus at the senior administration level. A Chief Sustainability Officer position was created and reports directly to the senior vice president for Academic Affairs. Within the Sustainability Office, positions were also created to help coordinate and advance curriculum and research efforts, and the Sustainability Resource Center (formerly housed in Facilities Management) will help to coordinate sustainability efforts within operations, as well as to advance campus operations as opportunities for a learning laboratory.

In addition to the Sustainability Office, the University has incorporated sustainability into its Campus Master Plan (facilities.utah.edu/campus-planning/master-plan/2008-master-plan.php) and also a Climate Action Plan (sustainability.utah.edu/static-content/pdf/EESI_2010_web2.pdf) which includes sections for education and research, campus and community engagement, water waste and food, transportation, etc. Senior Administration has

also initiated a process to update and expand the Climate Action Plan to become a full Sustainability Plan for the University and all its activities and administrative units.

BUDGET AND PLANNING

Budget Processes

The President’s Cabinet and senior leadership are regularly engaged in a process of evaluating progress, goal setting, reporting and discussion of resource allocation. During the fall of 2014, the president’s and senior vice president’s offices were engaged in the development of an institution wide dashboard for reporting to the legislature and Board of Regents as well as focusing the campus on its core themes and big goals. In addition, the senior vice president’s office was engaged in the development of college and department wide dashboards to monitor appropriate indicators of progress and success among its students and faculty and mission fulfillment.

The University of Utah regularly reviews progress toward our strategic goals, including reviewing resource allocations, as part of the annual planning and budget process. Financial planning and budgeting for academic programs is the responsibility of the two senior vice presidents (Academic Affairs and Health Sciences) and the president. Proposed budgets are approved by the Board of Regents before any submittal to the Governor or Legislature. Public reports of University revenues, expenses and endowments are published by the Office of Budget and Institutional Analysis (www.obia.utah.edu/budget/).

Besides alignment with internal institutional goals, the University of Utah budget is coordinated with priorities of the Board of Regents and the State of Utah. By policy, the Regents prepare an annual budget to the Legislature that includes requests for employee compensation; mandatory costs, including building operations and maintenance, fuel and power; mission-based funding; performance funding; statewide institutional priorities, including scholarships, financial aid, and technology infrastructure. Reports are submitted to the Regents to show compliance with budgetary requirements.

The University of Utah develops and implements budgets on an annual, fiscal year cycle that begins July 1 and ends June 30. All units within the University budget are on this cycle, regardless of source of funds.

The Campus Budget Advisory Committee (CBAC) reviews annual reports from each college that reports to the senior vice president for Academic Affairs. Those reports outline college priorities, the use of resources to advance priorities, and strategies that the college would like to employ to strengthen its profile and / or promote student success. CBAC members are also asked to attend budget meetings with each college and offer input and advice to the senior vice president of Academic Affairs on (a) resource requests made by the colleges, and (b) strategies and tactics that can assist the college in advancing academic priorities and financial vitality. This process is beneficial in increasing knowledge of shared priorities around the campus, engaging support toward shared goals, and improving decision-making and transparency on resource generation and use.

Five key questions guide the reports:

1. What are the central elements of your mission? What trends—in the disciplines or across disciplines, within the university and beyond—do you see as particularly influential to your mission?
2. How does the external world view your scholarly performance, relative to peers and aspirational peers?
3. What is the quality and productivity of your educational activities?
4. What demographic trends are relevant for your human and physical capital resources?
5. Do you have the financial vitality to capitalize on opportunities and accelerate scholarly and educational advances?

Each college is given specific criteria for each of the key questions and data generated through OBIA and Academic Analytics provide quantitative indicators of success. In spring 2015, colleges were

asked to align their reports and plans to the four big goals of the university, as summarized previously.

For colleges that report to the senior vice president for Health Sciences, annual reports are also required that outline college priorities. Each entity makes a presentation to the senior vice president for Health Sciences and her support team. For School of Medicine units, annual reports are reviewed by the Mission Based Management Advisory Committee. The same budget system is utilized across campus by all units.

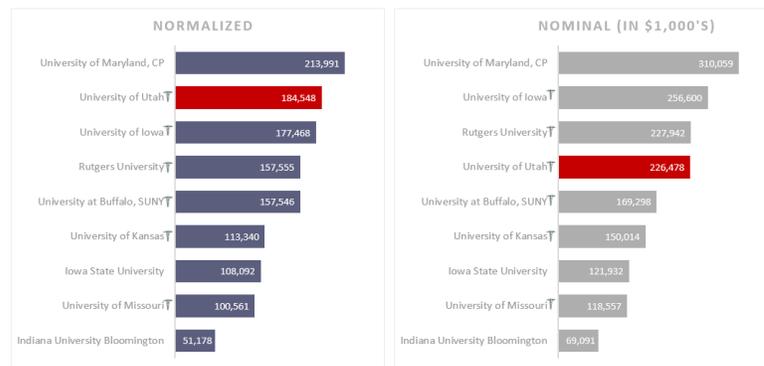
The Senate Advisory Committee on Budget and Planning, a standing committee of the Academic Senate, consists of eight tenure-line or career-line faculty members who represent the University faculty as a whole. The Committee's principal role is one of consultation with the University administration, and of presenting and arguing for the views and interests of the whole faculty in the administration's long-range academic and budgetary planning. The Committee strives to persuade the administration to make critical budgetary and academic policy decisions in as open and public a way as possible.

Budget Task Force and Recommendations

In the fall of 2013 SVP Watkins charged a group of 14 campus leaders to guide the main campus approach to budget and resource allocation in the future. The group developed the following seven principles.

1. Resource allocation is driven by the mission and strategic vision of the University. Budget decisions should reflect the priorities of the University and its colleges, departments, and other budgeting units.
2. Resource allocation will promote excellence in

FEDERAL RESEARCH \$\$\$ - 3 YEAR AVERAGE (2010, 2011, 2012)

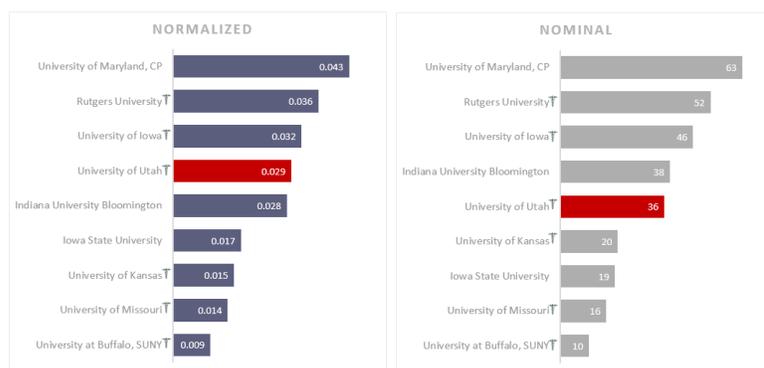


Phase 1 Indicator - Competitively Funded Federal Research Support

T = Has a School of Medicine

FIGURE 5.3

NATIONAL ACADEMIES MEMBERSHIP COUNT - 3 YEAR AVERAGE (2010, 2011, 2012)



Phase 1 Indicator - Memberships in the National Academies

T = Has a School of Medicine

FIGURE 5.4

the University's core missions: discovery, creation, and application of knowledge; dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and community engagement.

3. The principles and processes guiding budget allocations will be transparent, documented, and accessible to faculty, staff, students, and administrators. Transparency helps to ensure shared governance, as outlined in University policies and procedures.
4. The budget promotes responsible, prudent and sustainable stewardship of resources. The University will avoid excessive financial commitments and overspending while encouraging development of current and new revenue

streams.

5. The budget process aligns responsibility, decision-making authority and control over resources. Aligning resources where knowledge is housed and decisions are made and implemented promotes rational decision-making in the pursuit of university goals and objectives.
6. The University of Utah provides a stable annual budget process that is flexible enough to adapt to changing conditions. The manner in which resources are allocated should be relatively constant and known before a course of action is taken.
7. The budget process supports budget model diversity. Colleges, departments, and other budgeting units perform different functions and have different revenue streams and costs.

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 theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.*

Besides setting and refining our strategic goals and measuring our progress with core indicators, we continuously monitor and adjust our goals and programs in line with national and international trends, patterns and expectations. The following summarizes our aspirations, our evolving condition and set of demographic or economic challenges, and ways we perfect our path for the future.

ASPIRATIONS TO AAU MEMBERSHIP

There are several key indicators of achievement in top tier research universities, including external research funding; major awards, prizes and recognitions achieved by faculty; citations of scholarship; doctoral degrees awarded; post-doctoral fellows (see Figures 5.3, 5.4, and 5.5). These

measures are used as part of determining membership in the prestigious Association of American Universities (AAU). The University of Utah performs at or above several current members of the AAU on these indicators. We have prepared an analysis of the University of Utah's performance on AAU's core metrics, and shared this analysis with AAU leadership. Given the University of Utah's level of achievement, we are hopeful that an opportunity for membership in this prestigious group of top institutions will be forthcoming in the near-term future. We understand that the AAU is currently considering how membership is defined. Several members of the Pac-12 are also AAU members, and the University of Utah sees these institutions as peers. We would benefit from membership in the AAU academic community, for visibility, information sharing and prestige.

RESPONDING TO NATIONAL AND STATEWIDE TRENDS

Utah has a population of just over 2.9M, is the second fastest growing state in the nation (26% growth from the 2000 to 2010 census), has the youngest average age population in the county, is first in birth rate, and has a rapidly expanding number of high school graduates (estimated to increase by 40% over the next decade (WICHE, 2013), joining Texas and Colorado as the only three U.S. states projected for swift expansion in the number of high school graduates). The Utah population is increasingly diverse, particularly the Latino/a population which is now approaching 14%. The Utah economy is

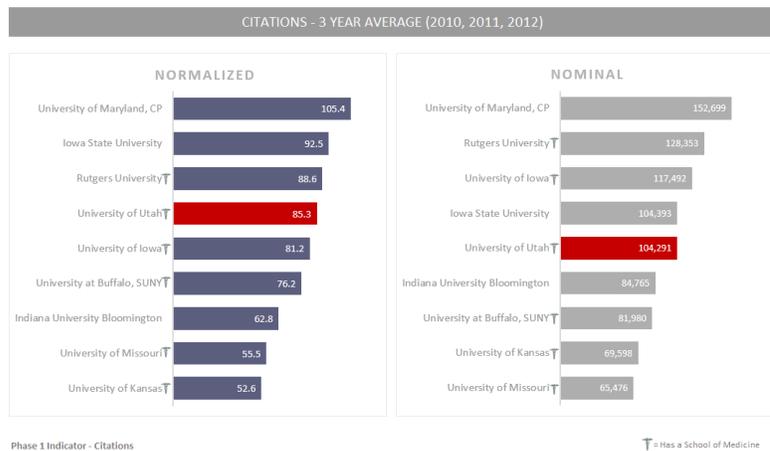


FIGURE 5.5

relatively robust, with unemployment significantly lower than the national average (3.6% in Utah in December 2013 vs. 5.3% nationally). Utah's Governor, Gary Herbert, articulated the vision that "Utah will lead the nation as the best performing economy and be recognized as a premier global business destination" (Herbert, 2012). A cornerstone to achieving that vision is education; Prosperity 2020, the Governor's plan for Utah, established the goal that 66% of working-age Utahns will hold a postsecondary degree or credential by 2020, to meet the expanding workforce needs and economic development aims of the state (similar to Lumina Foundation's 60% by 2025 aim). At present, Utah is well short of the Governor's aim, with only 40% of the adult population holding a two- or four-year degree. It is particularly alarming that (a) this rate is no higher among young adults, ages 25-34, (b) post high school attainment is as low as 18-21% in rural counties, and (c) only 16% of Utah's Hispanic population has a two- or four-year degree. Unless these trends are dramatically altered, Utah does not and will not have the educated workforce to advance innovation, drive economic development, and meet the needs of the state and intermountain region. The University is an active participant in working with the state to achieve these educational goals.

The University of Utah is the flagship institution in the state, serving nearly 33,000 students and advancing a comprehensive research program with more than \$400M of federal funding. The U is located in Salt Lake City, the population and economic base of the state. The U is also a university that educates a high proportion of undergraduates who strive to be the first in their families to earn a baccalaureate degree (40% will be the first to earn the baccalaureate), students who balance heavy work and family obligations while earning their degrees (52% work more than half time, 43% marry during their undergraduate years, and 20% have a child before earning their degree) (see Table 5.3). Utah's undergraduates enroll in an average of 12.4 credit hours per semester, well below what is need-

University of Utah	
% of Graduating Seniors First in Family to Earn Baccalaureate	40%
% Undergraduates Working 20-40 Hours Per Week	52%
% of Undergraduates Married Before Graduation	43%
% of Undergraduates with Children Before Graduation	20%
Average Hours Enrolled Per Semester	12.4 credit hours
First-Year Retention	89%
Six-Year Graduation Rate	62%
Eight-Year Graduation Rate	71%

TABLE 5.3

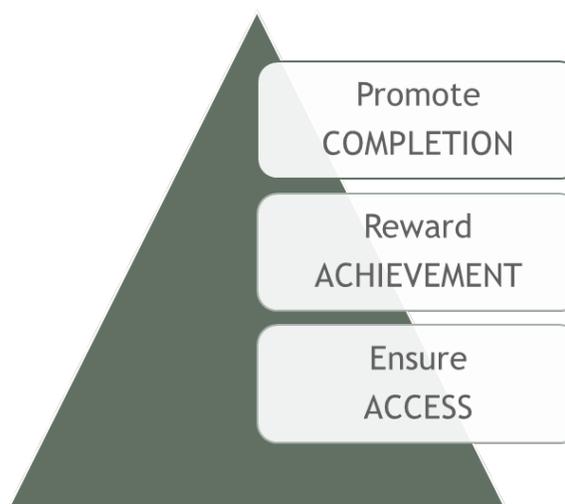


FIGURE 5.6

ed to make timely progress to degree, often due to work and family obligations and course scheduling challenges. Although 89% of Utah's freshmen return for their second year, six-year graduation rate falls to 62%. This is an alarming loss of talent. Of note, Utah's graduation rate moves up to 71% by eight years after matriculation. Clearly, too many students do not complete their degrees, and too many take too long to complete the baccalaureate. It is also noteworthy that the University of Utah has the highest six-year graduation rate among public

universities in the state.

The University of Utah is keenly focused on improving its six-year graduation rate, with the aim of ensuring that students who enter the institution make timely progress to degree completion. A recent step was an assertive scholarship initiative to make college affordable and reduce students' work obligations, aimed at ensuring access, rewarding achievement and promoting completion (see Figure 5.6). New scholarships are targeted at enabling students at and below poverty levels to attend the university, reaching high achieving students from all economic backgrounds, and helping transfer students and students within 30 hours of degree completion to persist and cross the graduation finish line. Given the heavy work and family obligations of Utah's undergraduates, we anticipate that significant scholarship investments will enhance completion rates. For fall 2014, more than \$3 million of new funds were dedicated to scholarship support. More than 1,200 students will receive new awards, with new access awards to 400 students, new achievement awards to 700 students, and new completion awards to 160 students.

Scholarships alone, however, will not meet the needs of Utah's undergraduates in ensuring degree completion. The University of Utah is unique among flagship research universities in attracting high achieving traditional college-age students while also serving many nontraditional students, including resettled refugees (Salt Lake City is one of 17 U.S. cities where refugees from around the world can resettle), recent immigrants, individuals with young children, and full-time workers. Because we know that if Utah is going to appreciably increase graduation rates we must provide flexible academic opportunities, we designed and implemented the Plan to Finish campaign including providing grants to support the development of FlexU courses. Furthermore, we know that the state's rural character and the low post-secondary attainment of individuals in rural counties call for new approaches to advancing participation in higher education in order to increase two- and four-year degree achievement in Utah's adults.

In partnership with Salt Lake Community College, we recently created an advising pathway for current

HIGHLIGHT

Utah's Governor, Gary Herbert, articulated the vision that "Utah will lead the nation as the best performing economy and be recognized as a premier global business destination" (Herbert, 2012). A cornerstone to achieving that vision is education.

SLCC student who plan to transfer to the University. Access U encourages a seamless transfer by connecting current SLCC students with University of Utah advising and other resources from the beginning of their college careers, rather than waiting until they transition to the U.

In response to the Governor's Prosperity 2020 initiative and with the goals of promoting completion, access and achievement, the University of Utah launched the UOnline initiative in the fall of 2014. UOnline aims to build on existing online strengths and an already established statewide technology platform to attain a 72% baccalaureate graduation rate by 2020 and advance first-to-second-year retention to 92% with a robust, strategic online portfolio to complement the University of Utah's face-to-face educational opportunities.

Goals include:

- Create a "hybrid university" that allows students to enroll in on-campus courses and online courses within the same term, making greater progress toward degree, optimizing their schedules;
- Develop at least 10 60-hour degree completion programs, targeting high enrollment majors (e.g., communication, psychology, biology, economics, English, business administration);
- Provide accessible advising and quality student support;
- Embed assessment of student learning in courses and programs through the learning management system;
- Award a 60-hour two-year associate's degree in general studies as a meaningful credential on the path to the baccalaureate, and
- Offer a menu of certificate programs that meet regional employer needs, targeting both returning students and first-time enrollees.

HIGHLIGHT

The University of Utah has focused on strengthening undergraduate education and has pushed for a data-informed approach to the development of new initiatives, strengthening existing programs and establishing new priorities.

There are several indicators that this expanded online portfolio will meet the needs of Utah's undergraduates and promote student success in baccalaureate and associate's completion and certificate credentials. For example, at present, 25-30% of Utah undergraduates enroll in at least one online course per semester; online enrollments have expanded steadily over the past decade. The majority of online courses that have been developed and are currently offered at the University of Utah are lower division courses that meet general education requirements.

NEW FOCUS ON STUDENT SUCCESS

During the past few years and since the inauguration of President Pershing, the University of Utah has focused on strengthening undergraduate education and has pushed for a data-informed approach to the development of new initiatives, strengthening existing programs and establishing new priorities. Under the leadership of SVP Watkins and in partnership with the office of OBIA, the U has developed a "Success Index" or data analytic and predictors of student success.

In coordination with the USHE office, the University of Utah focuses priorities in response to workforce and industry demands in programs like the Nursing, Engineering and STEM initiatives.

The University of Utah is aware of the need for Science, Technology, Engineering and Math (STEM) degrees to help fill the needs of industry both in the state of Utah and the United States. According to the Utah Department of Workforce Services, most job growth since the recent recession occurred in the STEM fields.

The Utah Legislature passed "Enhancements of the State System of Public & Higher Education" bill in 2001. The goal of this initiative is to grow the number of engineering graduates from Utah's institutes

of higher education. The University of Utah is a major participant in this program. Our focus is on increasing the number of students selecting engineering as a major and then focusing on successfully getting them through to graduation. Our current goal is to increase our number of engineering graduates by 180 students per year. To increase the number of graduates, we are focused on improving student engagement and success in the classroom.

We are strategically focused at building up academic advisors and teaching assistants to help support undergraduate students in the STEM fields. Through data analysis, we are developing models to help identify at-risk students not only in STEM majors, but across the institution.

The Center for Science and Mathematics Education (CSME) is working collaboratively to enhance recruitment, retention, and teaching of University of Utah undergraduate students in math and science as well as contributing to the enhancement of quality K-12 math and science teaching.

SPECIAL STRATEGIC INITIATIVES IN RESPONSE TO STATEWIDE TRENDS: PLAN TO FINISH, FLEXU

As part of the Plan to Finish initiative, Continuing Education began thinking creatively about the ways we offer students what they want, where they want it and when they want it. Because Continuing Education's (CE) most typical student is one who chooses to spend his discretionary time and money to enroll in an optional, non-credit class, CE has long been a leader in this area.

One of Continuing Education's responsibilities is to manage the U's off campus sites, located in Bountiful, Sandy, and St. George. This responsibility has afforded them the opportunity over many years to provide service to traditional and non-traditional students, as well as survey them, both formally and informally, regarding their needs and preferences. We try to incorporate this feedback into our scheduling, whether the sites' for-credit offerings are made available through CE or the U's academic departments. Based on student feedback, we currently offer the following creative scheduling options for University of Utah Students:

- Offer general education (gen ed) required courses at the sites, rotating through different sites different semesters/academic years.
- Bundle offerings so student can come to class one or two evenings per week and take back-to-back gen ed requirements and/or gen ed/major requirements.
- Offer some graduate level courses (e.g. Education Leadership, Executive MPA, etc.).
- Offer some hybrid courses.
- Offer the full complement of courses necessary to earn some bachelor degrees.
- Offer proctoring services to U students and students at other institutions.
- Offer executive education format classes (i.e. Friday evening & Saturday classes).

In response to focus groups and survey data and as part of the Plan to Finish campaign, Continuing Ed now offers FlexU, one-week intensive classes offered over fall break, the week before spring semester begins and in May after graduation.

Future CE initiatives include offering more student services like daycare, expanded bookstore hours, specific college advisors, transcript access, accept tuition payments, financial aid assistance, book rentals, access to library resources and reserve, more flexible testing/proctoring hours, etc.

Continuing Ed is enthusiastically engaged in this important initiative.

RETURNING TO THE U PROGRAM

The mission of the Returning to The U Program, established in 2007 through a presidential initiative, is to assist adult students who left the University close to graduation and now wish to return to complete a bachelor's degree. University College advisors are available to help returning students with the transition back to the U, from readmission to graduation. Since 2010, approximately 300 students have returned and earned their degrees. We anticipate increased focus in this area in future years, given that nearly 30% of Utah adults have earned some

HIGHLIGHT

Developing and implementing innovative approaches to help Utah adults access the U and complete their degrees is a key goal for the University now and in the years ahead.

college credit but have not yet attained the degree. Developing and implementing innovative approaches to help Utah adults access the U and complete their degrees is a key goal for the University now and in the years ahead.

EARLY COLLEGE HIGH SCHOOL PROGRAMS

The University of Utah partners with the Academy for Math, Engineering and Science (AMES), an early college high school focusing on STEM fields. Students complete college classes on their high school campus taught by University of Utah faculty and receive University credit. Staff in the office of Undergraduate Studies coordinate registration and recruitment of faculty efforts, the payment of fees and other related costs. Representatives from UGS work with AMES administration to design curriculum, coordinate vision and design, and to recruit and scholarship students to the University of Utah.

Plans are underway to create a second model of early college high school with the Canyon's school district by offering two summer semesters of the Block U (and the completion of the General Education certificate) at the campus of Alta High School.

REACHING INTERNATIONAL MARKETS — THE UNIVERSITY OF UTAH ASIA CAMPUS

The University of Utah Asia Campus (UAC) is an "extended campus" of the University of Utah main campus in Salt Lake City and is located in Incheon, South Korea. It is one of four founding members of the Incheon Global Campus (IGC). IGC university partners include George Mason University, Virginia; State University of New York-Stony Brook, and Ghent University, Belgium. The UAC has been fully approved by the University of Utah Board of Trustees, the Utah System of Higher Education, and the Korean Ministry of Education. The campus operates as a non-profit organization in South Korea with the

HIGHLIGHT

The University of Utah has been able to make modest increases in tuition and protect student's interests. The U is the most affordable in terms of tuition, fees and housing costs in the Pac-12.

Board of Directors reporting directly to University of Utah President Pershing. Board membership consists of main campus leaders, including a University Board of Trustees representative, the chief academic officer, vice president for Student Affairs, dean of Undergraduate Studies/senior associate vice president for Academic Affairs, vice president for Administrative Services, and the chief global officer. The president of the South Korean University of Utah Alumni Association is also a member of the UAC NPO Board.

As an approved extended campus of the University of Utah, the UAC operates as follows:

- Fully qualified faculty members are appointed by their respective Utah main campus departments and colleges to teach and/or conduct research at the UAC.
- The University of Utah has no capital investment in the UAC. Research and teaching facilities/classrooms are provided by the Incheon Global Campus Foundation.
- All general education, undergraduate and graduate programs at the UAC utilize the same curriculum and degree requirements as approved and accredited for the Utah main campus. General education is a Global Citizenship Block U Program and is required of all UAC undergraduate students. Initial undergraduate programs began in Spring Semester 2014, and include Communication B.S/B.A., Psychology B.S, and Social Work, BSW. The initial graduate program, which also began in spring 2014, is a Master of Public Health degree offered through University of Utah Health Sciences.
- All students admitted to the UAC must meet or exceed Utah main campus admissions criteria, and upon graduation receive a University of Utah Degree.
- Undergraduate students admitted to the UAC must successfully complete their first three

years at the UAC in Korea with a fourth and final year at the Utah main campus. Graduate students admitted to the UAC must successfully complete a two-year master's degree program that includes one year at the UAC and one year on the Utah main campus.

- The UAC is currently establishing research operations in conjunction with academic degrees and a director of Research has been appointed.

AFFORDABILITY

Affordability is a core commitment of President Pershing's and a key issue for the Commissioner of Higher Education's office and the Utah State Legislature. Despite a trend in reductions in state appropriations for higher education, the University of Utah has been able to make modest increases in tuition and protect student's interests. The U is the most affordable in terms of tuition, fees and housing costs in the Pac-12.

The University of Utah shapes its decisions about allocations, programmatic development and strategies for future growth in part based on the research of professor Pam Perlich, the senior research economist for the University of Utah's Bureau of Economic and Business Research. Perlich studies growth and change in Utah, educational initiatives, employment trends and the religious makeup of the state to make an accurate assessment of where we are and what challenges we will meet in the future. Her message is simple: change is already underway. Minorities comprise about 20% of the state's population and 26% of Salt Lake City's population according to the 2010 Census. The key difference between the University of Utah's population today and in 20 years from now will be immigration, primarily from Latin American countries. Perlich suggests that minority children are in the majority in 15 of Salt Lake City's 27 elementary schools. Minority populations represent 80% or higher in 9 of those schools. In the past 20 years, Salt Lake City has been an important new gateway city for refugee resettlement efforts. In fact, 5% of the total population of Salt Lake City are recent refugees according to the International Rescue Committee.

FUND RAISING TASK FORCE

Task Force or Working Groups	Scope and Purpose	Current Status
Budget Advisory Committee Phase I	Develop Principles to Guide University Budget Model and Process	Completed (spring 2014) and Moved to Phase II: Model Development
Budget Advisory Committee Phase II	Develop Budget Model Aligned with Principles	Completed (spring 2015): New Model to be Implemented in FY17 (Run as a Model in FY16)
Fundraising Working Group	Evaluate Our Practices for Supporting Fundraising and Outline Recommendations for Future	Completed (spring 2015), Recommendations Considered and Implementation in Progress
Retention and Graduation Rate Task Force	Consider Current Status of Persistence and Graduation for U UGs, Identify Barriers and Challenges, Develop General Recommendations for Improvement	Phase I Completed (fall 2014) Recommendations Led to Transfer Student Focus and Class Scheduling Focus (see below)
Diversity Working Group	Recommend strategies for U to increase diversity of faculty	Completed AY2013-14 Implemented AY2014-15
Distinguished Professor Team	Improve and Streamline Practices for Securing Nominations for DPs and Selecting DPs	Completed and Implemented New Practices in AY2015-16 Cycle
Transfer Student Working Group	Focus on Changes to Reduce Barriers for Transfer Students and Improve Transfer Student Experience	Initial Recommendations and Report Completed (May 2015), Consideration of Recommendations in Progress
Strategic Scheduling for Student Success Initiative (S4I)	Focus on Course Scheduling Enhancement and Process Changes that Would Increase Success and Quality of UG Experience	Initial Recommendations and Report Completed (June 2015), Consideration of Recommendations and Next Steps in Progress
Orientation Task Force	Evaluate Summer Orientation from Student, Family and University Perspective; Recommend Immediate and Longer-Range Enhancements	Initial Recommendations for Change Implemented in summer 2015 (faculty session added); Task Force Working continues in fall 2015 through summer 2016
UG Process Improvement Roadmap Group	Outline Changes/Advancements Needed in Technology Systems that Support the Student Experience; Develop Priority-Based Plan for Making Change	Work in Progress

TABLE 5.4

SVPs Watkins and Lee charged a working group to consider various aspects of the University of Utah’s advancement organization, including the organizational structure and size, as well as how our advancement team is funded. Given the importance of private and corporate support for the vibrancy of the university, the recommendations of this task force are vital. The committee submitted their initial report in December 2014. In January 2015, President Pershing and his Cabinet discussed the recommendations offered by the working group, and considered which actions might best be enacted in an initial phase of change. In addition, during spring 2015, the president and senior vice presidents discussed the working group’s recommendations with

key stakeholders – deans, campus leaders, donors, and trustees. In an initial phase of change, several modest modifications in our approach to supporting and organizing fundraising will be made, with the aim of amplifying our already impressive success in this area. These initial changes have been announced and implementation has been started. We recognize that fundraising is an essential strategy to ensure the long-term health and vitality of the institution. See academic-affairs.utah.edu/about/academic-task-forces-and-initiatives.

HIGHLIGHT

During the years since its last seven year accreditation visit, the University of Utah has focused on its core themes and strategic goals to strengthen its undergraduate education and support student success, make a significant and enduring impact through the production of new knowledge as a Research 1 university, provide excellent health services and contribute to the public good in the community.

ADDITIONAL STRATEGIC TASK FORCES AND WORKING GROUPS

Efforts to ensure institutional renewal and continuous improvement are a critical part of a vibrant university. In order to make optimal decisions and to ensure that change occurs, it is important to involve the university community in study of key issues, planning for change, and development of appropriate and effective change plans. In the past two years, the University has undertaken several important change and continuous improvement efforts, to ensure effective practices and optimize institutional effectiveness. Several of these efforts have been discussed previously. A brief summary of the major task force/change planning and management efforts are summarized in the table 5.4.

UTAH'S FLAGSHIP UNIVERSITY

During the years since its last seven year accreditation visit, the University of Utah has focused on its core themes and strategic goals to strengthen its undergraduate education and support student success, make a significant and enduring impact through the production of new knowledge as a very high research university, provide excellent health services and contribute to the public good in the community. Our core indicators and the University's dashboard indicate our steady progress toward those goals, modeling excellence in the state system and in the region.

According to the Utah State System of Higher Education 2014 Data Book, "As the state's flagship institution, the University of Utah focuses on enhancing the state's reputation for high quality instruction, research and innovation, particularly at the graduate level. Its mission is to disseminate knowledge through teaching, publication, artistic presentation, and community engagement. The University of

Utah is a major research institution that contributes to the economic base of the state through innovation, technology transfer and commercialization. The university is also the primary deliverer of trained professionals in medicine, pharmacy, law and engineering for the state." In the context of the state system, the University of Utah has higher retention and completion rates, attracts students with higher GPA and ACT scores, has greater domestic diversity among its student body, and has more than 100 majors, 95 master's degree programs, and 64 doctorate programs. The University of Utah leads in terms of learning communities, a broad range of deeply engaged learning experiences or high impact programs, and the distinct and unique advantage of having the S. J. Quinney College of Law, the University of Utah School of Medicine, U Hospital and the Huntsman Cancer Institute.

Since Salt Lake City hosted the 2002 Winter Olympics, the University of Utah has become a different place and in 2011 the U joined the Pac-12. It is ranked #47 in the U.S and #87 in the world by the 2014 Academic Ranking of World Universities, Shanghai Jiao Tong University and ahead of six other Pac-12 schools. The U is ranked among the top 25 public US research universities in the 2009 Top American Research Universities, Center for Measuring University Performance study. In terms of federal research and development funding, the University of Utah ranks #52 among US universities according to the 2013 National Science Foundation. The University of Utah is an institution that fosters innovation in research, teaching and service and ranks highly in commercialization of innovation. The University of Utah Hospital has been ranked #1 in Quality among academic medical centers; and in the 21st annual survey of America's Best Hospitals, conducted by US News & World Report, it was the 17th time that the University Health Care was listed as one of the finest health care systems nationally.

University of Utah leaders, from top administrators to faculty to staff, are active participants in national dialogues on future directions in higher education. Our goals and initiatives reflect both national aims for higher education and the unique needs of our students and faculty in the context of the University of Utah. The president and senior vice presidents are frequently invited to highlight Utah's

approaches to fostering student success, innovation in discovery and research, and optimization of health care delivery in a wide range of national and regional settings, from editorials to public forums to national conferences. In addition, Utah's leaders are actively engaged at the national level through academic meetings of Pac-12 leaders (presidents, provosts, deans), and engagement with the APLU and participation on APLU executive boards.

The University of Utah is nationally recognized as a top tier, research-intensive public university. It is widely recognized that our research funding profile, particularly in health sciences, sciences, and engineering, places us in the top 50 institutions nationally (Lombardi, Phillips, Abbey, & Craig, 2012; Center for Measuring University Performance Report). We are also well recognized for our role in promoting access; tuition at the U is the lowest among our Pac-12 peers, and is also the lowest among Big 10 institutions. The U has maintained affordability and access as a core priority even through a challenging state funding climate. Finally, we are recognized as an institution that has made significant investments in student success for both traditional and nontraditional students. First-year programs have been a particular area of investment and our freshmen-to-sophomore retention of nearly 90%, above the Pac-12 average, reflects this commitment. We were recently recognized as a top 10 institution for serving non-traditional students (www.bestcolleges.com, 2014).

In recent years, the U has articulated seven core commitments and Four Big Goals to guide the University of Utah over the next five years:

- Promote Student Success to Transform Lives
- Develop and Transfer New Knowledge
- Engage Communities to Improve Health and Quality of Life
- Ensure Long-Term Viability of the University

Critical measures of our strategies and tactics to promote these goals, as well as our progress over time, are highlighted in the university's dashboard (www.obia.utah.edu).

HIGHLIGHT

As the flagship institution, the U promotes the high quality and affordable educational experiences that are essential for Utah's only tier-one research university.

Within each of these four goals, we have distinctive strengths and accomplishments, as well as areas for continued focus with significant evidence of mission fulfillment. For example, within the Student Success goal, our scholarship initiative, focused on access, achievement and completion, has led to significant increases in the percentages of our students receiving financial aid. Furthermore, our efforts to enrich first-year programming have contributed to increases in retention, now at nearly 90% and above the average of our Pac-12 peers. Our completion rates increased by 2.2% in 2013-2014 and more than 4% in the past three years. As a result of our Plan to Finish campaign, the total number of credit hours taken by our students increased by 3% in one year alone. We have assertively moved forward in online offerings, in order to meet the needs of our students and promote timely progress toward degrees. These are noteworthy areas of strength and accomplishment. Although we have achieved steady increases in six-year graduation rates in recent years, we continue to strive to increase. Within the goal of Developing and Transferring New Knowledge, we have noteworthy strengths in total research funding and in indicators of the transfer of knowledge to technologies and economic development. We are recognized nationally for achievement in these areas. We continue to strive for greater recognition of our high talent faculty members through increased numbers of national awards and prizes (note that three members of the Utah faculty became members of the National Academy of Sciences in 2014, an achievement greater than nearly all public universities, so there are indications that we are moving in the right direction here).

CONCLUSION

The University of Utah draws on exceptional faculty, innovative curricula, and institutional resources to recruit outstanding students and promote success through completion. As the flagship institution, the U promotes the high quality and affordable

educational experiences that are essential for Utah's only tier-one research university. In 2014, the University of Utah was awarded over \$389 million in sponsored research. Technology and Venture commercialization aided in 15 startup efforts and 78 patents.

Under the leadership of President Pershing and SVP Watkins the University of Utah has helped the campus consider its core values: Student success and engagement; research and teaching excellence; diversity; the pursuit and practice of sustainability; a collective global vision and strategy; building community; and a broadened sense of leadership both locally and nationally. With their articulation of four strategic goals for the University of Utah in the fall of 2014, they built on the core themes articulated in the 2005 Mission Statement and created an institutional dashboard which uses key indicators to monitor mission fulfillment and progress toward our goals. This dashboard is critical in helping the campus, its leadership and external constituencies be better informed, assess decisions, actions and allocation of resources that help the institution advance toward mission fulfillment. In addition, during 2015-16 college and departmental dashboards were under development (see appendix).

This Year Seven Self Study Report is the result of a

participatory process and represents the collaboration of a more than 30 member Self Study Committee and countless individuals from across campus. As a result, it speaks to the many strengths and diversity of programs at the University of Utah. We are grateful for their efforts. Everyone made space to do this on top of their regular work assignments.

This report builds on the Year Three report and its core themes of teaching, research, public life and health care to focus on the Four Big Goals as articulated by President Pershing and SVP Watkins in 2014. These strategic goals now center allocation of resources, university strategic planning efforts and the formation of key initiatives for future growth. The Four Big Goals form the central organizing thread through this document and through strategic planning at the University of Utah. These goals were presented to the campus for feedback in a series of key town hall meetings, leadership presentations and meetings with our Board of Trustees and community partners. In a true public process more than 500 persons attended this series of meetings.

The Year Seven Report was posted on the Accreditation website, reviewed by the Board of Trustees, the Faculty Senate and the Council of Deans and Directors. 



CONCLUSION

The University of Utah is a top-tier, public research university with a diverse range of academic programs, medical complex, Pac-12 athletics, and cultural amenities such as Kingsbury Hall, the Utah Museum of Fine Arts and the Natural History Museum. The institution is in a strong position as it faces the future, with a large and talented student body, nationally recognized faculty and distinctive strengths in its top rated programs. Mission fulfillment is exemplified through this richness, through the success of our students and the productivity of our faculty in generating new knowledge. →

This is a dynamic process of self-reflection, assessment and the realignment of programs and goals to meet the demands of a changing world. The University of Utah has proven that it is both resilient and nimble and is in an excellent position as we advance as a top-tier public research university. The future is bright and all the elements are in place—clearly articulated, significant goals for the university, strategies and metrics to drive progress toward these goals, a plan for assessment and the expansion of learning outcomes assessment across campus, new strengths in terms of undergraduate education and support for student success, and tactics to increase the success of our scholarly endeavors.

There are several themes that run prominently through this self-study—the campus wide focus on supporting student success and fostering student learning in the classroom, in deeply engaged learning experiences, and in co-curricular activities; the campus culture of collaboration exemplified in transformative excellence cluster hires, the integrated General Education in the Block U program, the numerous interdisciplinary research institutes, initiatives and partnerships, and new strategies to enhance diversity in our students, faculty, and staff. Areas of core strength identified in this self-evaluation include learning communities, technology development and transfer, University Healthcare, and development.

This is truly a campus where collaboration across traditional borders is valued, supported, celebrated and enhanced through institutional support. The U is on an upward trajectory with the key initiatives in place to make that move. The past couple of years have been important ones in which hundreds of individuals across campus have come together to talk about our common goals, priorities, and proposed actions. The result has been a greater sense of engagement and connection to the key agenda of the University, and, importantly, that all things are possible.

This self-study has demonstrated that the University of Utah has accomplished much that it set out to do, but, just as important, it is on a dynamic course of strengthening its existing programs and expanding its contribution to its students, the community, the nation and the global community. We have established stronger expectations for the quality of the education we offer our students, and have set higher standards for our expectations of student success. We have set high expectations for our research, cultural events, public outreach, and broader impact of the University on the community. As demonstrated in this report, we have made excellent progress in realizing and exceeding these aspirations. The University of Utah is on the move. 

BIBLIOGRAPHY

INTRODUCTION

accreditation.utah.edu/wp-content/uploads/2013/03/NWCCUYear3Report1.pdf
accreditation.utah.edu/wp-content/uploads/2013/03/Accreditation-Letter-2013.pdf
accreditation.utah.edu/wp-content/uploads/2014/09/UY-Year-Three-NWCCU-Response.pdf
accreditation.utah.edu/wp-content/uploads/2015/02/Accreditation-Letter-2015.pdf
accreditation.utah.edu/wp-content/uploads/2015/02/University-of-Utah-Numerous-Minor-Changes-2014-September.pdf
regulations.utah.edu/
admin.utah.edu/board-of-trustees/
University catalog: catalog.utah.edu

STANDARD 1

Eligibility Requirement 2

le.utah.gov/~code/const/htm/00110_000400.htm
le.utah.gov/code/TITLE53B/htm/53B02_010100.htm
higheredutah.org/policies/

Eligibility requirement 3

higheredutah.org/policies/policyr312/
higheredutah.org/policies/
president.utah.edu
president.utah.edu/news-events/university-mission-statement/
higheredutah.org/policies/

Standard 1.A

president.utah.edu/news-events/university-mission-statement/
University of Utah Accreditation Self-Evaluation Year-Three Report to NWCCU (2012):
accreditation.utah.edu/wp-content/uploads/2013/03/NWCCUYear3Report1.pdf

Standard 1.A.2

dashboards.utah.edu

Standard 1.B

engagement.utah.edu
obia.utah.edu
www.tvc.utah.edu
uonline.utah.edu
UNP: partners.utah.edu/home
womenscenter.utah.edu/
healthsciences.utah.edu/
www.pressganey.com
dashboards.utah.edu
bennioncenter.org
continue.utah.edu/
FAR reports: faculty.utah.edu/
STARS Rating: stars.aashe.org/
IPEDS: nces.ed.gov/ipeds/datacenter/
GASB: www.gasb.org/

STANDARD 2

Eligibility Requirement 4

higheredutah.org/policies/policyr312/
higheredutah.org/policies/policyr201/
higheredutah.org/wp-content/uploads/2013/06/pff_2013_r120.pdf

Eligibility Requirement 5

higheredutah.org/wp-content/uploads/2013/06/R801.pdf
www.oeo.utah.edu/about-us/
www.oeo.utah.edu

Eligibility Requirement 6

www.regulations.utah.edu/academics/6-316.html
le.utah.gov/xcode/Title67/Chapter16/67-16.html?v=C67-16_1800010118000101
www.regulations.utah.edu/humanResources/5-205.html
www.hr.utah.edu/ethicalstandards/introduction.php

research.web.utah.edu/integrity/about/index.html
coi.utah.edu/
[education.research.utah.edu/content.jsp?content=Responsible Conduct of Research \(RCR\)](http://education.research.utah.edu/content.jsp?content=Responsible+Conduct+of+Research+(RCR))
www.hr.utah.edu/ethicalstandards/reporting.php
web.utah.edu/Internal_Audit/index.html
regulations.utah.edu/research/7-001.php

Eligibility Requirement 7

higheredutah.org/about-the-board/
le.utah.gov/xcode/Title53B/Chapter1/53B-1-S103.html
le.utah.gov/xcode/Title53B/Chapter1/53B-1-S104.html

Eligibility Requirement 8

higheredutah.org/wp-content/uploads/2013/06/pff_2013_R220.pdf

Eligibility Requirement 9

regulations.utah.edu/u-organizations/2-005.php
regulations.utah.edu/administration/3-005.php

Eligibility Requirement 10

regulations.utah.edu/academics/6-302.php
regulations.utah.edu/academics/6-303.php
regulations.utah.edu/academics/6-311.php
regulations.utah.edu/academics/6-001.php

Eligibility Requirement 11

higheredutah.org/policies/policyr312/
catalog.utah.edu/content.php?catoid=8&navoid=584
catalog.utah.edu/content.php?catoid=8&navoid=585
catalog.utah.edu/content.php?catoid=8&navoid=587
catalog.utah.edu/content.php?catoid=6&navoid=452
catalog.utah.edu/content.php?catoid=6&navoid=452#Doctorate
learningoutcomes.utah.edu/
documents.gradschool.utah.edu/7-year-review-schedule
documents.gradschool.utah.edu/redbook
accreditation.utah.edu/?page_id=13

Eligibility Requirement 12

higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf
ugs.utah.edu/gen-ed-reqs/index.php
higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf
catalog.utah.edu/content.php?catoid=8&navoid=584
catalog.utah.edu/content.php?catoid=8&navoid=587

Eligibility Requirement 13

regulations.utah.edu/it/4-001.php
regulations.utah.edu/it/4-002.php
regulations.utah.edu/academics/6-015.php
regulations.utah.edu/u-organizations/2-005.php
regulations.utah.edu/academics/6-002.php

Eligibility Requirement 14

regulations.utah.edu/administration/index.php
regulations.utah.edu/it/4-001.php

Eligibility Requirement 15

www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure
www.aaup.org/our-programs/academic-freedom/resources-academic-freedom
regulations.utah.edu/academics/6-316.php
regulations.utah.edu/academics/guides/academicFreedom.php
higheredutah.org/wp-content/uploads/2013/08/R481.pdf

Eligibility Requirement 16

regulations.utah.edu/academics/6-404.php
higheredutah.org/policies/policyr461/
admissions.utah.edu/
admissions.utah.edu/apply/undergraduate/
admissions.utah.edu/apply/undergraduate/transfer/
admissions.utah.edu/apply/undergraduate/appeal/index.php
admissions.utah.edu/apply/graduate/
admissions.utah.edu/apply/international/graduate.php
admissions.utah.edu/

Eligibility Requirement 17

www.utah.edu
admissions.utah.edu/apply/undergraduate/
admissions.utah.edu/apply/graduate/
advising.utah.edu/majors/
catalog.utah.edu/
admissions.utah.edu/
fbs.admin.utah.edu/income/tuition/
fbs.admin.utah.edu/income/tuitioninfo/rp/
financialaid.utah.edu/
financialaid.utah.edu/scholarships/
financialaid.utah.edu/working-through-college/
registrar.utah.edu/academic-calendars/
registrar.utah.edu/handbook/regeligibility.php
catalog.utah.edu/content.php?catoid=6&navoid=491#Grading_Policies
registrar.utah.edu/handbook/apply-for-graduation.php
catalog.utah.edu/content.php?catoid=6&navoid=491#Attendance_Policy
registrar.utah.edu/handbook/ferpa.php
registrar.utah.edu/handbook/exception.php
regulations.utah.edu/academics/6-400.php
regulations.utah.edu/academics/guides/students/studentRights.php
registrar.utah.edu/handbook/index.php
president.utah.edu/
obia.utah.edu/dm/fir/

Eligibility Requirement 18

Eligibility Requirement 19

le.utah.gov/xcode/Title67/Chapter3/67-3-S1.html
fbs.admin.utah.edu/controller/controller-report/
fbs.admin.utah.edu/download/finreport/2014fin.pdf
admin.utah.edu/board-of-trustees/board-of-trustees-bylaws/
higheredutah.org/wp-content/uploads/2013/06/pff_2009_r565.pdf

Eligibility Requirement 20

Eligibility Requirement 21

www.obia.utah.edu/

Standard 2.A: Governance

Standard 2.A.1

www.higheredutah.org/
www.le.utah.gov/xcode/code.html
president.utah.edu
admin.utah.edu/board-of-trustees
www.regulations.utah.edu/
regulations.utah.edu/academics/guides/academic-governance/academicGovernanceGenerally.php
academic-senate.utah.edu/
regulations.utah.edu
regulations.utah.edu/general/1-001.php
academic-senate.utah.edu/committees/
www.regulations.utah.edu/humanResources/5-003.html
higheredutah.org/policies/policyr223/
www.asuu.utah.edu/
www.regulations.utah.edu/academics/6-401.html
regulations.utah.edu/academics/6-002.php
regulations.utah.edu/academics/6-001.php
regulations.utah.edu/academics/6-407.php

Standard 2.A.2

higheredutah.org/policies/
www.higheredutah.org/about/
le.utah.gov/xcode/Title53B/Chapter1/53B-1-S105.html?v=C53B-1-S105_1800010118000101

Standard 2.A.3

accreditation.utah.edu/

Standard 2.A.4

le.utah.gov/xcode/Title53B/Chapter2/53B-2.html?v=C53B-2_1800010118000101
higheredutah.org/policies/#section2
higheredutah.org/policyr120/

Standard 2.A.5

le.utah.gov/xcode/Title53B/Chapter2/53B-2-S104.html?v=C53B-2-S104_1800010118000101
higheredutah.org/policies/#section2
admin.utah.edu/board-of-trustees/board-of-trustees-bylaws/

Standard 2.A.6

higheredutah.org/policyr120/regulations.utah.edu/index.php
admin.utah.edu/board-of-trustees/board-of-trustees-bylaws/regulations.utah.edu/general/1-001.php
regulations.utah.edu/general/rules/R1-001.php

Standard 2.A.7

higheredutah.org/policies/policyr205/
higheredutah.org/policies/#section2
le.utah.gov/xcode/Title53B/Chapter2/53B-2-S102.html?v=C53B-2-S102_1800010118000101
le.utah.gov/xcode/Title53B/Chapter2/53B-2-S106.html?v=C53B-2-S106_1800010118000101

Standard 2.A.8

higheredutah.org/policyr123/

Standard 2.A.9

regulations.utah.edu/u-organizations/2-005.php

Standard 2.A.10

le.utah.gov/xcode/Title53B/Chapter2/53B-2-S102.html?v=C53B-2-S102_1800010118000101

Standard 2.A.11

le.utah.gov/xcode/Title53B/Chapter2/53B-2-S106.html?v=C53B-2-S106_1800010118000101
www.utah.edu/academics/colleges.php
regulations.utah.edu/administration/3-005.php
admin1.utah.edu/office_of_the_president/presidential-organizational-chart

Standard 2.A.12

www.regulations.utah.edu
regulations.utah.edu/info/IPCresources.php
attheu.utah.edu/

Standard 2.A.13

J. Willard Marriott Library
 Borrowing Information: www.lib.utah.edu/services/borrowing.php
 Media Circulation: www.lib.utah.edu/collections/multimedia-archives/
 Interlibrary Loans: www.lib.utah.edu/services/interlibrary-loan.php
 Pull Service: www.lib.utah.edu/services/pull-service.php
 Spencer S. Eccles Health Sciences Library
 General Information: library.med.utah.edu/km/faq.php
 Borrow, Renew, Request: library.med.utah.edu/or/requests.php
 S. J. Quinney Law Library
 Circulation Policies: www.law.utah.edu/library/circulation-policies/
 Online Renewals: www.law.utah.edu/library/renew/
 Interlibrary Loans: www.law.utah.edu/library/document-delivery/

Standard 2.A.14

higheredutah.org/wp-content/uploads/2013/06/pff_2011_r470.pdf
higheredutah.org/2014-utah-majors-meeting/
www.acenet.edu/news-room/Pages/Military-Guide-Online.aspx
admissions.utah.edu/apply/undergraduate/transfer/transfer-guide.php
admissions.utah.edu/apply/undergraduate/transfer/guides/gradschool.utah.edu/graduate-catalog/grading-and-credit-policies
admissions.utah.edu/apply/special-credit/

Standard 2.A.15

www.regulations.utah.edu/academics/6-400.html
www.regulations.utah.edu/academics/guides/discrimination.html
disability.utah.edu/

Standard 2.A.16

regulations.utah.edu/academics/6-404.php
undergradbulletin.utah.edu/catalog.utah.edu/
www.math.utah.edu/ugrad/placement.html
disability.utah.edu/

regulations.utah.edu/academics/6-400.php
advising.utah.edu/scholastic-standards/#gpa
gradschool.utah.edu/graduate-catalog/grading-and-credit-policies/
admissions.utah.edu/apply/readmission/

Standard 2.A.17

asuu.utah.edu/important-docs
www.regulations.utah.edu/academics/6-401.html
wellness.utah.edu/involvement/index.php
union.utah.edu/events-entertainment/union-programming-council/
housing.utah.edu/life/rha.php
fraternityandsororitylife.utah.edu
attheu.utah.edu/home-page/call-for-applications/

Standard 2.A.18

www.hr.utah.edu/
regulations.utah.edu/general/rules/R1-001.php
staffcouncil.utah.edu/
regulations.utah.edu/info/IPCresources.php

Standard 2.A.19

www.hr.utah.edu/serviceTeams/job-offer-tools.php
www.regulations.utah.edu/humanResources/
www.hr.utah.edu/training/orientation/
www.hr.utah.edu/ethicalstandards/
regulations.utah.edu/academics/6-303.php
regulations.utah.edu/academics/6-310.php

Standard 2.A.20

www.regulations.utah.edu/humanResources/5-002.html
regulations.utah.edu/it/4-001.php

Standard 2.A.21

www.utah.edu/
advising.utah.edu/
umc.utah.edu/

Standard 2.A.22

regulations.utah.edu/academics/6-400.php
regulations.utah.edu/academics/6-316.php
www.hr.utah.edu/ethicalstandards
regulations.utah.edu/research/7-001.php
research.web.utah.edu/integrity/about/index.html
oeo.utah.edu/
regulations.utah.edu/academics/6-010.php
regulations.utah.edu/academics/6-011.php
medicine.utah.edu/academic-affairs-faculty-dev-ombudsman.php

Standard 2.A.23

regulations.utah.edu/general/1-006.php
www.research.utah.edu/integrity/conflict/index.html
research.web.utah.edu/integrity/roles/indiv7.html

Standard 2.A.24

regulations.utah.edu/research/7-003.php
regulations.utah.edu/research/7-002.php
www.tvc.utah.edu

Standard 2.A.25

accreditation.utah.edu

Standard 2.A.26

le.utah.gov/xcode/Title63G/Chapter6A/63G-6a.html?v=C63G-6a_1800010118000101
apps.americanbar.org/dch/committee.cfm?com=PC500500
le.utah.gov/xcode/Title70A/70A.html?v=C70A_1800010118000101
regulations.utah.edu/info/policyList.php, Procurement Section and Business Operations Policies 3-100 through 3-193.
www.regulations.utah.edu/administration/3-004.html
fbs.admin.utah.edu/download/Regs/UPol3-004ListOfficialDocs.pdf
web.utah.edu/risk_management/
legal.utah.edu/

Standard 2.A.27

higheredutah.org/wp-content/uploads/2013/08/R481.pdf
regulations.utah.edu/general/1-007.php

regulations.utah.edu/academics/6-400.php
regulations.utah.edu/academics/6-401.php
regulations.utah.edu/academics/6-316.php
regulations.utah.edu/academics/6-307.php
regulations.utah.edu/academics/6-313.php
regulations.utah.edu/academics/6-309.php
regulations.utah.edu/academics/6-002.php
regulations.utah.edu/academics/6-010.php

Standard 2.A.28

regulations.utah.edu/general/1-007.php
regulations.utah.edu/academics/6-316.php
regulations.utah.edu/academics/6-400.php
regulations.utah.edu/academics/6-100.php

Standard 2.A.29

regulations.utah.edu/academics/6-316.php

Standard 2.A.30

regulations.utah.edu/administration/index.php
regulations.utah.edu/info/IPCresources.php
higheredutah.org/policies/
higheredutah.org/commissioner/

Standard 2.B: Human Resources

Standard 2.B.1

regulations.utah.edu/human-resources/5-102.php
www.hr.utah.edu/comp/jobcodetable.php
www.hr.utah.edu/

Standard 2.B.2

www.hr.utah.edu/serviceTeams/perfManagement.php
pulse.utah.edu/qandas/Lists/QuestionsAnswers/DispForm.aspx?ID=1819

Standard 2.B.3

www.hr.utah.edu/training/
ctle.utah.edu/

medicine.utah.edu/faculty-dev/programs/health-equity-and-inclusion/
continue.utah.edu/
eventregistration.tools.lib.utah.edu/
library.med.utah.edu/ed/eduserices/?WT.svl=navbarEdSvc
www.hr.utah.edu/ben/summ/standard/EAP.php
www.hr.utah.edu/benefits/tuition.php

Standard 2.B.4

regulations.utah.edu/academics/6-001.php
regulations.utah.edu/academics/6-300.php
regulations.utah.edu/u-organizations/2-003.php
regulations.utah.edu/academics/6-100.php
academic-senate.utah.edu/university-committees/
regulations.utah.edu/academics/6-302.php

Standard 2.B.5

regulations.utah.edu/academics/6-300.php
regulations.utah.edu/academics/6-303.php
regulations.utah.edu/academics/6-310.php
regulations.utah.edu/academics/6-302.php

Standard 2.B.6

regulations.utah.edu/academics/6-303.php
higheredutah.org/wp-content/uploads/2013/08/R481.pdf
regulations.utah.edu/academics/6-002.php
regulations.utah.edu/academics/6-100.php
regulations.utah.edu/academics/6-310.php
regulations.utah.edu/academics/6-001.php
regulations.utah.edu/academics/6-002.php

Standard 2.C: Education Resources

Standard 2.C.1

www.carnegiefoundation.org/
catalog.utah.edu
learningoutcomes.utah.edu/
gradschool.utah.edu/graduate-council/
ugs.utah.edu/council/
documents.gradschool.utah.edu/7-year-review-schedule

Standard 2.C.2

learningoutcomes.utah.edu/
www.regulations.utah.edu/academics/6-100.html
ctle.utah.edu/_doc/syllabus-guidelines.pdf
ugs.utah.edu/gen-ed-reqs/index.php

Standard 2.C.3

ugs.utah.edu/council/
documents.gradschool.utah.edu/7-year-review-schedule
gradschool.utah.edu/wp-content/uploads/2013/05/Red-Book-2014.pdf

Standard 2.C.4

catalog.utah.edu
admissions.utah.edu/
ugs.utah.edu/gen-ed-reqs/index.php
cis.utah.edu

Standard 2.C.5

regulations.utah.edu/academics/6-001.php
curriculum.utah.edu/
higheredutah.org/policies/policyr411/
regulations.utah.edu/academics/6-302.php
learningoutcomes.utah.edu

Standard 2.C.6

www.lib.utah.edu/services/digital-scholarship-lab/index.php
tlt.utah.edu/
ctle.utah.edu/
campusguides.lib.utah.edu/
honors.utah.edu/
leap.utah.edu/
urop.utah.edu/
science.utah.edu/students/access.php
lassonde.utah.edu/innovation-scholar/
regulations.utah.edu/academics/6-002.php

Standard 2.C.7

regulations.utah.edu/academics/6-404.php
regulations.utah.edu/academics/6-101.php

le.utah.gov/xcode/Title53B/Chapter16/53B-16-S107.html?v=C53B-16-S107_2014040320140513

higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf

Standard 2.C.8

regulations.utah.edu/academics/6-100.php
admissions.utah.edu/apply/undergraduate/transfer/transfer-guide.php
admissions.utah.edu/apply/undergraduate/transfer/guides/
gradschool.utah.edu/graduate-catalog/grading-and-credit-policies/

Standard 2.C.9

ugs.utah.edu/blocku/
ugs.utah.edu/gen-ed-reqs/index.php

Standard 2.C.10

www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf

Standard 2.C.11

Standard 2.C.12

catalog.utah.edu/content.php?catoid=8&navoid=587
www.nap.edu/rdp/
regulations.utah.edu/academics/6-001.php

Standard 2.C.13

gradschool.utah.edu/graduate-catalog/admissions/
gradschool.utah.edu/graduate-catalog/degree-requirements/
gradschool.utah.edu/directors-of-graduate-studies/

Standard 2.C.14

Standard 2.C.15

gradschool.utah.edu/graduate-council/program-reviews/

Standard 2.C.16

continue.utah.edu/

Standard 2.C.17

regulations.utah.edu/academics/6-102.php
regulations.utah.edu/academics/6-100.php

Standard 2.C.18

www.regulations.utah.edu/academics/6-100.html

Standard 2.C.19

Standard 2.D: Student Support Resources

Standard 2.D.1

honors.utah.edu/
leap.utah.edu/
ugs.utah.edu/blocku/
diversity.utah.edu/first-year-diversity-scholars/
diversity.utah.edu/transfer/
learningcenter.utah.edu/
learningcenter.utah.edu/strategies/index.php
writingcenter.utah.edu/

Standard 2.D.2

regulations.utah.edu/general/1-011.php
dps.utah.edu/
alert.utah.edu/
dps.utah.edu/wp-content/uploads/sites/3/2015/07/2014-Campus-Fire-Safety-and-Security-Report.pdf
clerycenter.org/summary-jeanne-clery-act

Standard 2.D.3

regulations.utah.edu/academics/6-404.php
orientation.utah.edu/
catalog.utah.edu/
undergradbulletin.utah.edu/
gradschool.utah.edu/graduate-catalog/admissions/
internationalcenter.utah.edu/
gradschool.utah.edu/ita/

Standard 2.D.4

higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-07-19_R401-FINAL-V03.pdf

Standard 2.D.5

A. Institutional mission and core themes

president.utah.edu/news-events/university-mission-statement/

B. Entrance requirements and procedures

admissions.utah.edu
admissions.utah.edu/apply/

C. Grading Policy

catalog.utah.edu/content.php?catoid=5&navoid=351#Grading_Policies

D. Info on academic programs, 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

catalog.utah.edu/

E. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty

obia.utah.edu/dm/fir/
faculty.utah.edu/findaresearcher/

F. Rules regulations for conduct, rights, responsibilities

regulations.utah.edu/academics/6-400.php

G. Tuition, fees, other program costs

fbs.admin.utah.edu/income/tuition/
fbs.admin.utah.edu/income/tuition/undergraduate-tuition-per-semester/

H. Refund policies and procedures for students who withdraw from enrollment

fbs.admin.utah.edu/income/tuition/late/

I. Opportunities and requirements for financial aid

financialaid.utah.edu/

J. Academic Calendar

registrar.utah.edu/academic-calendars/index.php

Standard 2.D.6

www.health.utah.edu/ot/aboutus/accreditation.html
pharmacy.utah.edu/Student_Information_old/pharmDstudents/license.html

Standard 2.D.7

accreditation.utah.edu/?page_id=13 See Part 4: Information Technology
www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
it.utah.edu/departments/uss/
www.regulations.utah.edu/info/policyList.html

Standard 2.D.8

financialaid.utah.edu/
financialaid.utah.edu/scholarships/
fbs.admin.utah.edu/income/
federalstudentaid.ed.gov/

Standard 2.D.9

financialaid.utah.edu/
www.direct.ed.gov/student.html
fafsa.ed.gov/
www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html
fbs.admin.utah.edu/income/tuitioninfo/loan/

Standard 2.D.10

advising.utah.edu
undergradbulletin.utah.edu/
orientation.utah.edu/
advising.utah.edu/mandatory-advising/
advising.utah.edu/uaac/
nsse.indiana.edu/
www.obia.utah.edu/
gradschool.utah.edu/directors-of-graduate-studies/dogs-contacts-by-department/

Standard 2.D.11

asuu.utah.edu/
www.regulations.utah.edu/academics/6-401.html
www.asuu.utah.edu/wp-content/uploads/2010/05/Redbook-9-4-2014.pdf
leadership.utah.edu/
wellness.utah.edu/involvement/index.php
union.utah.edu/events-entertainment/union-programming-council/
housing.utah.edu/life/rha.php
bennioncenter.org/

studentaffairs.utah.edu/assessment/about-us/staff.php

Standard 2.D.12

housing.utah.edu/
housing.utah.edu/options/living-learning-communities/
housing.utah.edu/life/employment/social-justice-advocate.php
housing.utah.edu/life/late-night.php
housing.utah.edu/options/undergraduate/lasonde-studios/index.php
www.universityguesthouse.com/
apartments.utah.edu/
www.dineoncampus.com/utah/
www.campusstore.utah.edu/utah/home.aspx
www.utah.edu/arts/

Standard 2.D.13

utahutes.cstv.com/genrel/utah-mission-statement.html
regulations.utah.edu/academics/6-100.php
catalog.utah.edu/
www.utahutes.com/academics.html
financialaid.utah.edu/

Standard 2.D.14

continue.utah.edu/
continue.utah.edu/policy
www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Standard 2.E: Library and Information Resources

Standard 2.E.1

www.hathitrust.org/
novel.utah.edu/

Standard 2.E.2

regulations.utah.edu/academics/6-002.php
www.lib.utah.edu/
www.law.utah.edu/library/
library.med.utah.edu/index.php

Standard 2.E.3

www.lib.utah.edu/collections/book-arts/
www.lib.utah.edu/services/knowledge-commons/index.php

Standard 2.E.4

www.lib.utah.edu/
www.law.utah.edu/library/
library.med.utah.edu/index.php
www.libqual.org/home
www.lib.utah.edu/services/automated-retrieval-center.php

Standard 2.F: Financial Resources

Standard 2.F.1

www.oracle.com/peoplesoft

Standard 2.F.2

Standard 2.F.3

Standard 2.F.4

www.oracle.com/peoplesoft
fbs.admin.utah.edu/
web.utah.edu/internal_audit/

Standard 2.F.5

higheredutah.org/wp-content/uploads/2014/04/R590-Regent-approved-2014-3-28.pdf
higheredutah.org/wp-content/uploads/2013/06/R712.pdf
higheredutah.org/wp-content/uploads/2014/01/R587-Regent-Approved-2014-1-24.pdf
higheredutah.org/policies/
fbs.admin.utah.edu/controller/controller-report/

Standard 2.F.6

higheredutah.org/wp-content/uploads/2013/06/pff_2009_r550.pdf
regulations.utah.edu/administration/3-150.php

Standard 2.F.7

higheredutah.org/wp-content/uploads/2013/06/pff_2009_r565.pdf

Standard 2.F.8

www.acga-web.org/
www.pppnet.org/
www.case.org/

Standard 2.G: Physical and Technological Infrastructure

Standard 2.G.1

facilities.utah.edu

Standard 2.G.2

www.regulations.utah.edu/administration/3-300.html
ehs.utah.edu/
www.rso.utah.edu/

Standard 2.G.3

facilities.utah.edu/campus-planning/master-plan/

Standard 2.G.4

facilities.utah.edu/facility-operations/

Standard 2.G.5

ironforidaho.net/
www.icse.utah.edu/
www.cs.utah.edu/
www.sci.utah.edu/
www.uen.org/

Standard 2.G.6

tlt.utah.edu/

Standard 2.G.7

cio.utah.edu/it-governance/

Standard 2.G.8

STANDARD 3

Standards 3.A.1 - 3.A.4

president.utah.edu/news-events/university-mission-statement/
dashboards.utah.edu

Standard 3.A.5

alert.utah.edu/
emergencymanagement.utah.edu/
www.fema.gov/incident-command-system-resources
www.fema.gov/national-response-framework
www.fema.gov/national-incident-management-system
ehs.utah.edu/emergency-preparedness/emergency-contacts/

STANDARD 4

Eligibility Requirement 22

learningoutcomes.utah.edu

Eligibility Requirement 23

www.bpc.utah.edu/
www.bpc.utah.edu/content/TrainingHandout-BPCFAQ.pdf
academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/BudgetPrinciples.pdf
www.bpc.utah.edu/content/FY16SVPAABudgetMemo.pdf
www.bpc.utah.edu/content/FY16OperatingBudgetGuidelines.pdf
www.bpc.utah.edu/content/SVPAAFY16BudgetGuidelines.docx
www.bpc.utah.edu/content/PresidentGuidelinesFY16.docx
www.bpc.utah.edu/content/BudCalendar.pdf
www.obia.utah.edu/ia/head/
www.obia.utah.edu/ia/rpg/
www.obia.utah.edu/dm/degrees/

www.obia.utah.edu/budget/revenues/
www.obia.utah.edu/budget/expenses/
www.obia.utah.edu
www.obia.utah.edu/dm/drev/
www.obia.utah.edu/fastFacts.pdf
documents.gradschool.utah.edu/redbook
documents.gradschool.utah.edu/7-year-review-schedule
academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/CBACMemo.pdf

3.B: Core Theme Planning –General

Standard 4: Effectiveness and Improvement –General

4.A: Assessment – General

Standard 4.A.1

www.obia.utah.edu
www.obia.utah.edu/dm/
www.obia.utah.edu/ia/rpg/
www.obia.utah.edu/ia/stat/index.php

Standard 4.A.2

gradschool.utah.edu/graduate-council/program-reviews/
gradschool.utah.edu/wp-content/uploads/2013/05/reviewschedule.pdf

Standard 4.A.3

www.assessment.utah.edu/
learningoutcomes.utah.edu
ugs.utah.edu/learning-outcomes-assessment/
ugs.utah.edu/
ugs.utah.edu/general_education/index.php
accreditation.utah.edu/
www.aacu.org/value/rubrics

Standard 4.A.4

studentaffairs.utah.edu/assessment/documents/sa-assessment-matrix.pdf
diversity.utah.edu/
facilities.utah.edu/
www.hr.utah.edu/

Standard 4.A.5

studentaffairs.utah.edu/assessment/index.php

Standard 4.A.6

regulations.utah.edu/academics/6-001.php

4.B: Improvement –General

Standard 4.B.1

Standard 4.B.2

www.dashboards.utah.edu
advising.utah.edu/
studentsuccess.utah.edu/
academic-affairs.utah.edu/academic-insider/strategic-scheduling-for-student-success-initiative-s4/
admissions.utah.edu/apply/undergraduate/transfer/online.utah.edu/
leap.utah.edu/

3.B: Core Theme Planning –Big Goal 1: Promote Student Success to Transform Lives

Standard 3.B.1

Standard 3.B.2

Standard 3.B.3

Standard 4.A.6

Big Goal 1 Objective A: Improve Retention and Completion Rates

nces.ed.gov/ipeds/
studentaffairs.utah.edu/assessment/documents/assessment-results/aer/NASPA_Profile_Findings_and_Actions.pdf
bebr.business.utah.edu/sites/bebr/Documents/studies/DemogTrends2009Update.pdf
www.census.gov/programs-surveys/acs/
higheredutah.org/pdf/databook/2015/2015CompleteDataBook.pdf
academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/Memo-Rentention-Completion-Task-Force.docx

plan2finish.utah.edu/
studentaffairs.utah.edu/assessment/documents/strategic-plans/admissions-strategic-plan.pdf

ugs.utah.edu/general_education/index.php

www.sheeo.org/projects/msc-multi-state-collaborative-advance-learning-outcomes-assessment

ctle.utah.edu/faculty/

The Impact of the University of Utah's LEAP Program on Student Performance, Carolyn Bliss, Jeff Webb, Mark St. Andre, *The Journal of General Education*, Volume 61, Number 1, 2012 pp. 39-58 | 10.1353/jge.2012.0009

leap.utah.edu

diversity.utah.edu/first-year-diversity-scholars/

honors.utah.edu/

www.assessment.utah.edu

studentsuccess.utah.edu

academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/06/Transfer-Task-Force-Recommendations-2015.pdf

ugs.utah.edu/blocku/

ugs.utah.edu/new-u/NUSE-assessment-plan.php

advising.utah.edu/

Big Goal 1 Objective B: Student Engagement

Kuh, G. D. (1993). In their own words: What students learn outside the classroom. *American Educational Research Journal*, 30, 277-304.

Kuh, G.D. (2001). Assessing what really matters to student learning: Inside the National Survey of Student Engagement. *Change*, 33(3), 10-17.

Kuh, G. D. (2003). What we're learning about student engagement from NSSE: Benchmarks for effective educational practices. *Change*, 35(2), 24-32.

Pascarella, E.T., & Terenzini, P.T. (2005). *How College Affects Students: A Third Decade of Research (Vol 2)*. San Francisco, CA: Jossey-Bass.

www.naceweb.org/surveys/index.aspx

www.hinckley.utah.edu/

www.assessment.utah.edu/

bennioncenter.org/students/community-engaged-scholars/index.php

urop.utah.edu/

bennioncenter.org

muse.utah.edu/

nsse.indiana.edu/

www.aacu.org/value/rubrics

4.B: Improvement –Big Goal 1: Promote Student Success to Transform Lives

Standard 4.B.1

Standard 4.B.2

3.B: Core Theme Planning –Big Goal 2: Develop and Transfer New Knowledge

Standard 3.B.1

Standard 3.B.2

Standard 3.B.3

Standard 4.A.6

Big Goal 2 Objective A: Develop a dynamic, sustainable, creative and research environment for development and transfer of new knowledge

gradschool.utah.edu
gradschool.utah.edu/diversity/graduate-preparation-institute/
gradschool.utah.edu/diversity/application-fee-waivers-and-residency/
gradschool.utah.edu/diversity/request-a-mcnair-scholarship-search/
gradschool.utah.edu/diversity/request-a-gre-search/
gradschool.utah.edu/diversity/request-a-national-name-exchange-search/
gradschool.utah.edu/diversity/request-a-california-forum-for-diversity-search/
gradschool.utah.edu/diversity/university-visit-program-uvp/
gradschool.utah.edu/ita/
 J. Ostriker et. al A Data Based Assessment of Research Doctorate Programs in the United States, NRC Report 2011
gradschool.utah.edu/tbp/tuition-benefit-program-guidelines/
gradschool.utah.edu/tbp/tbp-minimum-support-amounts-and-deadline-calendar/
gradschool.utah.edu/tbp/graduate-fellowship-opportunities/
www.nsfgrfp.org/
home.vef.gov/
gradschool.utah.edu/tbp/national-science-foundation-graduate-research-fellows/
postdocs.utah.edu/
upda.utah.edu/

www.academicanalytics.com/
www.shanghairanking.com/ARWU2014.html
research.utah.edu
cores.utah.edu
www.universityguesthouse.com
www.chpc.utah.edu
medicine.utah.edu/research/index.php
education.research.utah.edu/
research.utah.edu/grants/seed.php
research.utah.edu/grants/urc/
research.utah.edu/grants/cbr.php
research.utah.edu/grants/collaborative-support.php

Big Goal 2 Objective B: Balance support for University’s traditional creative and research strengths with planned growth in emerging disciplines

medicine.utah.edu/benningsociety/endowed_chairs/index.php
academic-affairs.utah.edu/about/transformational-excellence-program/

Big Goal 2 Objective C: Promote diversity of faculty and students in creative and research activities.

diversity.utah.edu/faculty-hiring-initiative/
staffdiversity.utah.edu/index.php
higheredutah.org/pdf/databook/2015/2015CompleteDataBook.pdf
www.obia.utah.edu/ia/stat/2014-2015/ss1415A12.pdf
 Hurtado, S., Cerna, O. S., Chang, J. C., Saenz, V. B., Lopez, L. R., Mosqueda, C., Oseguera, L., Chang, M. J., & Korn, W. S. (2006). Aspiring scientists: Characteristics of college freshmen interested in the biomedical and behavioral sciences. Los Angeles: Higher Education Research Institute.
 Hurtado, S., Chang, J. C., Sáenz, V. B., Espinosa, L. L., Cabrera, N. L., & Cerna, O. S. (2007). Predicting transition and adjustment to college: Minority biomedical and behavioral science students' first year of college. *Research in Higher Education*, 48(7), 841-887.
gradschool.utah.edu/diversity/graduate-preparation-institute/
gradschool.utah.edu/diversity/university-visit-program-uvp/
www.obia.utah.edu/dm/universitystrategy/knowledge.php
gradschool.utah.edu/diversity/excellence-through-diversity-fellowship/

gradschool.utah.edu/diversity/celebrate-diversity-mini-grant/

Big Goal 2 Objective D: Support economic and cultural development of State of Utah through transfer of knowledge.

research.utah.edu/faculty-resources/centers-institutes.php

healthcare.utah.edu/huntsmancancerinstitute/

www.sci.utah.edu/

bebr.business.utah.edu/

research.utah.edu/about/uurf.php

www.tvc.utah.edu/index-inventor.php

www.eff.org/files/filenode/amp_v_myriad_scotus.pdf

en.wikipedia.org/wiki/Bayh%E2%80%93Dole_Act

www.autm.net

bebr.business.utah.edu/sites/bebr/Documents/uebr/UEBR2009/UEBR2009no2.pdf

4.B: Improvement – Big Goal 2: Develop and Transfer New Knowledge

Standard 4.B.1

Standard 4.B.2

3.B: Core Theme Planning – Big Goal 3: Engage Communities to Improve Health and Quality of Life

Standard 3.B.1

Standard 3.B.2

Standard 3.B.3

Standard 4.A.6

Big Goal 3 Objective A: Increase community engagement in U programs

tlt.utah.edu/

ctle.utah.edu/

onlinelearningconsortium.org/

www.qualitymatters.org/rubric

continue.utah.edu/credit

continue.utah.edu/noncredit

continue.utah.edu/distance

continue.utah.edu/eli

continue.utah.edu/golearn

continue.utah.edu/lifelong

continue.utah.edu/proed

continue.utah.edu/edtech

continue.utah.edu/prep

continue.utah.edu/campus

continue.utah.edu/bountiful

continue.utah.edu/murray

continue.utah.edu/sandy

continue.utah.edu/reynolds

continue.utah.edu/youth

continue.utah.edu/osher

healthsciences.utah.edu/inclusion/

www.uhc.edu/

www.obia.utah.edu/dm/universitystrategy/quality.php

medicine.utah.edu/

medicine.utah.edu/outreach/

medicine.utah.edu/dfpm/family-medicine/education/medical-student/urop.php

medicine.utah.edu/outreach/premed/mcat_prep.php

utahrefugee.org/health-clinics-of-utah.html

Big Goal 3 Objective B: Increase engagement to general community

engagement.utah.edu/

engagement.utah.edu/ucac/index.php

engagement.utah.edu/define_your_path.php

engagement.utah.edu/beacon.php

trio.utah.edu/

bennioncenter.org/

www.utahutes.com/

www.nowplayingutah.com/venue/detail/330006629/Libby_Gardner_Hall_University_of_Utah

kingsburyhall.utah.edu/

www.redbuttegarden.org/

nhmu.utah.edu/

umfa.utah.edu/

www.pioneertheatre.org/

thc.utah.edu/lectures-programs/human-values/index.php

kuer.org/#stream/0

www.kued.org/

Big Goal 3 Objective C: Increase engagement to diverse communities

partners.utah.edu/partnerships/community-leadership/westside-leadership-institute/
partners.utah.edu/partnerships/community-capacity-building/unphartland-partnership-center-2/
partners.utah.edu/partnerships/education-pathways/
partners.utah.edu/impact/
archive.unews.utah.edu/news_releases/women-are-focus-of-u-enrollment-initiative/
womenscenter.utah.edu/
womenscenter.utah.edu/initiatives/go-girlz.php

4.B: Improvement – Big Goal 3: Engage Communities to Improve Health and Quality of Life

Standard 4.B.1

Standard 4.B.2

3.B: Core Theme Planning –Big Goal 4: Ensure Long-Term Viability of the University

Standard 3.B.1

Standard 3.B.2

Standard 3.B.3

Standard 4.A.6

Big Goal 4 Objective A: Provide access to high quality, affordable education

le.utah.gov/~2011/bills/static/SB0097.html
nces.ed.gov/programs/coe/indicator_cud.asp
asuu.utah.edu/wp-content/uploads/2012/03/Truth-in-Tuition-Presentation-3-10-2015-RW-FINAL1.pdf
financialaid.utah.edu/scholarships/
www.obia.utah.edu/dm/universitystrategy/sustain.php

Big Goal 4 Objective B: Sustainable financial and environmental practices

bpc.utah.edu/
stars.aashe.org/
sustainability.utah.edu/

sustainability.utah.edu/static-content/pdf/EESI_2010_web2.pdf
www.presidentsclimatecommitment.org/about/commitment
www4.eere.energy.gov/challenge/about

Big Goal 4 Objective C: Stewardship of Physical Facilities and Human Resources

fbs.admin.utah.edu/p2p/news/2014/10/30/formal-p2p-announcement/
accreditation.utah.edu/wp-content/uploads/2014/09/UU-Year-Three-NWCCU-Response.pdf
academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/SACInstructions-Website.pdf
academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/SACForm-PDF2.pdf
regulations.utah.edu/academics/6-310.php
regulations.utah.edu/academics/6-303.php
www.hr.utah.edu/serviceTeams/perfManagement.php
fbs.admin.utah.edu/

Big Goal 4 Objective D: Long Term Institutional Planning

www.obia.utah.edu/
www.gasb.org/
www.obia.utah.edu/dm/universitystrategy/sustain.php
facilities.utah.edu/campus-planning/master-plan/

4.B: Improvement – Big Goal 4: Ensure Long-Term Viability of the University

Standard 4.B.1

Standard 4.B.2

STANDARD 5

Eligibility Requirement 24

Strategic Budget and Planning BPC process: www.bpc.utah.edu
 University's Annual Financial Report: fbs.admin.utah.edu/controller/controller-report/
 2014 Financial Report: fbs.admin.utah.edu/download/finreport/2014fin.pdf

Standard 5.A.1

president.utah.edu/news-events/university-mission-statement/
president.utah.edu/universitystrategy/
www.obia.utah.edu/dm/universitystrategy/
Dashboards.utah.edu
2006.NWCCU.Accreditation.Self.Study.accreditation.utah.edu/wp-content/uploads/2013/03/2006selfstudy.pdf
Z-Scores: stattrek.com/statistics/dictionary.aspx?definition=z%20score

Standard 5.A.2

www.obia.utah.edu/dm/universitystrategy/

Standard 5.B.2

ugs.utah.edu/new-u.php
studentsuccess.utah.edu/
plan2finish.utah.edu/
www.aacu.org/leap/essential-learning-outcomes
capstone.ugs.utah.edu/
our.utah.edu/
bennioncenter.org/students/community-engaged-scholars/index.php
cae.org/participating-institutions/cla-references
www.academicanalytics.com
www.obia.utah.edu/accreditation/ChemistryDepartmentDashboard.pdf

Standard 5.B.1

academic-affairs.utah.edu/about/academic-task-forces-and-initiatives/
admin.utah.edu/board-of-trustees/
healthsciences.utah.edu/innovation/algorithms/2013/two/index.php
pharmacy.utah.edu/CoP_Information/ipe/
medicine.utah.edu/population-health-sciences/
giving.utah.edu/
togetherwereached.org
fbs.admin.utah.edu/controller/controller-report/
www.Alumni.utah.edu
www.redbuttégarden.org
higheredutah.org/pdf/policies/R590_2015-5-15.pdf
higheredutah.org/pdf/policies/R712_2014-11-14.pdf

higheredutah.org/wp-content/uploads/2014/01/R587-Regent-Approved-2014-1-24.pdf
higheredutah.org/policies/
facilities.utah.edu/campus-planning/master-plan/index.php
facilities.utah.edu/associate-vp/presentations.php
facilities.utah.edu/campus-planning/master-plan/bicycle.php
diversity.utah.edu
genderstudies.utah.edu/
lgbt.utah.edu/
www.hr.utah.edu/
it.utah.edu/
cio.utah.edu/_docs/3-7-14_UIT_AHM_handout.pdf
studentaffairs.utah.edu/
studentaffairs.utah.edu/assessment/index.php
www.studentsuccess.utah.edu
stars.aashe.org/institutions/
facilities.utah.edu/campus-planning/master-plan/2008-master-plan.php
sustainability.utah.edu/static-content/pdf/EESI_2010_web2.pdf
www.obia.utah.edu/budget/
academic-senate.utah.edu/committees/sacbp/
academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/BudgetPrinciples.pdf

Standard 5.B.3

www.aau.edu/
www.wiche.edu/
www.wiche.edu/pub/16709
prosperity2020.com/
advising.utah.edu/transfer/
jobs.utah.gov/wi/index.html
jobs.utah.gov/wi/pubs/outlooks/viz.html
csme.utah.edu/
advising.utah.edu/return/
www.ames-slc.org/
asiacampus.utah.edu/
bebr.business.utah.edu/sites/bebr/Documents/SLCAtlas2010/SLC2010Atlas_entire.pdf
academic-affairs.utah.edu/about/academic-task-forces-and-initiatives
higheredutah.org/wp-content/uploads/2014/01/USHE-Data-Book-2014.pdf
www.shanghairanking.com/
mup.asu.edu/research.html
health.usnews.com/best-hospitals

www.aplu.org/
mup.asu.edu/research2012.pdf
www.bestcolleges.com
www.obia.utah.edu

[www.fsbpt.org/ExamCandidates/NationalExam\(NPTE\).aspx](http://www.fsbpt.org/ExamCandidates/NationalExam(NPTE).aspx)
www.americanbar.org/groups/legal_education/resources/bar_admissions.html
www.aacn.nche.edu/ccne-accreditation
www.ncsbn.org/nclex.htm
www.acpe-accredit.org/
www.nabp.net/programs/examination/naplex
www.nabp.net/programs/examination/mpje
www.acs.org/content/acs/en.html
www.acs.org/content/acs/en/about/governance/committees/training/acapproved.html
www.asppb.net/
www.cswe.org/
www.aswb.org/exam-candidates/
www.aacsb.edu/
www.ets.org
www.ada.org/en/coda
www.ada.org/en/jcnde/examinations
www.lcme.org/
www.usmle.org/

APPENDICES

Appendix A

www.ncate.org/Default.aspx
www.ets.org/praxis
www.teac.org/
www.apa.org/
www.asha.org/
www.asha.org/academic/accreditation/
www.nchec.org/
www.dopl.utah.gov/
www.cce-global.org/org/cpce
www.nremt.org/
www.eatrightacend.org/ACEND/
www.aota.org/education-careers/accreditation.aspx
www.nbcot.org/
www.nrpa.org/coa/
www.nctrc.org/
www.capteonline.org/home.aspx

APPENDICES

APPENDIX A: EXTERNAL LEARNING OUTCOMES MEASURES AND SPECIALIZED ACCREDITATION EXTERNAL LEARNING OUTCOMES MEASURES AND SPECIALIZED ACCREDITATION

Department or Program	Accrediting Body and Last Year of Accreditation	External Learning Outcomes Measure	Exam Passage Rate																																																														
College of Education / Educational Leadership and Policy / K-12 School Administration (M.Ed.)	Utah State Office of Education - NCATE Review 2008	Praxis Exam - must score 151 to pass. Tested on 6 areas: Vision and Goals, Teaching and Learning, Managing Organizational Systems and Safety, Collaborating with Key Stakeholders, Ethics and Integrity, and The Education System.	Average pass rate = 100% *Purpose: To obtain Utah state Administrative/ Supervisory (K-12) licensure																																																														
College of Education / Elementary Education - K-6 License	TEAC National Accreditation 2011	Praxis Exam (either 5001 or 2031 versions). Passing scores by version and subtest: <ul style="list-style-type: none"> ▪ Reading and Language Arts Subtest (5032): 165 ▪ Mathematics Subtest (5033): 165 ▪ Social Studies Subtest (5034): 155 ▪ Science Subtest (5035): 159 • Reading and Language Arts Subtest (5002): 157 • Mathematics Subtest (5003): 157 • Social Studies Subtest (5004): 155 • Science Subtest (5005): 159 	Average pass rate = 100% *Purpose: To obtain an Elementary Education License for K-6 Teaching																																																														
College of Education / Secondary Education - 6-12 Licensure	TEAC National Accreditation 2011	<p>Praxis Exam Scores by Content Area</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Content Area</th> <th style="width: 30%;">Subtest</th> <th style="width: 40%;">Score</th> </tr> </thead> <tbody> <tr> <td>Art (K-12)</td> <td>Art: Content Knowledge</td> <td>158</td> </tr> <tr> <td>Chinese (Mandarin)</td> <td>Chinese (Mandarin)</td> <td>164*</td> </tr> <tr> <td>English</td> <td>English Language Arts: Content and Analysis</td> <td>162*</td> </tr> <tr> <td>French</td> <td>French: World Language</td> <td>160*</td> </tr> <tr> <td>Geography</td> <td>Social Studies: Content Knowledge</td> <td>159</td> </tr> <tr> <td>German</td> <td>German</td> <td>160*</td> </tr> <tr> <td>Health Education</td> <td>Health Education</td> <td>162</td> </tr> <tr> <td rowspan="2">History</td> <td>World and U.S. History: Content Knowledge</td> <td>156</td> </tr> <tr> <td>Social Studies: Content Knowledge</td> <td>159</td> </tr> <tr> <td>Latin Endorsement</td> <td>Latin</td> <td>152</td> </tr> <tr> <td>Mathematics Endorsement: Levels 3 or 4</td> <td>Mathematics: Content Knowledge</td> <td>160*</td> </tr> <tr> <td>Music (K-12) Endorsement</td> <td>Music: Content Knowledge</td> <td>156</td> </tr> <tr> <td>Physical Education</td> <td>Physical Education: Content Knowledge</td> <td>152</td> </tr> <tr> <td>Science: Biology</td> <td>Biology: Content Knowledge</td> <td>149</td> </tr> <tr> <td>Science: Chemistry</td> <td>Chemistry: Content Knowledge</td> <td>151</td> </tr> <tr> <td>Science: Earth Science</td> <td>Earth and Space Sciences: Content Knowledge</td> <td>153</td> </tr> <tr> <td>Science: Physics</td> <td>Physics: Content Knowledge</td> <td>136</td> </tr> <tr> <td>Social Studies Composite</td> <td>Social Studies: Content Knowledge</td> <td>159</td> </tr> <tr> <td>Spanish</td> <td>Spanish</td> <td>168</td> </tr> <tr> <td>Theatre</td> <td>Theatre</td> <td>162</td> </tr> </tbody> </table>	Content Area	Subtest	Score	Art (K-12)	Art: Content Knowledge	158	Chinese (Mandarin)	Chinese (Mandarin)	164*	English	English Language Arts: Content and Analysis	162*	French	French: World Language	160*	Geography	Social Studies: Content Knowledge	159	German	German	160*	Health Education	Health Education	162	History	World and U.S. History: Content Knowledge	156	Social Studies: Content Knowledge	159	Latin Endorsement	Latin	152	Mathematics Endorsement: Levels 3 or 4	Mathematics: Content Knowledge	160*	Music (K-12) Endorsement	Music: Content Knowledge	156	Physical Education	Physical Education: Content Knowledge	152	Science: Biology	Biology: Content Knowledge	149	Science: Chemistry	Chemistry: Content Knowledge	151	Science: Earth Science	Earth and Space Sciences: Content Knowledge	153	Science: Physics	Physics: Content Knowledge	136	Social Studies Composite	Social Studies: Content Knowledge	159	Spanish	Spanish	168	Theatre	Theatre	162	Average pass rate = 100% *Purpose: To obtain Secondary Education License for 6-12 Teaching across content areas.
Content Area	Subtest	Score																																																															
Art (K-12)	Art: Content Knowledge	158																																																															
Chinese (Mandarin)	Chinese (Mandarin)	164*																																																															
English	English Language Arts: Content and Analysis	162*																																																															
French	French: World Language	160*																																																															
Geography	Social Studies: Content Knowledge	159																																																															
German	German	160*																																																															
Health Education	Health Education	162																																																															
History	World and U.S. History: Content Knowledge	156																																																															
	Social Studies: Content Knowledge	159																																																															
Latin Endorsement	Latin	152																																																															
Mathematics Endorsement: Levels 3 or 4	Mathematics: Content Knowledge	160*																																																															
Music (K-12) Endorsement	Music: Content Knowledge	156																																																															
Physical Education	Physical Education: Content Knowledge	152																																																															
Science: Biology	Biology: Content Knowledge	149																																																															
Science: Chemistry	Chemistry: Content Knowledge	151																																																															
Science: Earth Science	Earth and Space Sciences: Content Knowledge	153																																																															
Science: Physics	Physics: Content Knowledge	136																																																															
Social Studies Composite	Social Studies: Content Knowledge	159																																																															
Spanish	Spanish	168																																																															
Theatre	Theatre	162																																																															

Department or Program	Accrediting Body and Last Year of Accreditation	External Learning Outcomes Measure	Exam Passage Rate
College of Education / Special Education K-12 with Specializations Mild-Moderate, Severe, Early Childhood-SPED, Deaf Hard-of-Hearing, Visual Impairments	TEAC National Accreditation 2011	Praxis Exam Scores Reading and Language Arts Subtest 157* Mathematics Subtest 157* Social Studies Subtest 155* Science Subtest 159*	Average pass rate = 100% *Purpose: To obtain a Special Education License across K-12 Specialization Areas
College of Education / Reading and Literacy (M.Ed.)		Praxis 5301 Reading Specialist Test Minimum score required to pass is 164	Average score = 185
College of Education / School Counseling (M.Ed.)		PRAXIS 0421 School Counseling and Guidance Test Minimum score required is 156 (164 beginning 9/15) In order to graduate, all students must receive the minimum score	Average score = 174.6 *Program Requirement - Licensure through the Utah State Office of Education.
College of Education / Clinical Mental Health Counseling (M.Ed.)		Counselor Preparation Comprehensive Examination (CPCE) National average test score is 86.6; minimum score required to pass is based on this average	Average score = 105.44 *Program Requirement Licensure through the state, Division of Occupational and Professional Licensing (DOPL) in the State of Utah.
College of Education / School Psychology (Ph.D.)	American Psychological Association, since 1983	Exam: Examination for Professional Practice in Psychology (EPPP) Licensure is pursued by student after graduation, through the Division of Occupational and Professional Licensing (DOPL) in the State of Utah	Pass rate = 88.24%
College of Education / Counseling Psychology (Ph.D.)	American Psychological Association, since 1957	Exam: Examination for Professional Practice in Psychology (EPPP) Licensure is pursued by student after graduation, through the Division of Occupational and Professional Licensing (DOPL) in the State of Utah	Pass rate = 78.05%
College of Health / Dept. of Communication Sciences and Disorders / Doctorate of Audiology (Au.D.)	Council of Academic Accreditation (CAA) within the American Speech Language Hearing Assn. (ASHA) (2013 - 2020)	Praxis Exam - Must score 170 to PASS. Tested on 5 areas: Foundations, Prevention and Identification, Assessment, Intervention, and Professional Issues	*Six-year average pass rate = 100% *Purpose: To obtain state licensure and ASHA Certificate of Clinical Competence (CCC-A)
College of Health / Dept. of Communication Sciences and Disorders / Masters of Speech-Language Pathology (SLP)	Council of Academic Accreditation (CAA) within the American Speech Language Hearing Assn. (ASHA) (2013 - 2020)	Praxis Exam - Must score 600 to PASS - Tested on 7 areas: Basic Human Communication Processes, Phonological & Language Disorders, Speech Disorders, Neurogenic Disorders, Audiology/Hearing, Clinical Management, and Professional	*Six-year average pass rate = 89% *Purpose: To obtain state licensure and ASHA Certificate of Clinical Competence (CCC-SLP)

Department or Program	Accrediting Body and Last Year of Accreditation	External Learning Outcomes Measure	Exam Passage Rate
College of Health / Dept. of Exercise and Sport Science / Physical Education / Teacher Education	Teacher Education Accreditation Council (2009; to be visited next 2016)	Certification Exam (PRAXIS)	*Pass rate is not currently known, but most pass on the first try; only one student in past year required two attempts. *Purpose: To teach in public schools
College of Health / Dept. of Health Promotion & Education	Dept. of Health Promotion & Education does not have any accreditations.	Certified Health Education Specialist (CHES), offered by National Commission for Health Education Credentialing	*Pass rate = 85%-90% (national average = 69%) *90% of our Community Health Track students take CHES
College of Health / Department of Health Promotion & Education / Emergency Medical Services (EMS) Emphasis		National Registry of EMTs (NREMT) Emergency Medical Technician exam	*Pass rate = 90% *90% of students take the exam
College of Health / Division of Nutrition / Coordinated Master's Program in Nutrition and Dietetics	Accreditation Council for Education in Nutrition and Dietetics (ACEND), 2013 (10-year accreditation)	Academy of Nutrition and Dietetics - Registered Dietitian Exam	*Pass rate = 93% (2015). *Average Test Score: 26/30 (This is a weighted test so the score is not exacting a percentile)
College of Health / Division of Occupational Therapy / Masters of Occupational Therapy (MOT)	Accreditation Council for Occupational Therapy Education (ACOTE) 2008	National Board for Certification in Occupational Therapy (NBCOT) Exam	*Average score for U = 491 (passing = 450) *Purpose: Original qualification to be able to practice as an OT - - used by state licensing boards as basis for obtaining original license *Maintenance of national certification and state licensure requires CE (most states) and payment of NBCOT fee and state licensing fees
College of Health / Department of Parks, Recreation, and Tourism / Overall Department	Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT), 2014		
College of Health / Department of Parks, Recreation, and Tourism / Therapeutic Recreation emphasis	Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT), 2014	National Certification by the Council of Therapeutic Recreation Certification (NCTRC) Exam	*Average score for U = 82.5% (national average = 67.9%) (2014) *Purpose: to become a CTRS and become eligible to sit for licensure in UT

Department or Program	Accrediting Body and Last Year of Accreditation	External Learning Outcomes Measure	Exam Passage Rate
College of Health / Department of Physical Therapy / DPT program	Commission on Accreditation of Physical Therapy Education (CAPTE) (2008 - 2018; yearly required annual accreditation updates from all programs)	National Physical Therapy Examination (NPTE) (this is the national board examination that allows a granting of a license to practice)	*First-time pass rate = 97.5% (2014 and consistent over five years); 100% overall pass rate
College of Law	American Bar Association (2015)	American Bar Association Bar Exam	Pass rate for 2013 = 90.0% Average pass rate 2009-2013 = 87.6%
College of Nursing / Baccalaureate	Commission on Collegiate Nursing Education (CCNE), 2011	NCLEX-RN	89% (2013); 93.5% (2014)
College of Nursing / MS Nursing • Nursing Informatics • Nursing Education • Care Management	Commission on Collegiate Nursing Education (CCNE), 2011	No licensure or certification examinations are required.	
College of Nursing / MS Interdisciplinary Gerontology (Gerontology Interdisciplinary Program, or GIP)			
College of Pharmacy / Pharm.D.	Accreditation Council for Pharmacy Education (ACPE), 2014 (through 2022)	American Pharmacist Licensure Examination (NAPLEX) Multistate Pharmacy Jurisprudence Examination (MPJE)	102.4% (2012) 102.98% (2013) 107.1% (2014) One component of the licensure process used by the boards of pharmacy as part of their assessment of a candidate's competence to practice as a pharmacist 82.2% (2012) 82.2% (2013) 83.9% (2014) The MPJE combines federal- and state-specific questions to test the pharmacy jurisprudence knowledge of prospective pharmacists. It serves as the pharmacy law examination in participating jurisdictions.

Department or Program	Accrediting Body and Last Year of Accreditation	External Learning Outcomes Measure	Exam Passage Rate
College of Science / Chemistry	American Chemical Society (ACS), 2013 (Five-year renewal)	Four Nationally Normed 2-hour ACS exams in major sub-disciplines of chemistry; 86% of spring 2015 graduates completed a chemistry major that satisfies ACS Certification Requirements	Pass Rate for Spring 2015 Graduates = 100%
College of Science / Mathematics Teaching	TEAC (Teacher Education Accreditation Council) National Accreditation 2011	PRAXIS Mathematics: Content Knowledge Exam (#5161)	Average score of 2014-2015 graduating students was 177.375, and the pass rate was 100% (because passing is a requirement for graduation). The purpose is to teach in public schools.
College of Social and Behavioral Science / Clinical Psychology	American Psychological Association, since 1954	Exam: Examination for Professional Practice in Psychology (EPPP)	Pass rate = 95.00%
College of Social Work / Master of Social Work	Council on Social Work Education (CSWE) 2011 (next in 2019)	Licensed Clinical Social Worker (LCSW) Exam administered by Association of Social Work Boards (ASWB). The Clinical Exam is a 170 question exam which measures students' knowledge, skills and abilities in 4 content areas: Human Development, Diversity and Behavior in the Environment; Assessment, Diagnosis and Treatment Planning; Psychotherapy, Clinical Interventions and Case Management; and Professional Ethics and Values.	Pass rate: 82% pass rate first attempt; national average pass rate 78% (2013, last available information) Purpose: To become a Licensed Clinical Social Worker (LCSW)
School of Business / Bachelors programs	AACSB (Association to Advance Collegiate Schools of Business), 2015	ETS Major Field Test	22% of students scored in top 10% nationally 45% of students scored in top 25% nationally % Correct Accounting - 54% Economics - 50% Management - 60% Statistics - 46% Finance - 58% Marketing - 59% Legal/Social Env. - 57% Info Systems - 62% International Issues - 57%
School of Dentistry / Doctor of Dental Surgery (DDS)	Commission on Dental Accreditation (CODA); New program; current status of "Initial Accreditation"; eligible for full accreditation in 2017	National Board Dental Examinations (Part I and Part II) Regional and State Clinical Licensing Examinations Internal Learning Outcomes Measures: 32 Defined Competencies	Biomedical and Dental Sciences (Pass/Fail) Clinical Competence (Pass/Fail)

Department or Program	Accrediting Body and Last Year of Accreditation	External Learning Outcomes Measure	Exam Passage Rate
School of Medicine / M.D. program	Liaison Committee on Medical Education (LCME) 2012-13	United States Medical Licensing Examination (USMLS) Step 1, Step 2CS (Clinical Skills), and Step 2CK (Clinical Knowledge)	USMLS Step 1 2012: 99% (80 of 81) 2013: 100% (75 of 75) 2014: 93% (78/84) USMLS Step 2CS 2012: 99% (92 of 93) 2013: 100% (92 of 92) 2014: 94% (78 of 83) USMLS Step 2CK 2012: 99% (99 of 100) 2013: 97% (70 of 72) 2014: 97% (84 of 87)

For the latest Department and Program information please visit http://accreditation.utah.edu/?page_id=13

APPENDIX B: ADDITIONAL POLICIES

Credit Hour Policy

The U's credit hour policies are described University Policy 6-100 (regulations.utah.edu/academics/6-100.php), USHE Policy R470 (higheredutah.org/wp-content/uploads/2014/05/R470-04_16.pdf), and USHE Policy R473 (higheredutah.org/wp-content/uploads/2013/06/pff_2011_r473.pdf).

University Policy 6-100 governs University courses, including how courses shall be offered and approved, what units within the University may offer courses, who may teach University courses, when final examinations are conducted, what the standards are for course credit (i.e., credit hours), how courses are assessed and feedback is provided to instructors, what attendance requirements are, and how instructors may accommodate students' scheduling conflicts and accommodate students' objections to the substantive content of particular courses. These policies bear upon the responsibilities of individual instructors, students, course-offering units and the University administration. This Policy applies to all course-offering units. For example, Policy 6-100 III.B defines the University Credit Hour:

A University credit hour shall represent approximately three clock hours of the student's time a week for one semester.

Policy 6-100-III-C.2 and III-C.3 describe the applicability of credit hours:

2. *Credit should be given only to those courses which apply toward completion of requirements for a certificate or degree at the University. Consistent with [Regent's Policy R470](#), the University does not offer credit for courses defined as remedial. No credit should be assigned to any course whose purpose is only to qualify students for financial aid.*
3. *Courses should be appropriately rigorous, complex and numbered at comparable levels as determined by the course-offering unit, college curriculum committee, and University review processes. "Credit awarded for successful educational performance should reflect comparable quality and be uniformly defined within an institution, regardless of the methods of instruction used, the time when the course is taught"*

Additional policies in 6-100-III address student workload issues as they related to credit hours:

6. *Credit hours and student workload per credit hour should be comparable across courses and course-offering units, taking into account special requirements of accrediting agencies. Catalog, curriculum guide, and syllabi should accurately reflect the work load and the work load should be commensurate with the credit hours awarded. It is generally expected throughout the University that there is at least one hour in class and two hours outside of class per week or the equivalent combination connected to every credit hour for the appropriately prepared student. In laboratories it is expected that at least 2 to 3 hours are spent in class and approximately the same amount outside for each credit hour awarded. Where these minimums are exceeded, the approximate workload should be made clear in catalog descriptions, advising materials, and course syllabi.*
7. *Courses of one hour or less are usually graded as credit/no credit.*
8. *The learning outcomes and requirements must be assessed appropriately.*
9. *Credit-bearing courses must be recorded on the student's permanent academic record (transcript).*

10. *The faculty and academic administration need to provide policies for allowing students to repeat courses. These should be clearly communicated and coordinated across course-offering units.*
11. *Acceptance of transfer credits depends upon quality of instruction from the sending institution, comparability of the nature, content, and level of credit earned, and appropriateness and applicability of credit to the University and the student's educational goals.*
12. *Rules regarding the acceptance of transfer credits are approved by the Academic Senate, based upon recommendations made by the Credits and Admissions Committee (See [Policy 6-404-III-3](#)).*

Policies in 6-100-III-G address Credit/no Credit Options, reduction in Course credits, and Auditing Courses:

7. *Credit/No Credit Option*

- a. *In courses in which activity or attendance is the controlling factor in the determination of grades, the grade "CR" (credit) shall be substituted for the grades "A" through "C-" and the grade "NC" (no credit) shall be substituted for the grades "D+" through "E."*
- b. *Under Rules approved by the Academic Senate, students may elect a limited number of courses in which they will receive the grade "CR" in place of grades "A" through "C-" or the grade of "NC" in the place of "D+," "D," "D-," "E" and "EU". The "CR" grade shall carry credit toward graduation, but neither the "CR" nor "NC" grades will be included in computing grade point averages.*
- c. *A graduate student is granted the option, subject to the approval of the administrator of the course-offering unit and the cognizant dean (or equivalent) student's major department and review by the graduate dean, to enroll in some courses in which the graduate student will be graded on a CR/NC basis, rather than on a letter basis.*
- d. *Courses which produce one hour or less of academic credit should be graded exclusively on a CR/NC basis. Instructors wishing to assign a letter grade to such courses, or to grade other kinds of courses, solely on a Credit/No Credit basis must obtain permission to do so from the relevant college's curriculum committee.*

8. *Course Credit Reduction*

A reduction in course credit may be used in "studio-type" or in independent study courses only. Individual departments may determine which of their courses should use this option. No foundation courses, or courses used to satisfy either General Education or Bachelor Degree requirements, courses for which completion of the full semester's work is essential for a graduation requirement may be involved. The intent of this policy provision on course credit reduction is to let the grade reflect the quality of work--and the credit earned reflect the quantity of work completed in this type of course. If a student fails to complete the volume of work he/she contracted to do for such a course, the instructor and student may agree to reduce the credit earned and the student is graded on the quality of work completed. The deadline for making the adjustment corresponds with the last day of classes prior to final exams.

9. *Auditing a Course*

An audit grade can be elected in credit courses when no grade is desired. A student may audit a course if it is not available to be taken as non-credit, and/or if the student wants to attend the course for their own personal benefit. Students auditing a course are not held responsible for completing course work or taking examinations during the course. An audited course will show on a student's transcript with a 'V' grade and

'0.00' as the awarded number of credit hours. Audited courses are not included in the student's GPA calculation.

University Policy 6-100-III-P addresses policies on noncredit courses:

P. *Noncredit Courses*

1. *Course development procedures for noncredit courses should be academically sound and as rigorous, though perhaps different, as those applying to credit courses,*
2. *The national standard for Continuing Education Units (CEU) is "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction." The CEU may be the appropriate unit of measurement for qualifying noncredit courses.*
3. *For purposes of this subsection, a noncredit course:*
 - a. *Is one for which credit is not awarded, registration is required and payment changes hands;*
 - b. *meets criteria established by the offering unit;*
 - c. *incorporates content, teaching methods and attendance requirements appropriate to the students eligible to enroll;*
 - d. *is taught or supervised by an instructor who has met institutional qualifications established by the offering unit; and*
 - e. *recognizes participation of students appropriately.*
4. *Units offering noncredit courses must report the nature and extent of those activities to the Senior Vice President for Academic Affairs (or designee) annually.*

USHE Policy R470 describes General Education, Common Course Numbering, Lower-Division PreMajor Requirements, Transfer of Credits, and Credit by Examination. The most relevant subsection of this policy are sections R470-7 (*Transfer of Credit Policy*), R470-8 (*Credit Transfer Principles within USHE*), and R470-9 (*Credit by Examination Policy*). These policies are listed below.

R470-7. Transfer of Credit Policy: USHE colleges and universities shall facilitate transfer from institution to institution.

7.1. Transfer of General Education Credits

7.1.1. Transfer of Partially Completed General Education Credits: For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution, provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

7.1.2. Transfer of Completed General Education Credits through Program Completion: An AA or AS degree earned at any USHE institution will meet the General Education requirements of all other USHE institutions. If a student has completed all institutional General Education requirements, a Letter of Completion (issued by the sending institution confirming General Education completion) or a Certificate of General Education completion shall be accepted by the receiving

USHE institution.

7.1.2.1. Letter of Completion Using non-USHE Credits/Courses: Students who enter a USHE institution with most of their General Education credits from a non-USHE regionally accredited institution, and who want a Letter of Completion from the USHE institution, must complete at least nine credit hours or meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

7.1.2.2. Length of Time for Acceptance and Applicability of Credit: USHE institutions must accept credit transferred from institutions within the System. Institutional colleges and departments may review courses taken over the prior 15 years, or over a time period in compliance with institutional policies, and make a determination of applicability to current requirements of a credential or degree based on the appropriateness of course content, rigor, and standards. Students wanting transfer credits that were earned either 15 years earlier or longer may be asked to demonstrate competencies in the learning outcomes expected in General Education courses they have completed by using port-folios, challenge examinations or other forms of evidence that demonstrate their continued competence. Students may petition an institution's transcript office for an exception to the 15 year limit, and that office will consult with the appropriate academic departments before making a decision.

7.2. Transfer of Non-General Education Credits: Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, is transferable within the USHE and will be carried on the student's transcript by the receiving institution.

7.2.1. Application of Credit: Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

7.2.2. Transfer with Upper-Division Status: Institutions shall enable community college students (if they fully complete an AA or AS degree and a prescribed Pre-Major area that comports and articulates with the receiving institution's Pre-Major requirements) to transfer with upper-division status to any USHE four-year institution without taking any lower-division Pre-Major courses at the receiving institution.

7.2.3. Exceptions to Applying Pre-Major Coursework Credit: Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in 6.3.3, 6.4, and 6.5 above. In such cases, the transfer student will be expected to complete lower-division coursework required at the four-year institution.

R470-8. Credit Transfer Principles within USHE

8.1. Institutional Integrity: In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board

of Regents to facilitate the transfer of credits within the USHE.

8.2. *Transfer Statements:* Because USHE institutions are part of a statewide system, institutions should clearly communicate online and/or in print reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and promote articulation within the USHE.

8.3. *Minimum Standards:* Course quality, content, competency level, and amount of credit earned should be comparable to those courses at the receiving institution.

8.4. *Individual Student Consideration*

8.4.1. *Anticipated Program:* Information of program and course requirements, including institutional transfer and articulation agreements between two-year and four-year institutions that go beyond those established in this policy, should be published online and/or in print and available to prospective students. Students should be encouraged to establish educational goals early in their educational program. Each student should request assistance from an academic advisor to assure the student's educational goals fit with the program at the institution to which that student intends to transfer. Transfer policies and practices should facilitate transfer once the student is prepared to enter, and has been accepted to, the anticipated program.

8.4.2. *Accredited Institutions:* A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain.

8.4.2.1. *Western Interstate Commission for Higher Education (WICHE) Passport Holders:* Students from accredited Western colleges and universities who have successfully completed courses agreed to by the participating WICHE Passport states, shall have their courses accepted without having to repeat them. Transfer students entering with the Passport and who have successfully completed a higher level math course, will be given full credit for that course. These courses which are listed by the Western Interstate Commission for Higher Education on its website will complete the requirements of the Passport and institutional transcripts will have a designation on sending institutions' transcripts and will be recognized and given full value by system registrars and academic advisors. (www.wiche.edu/passport/about)

8.4.2.2. *Students Entering with Associates' degrees from Regionally Accredited non-USHE Institutions:* Students, who enter USHE schools from regionally-accredited institutions and have completed the AA/AS degree, will have their transcripts reviewed to assure they have successfully completed relevant courses in the three core areas required of USHE students by Utah Code: mathematics, composition and American Institutions.

8.4.2.3. *Students Entering from Regionally Accredited Institutions with Associates' degrees but without Pre-Major-specific Courses:* Students who enter USHE institutions with the AA/AS degree, but are underperforming in pre-requisite courses required for their major course of study, may be required to successfully complete such courses at the lower division level in order to prepare for success in their chosen major once they are accepted.

8.4.2.4. *Students Entering from Regionally Accredited Institutions without Associates' degrees: Students who enter the USHE from regionally accredited institutions without having completed an associate's degree must have their transcripts evaluated by the receiving institution to determine if additional Pre-Major and/or General Education coursework will be required to meet USHE institutional requirements.*

8.5. *Institutions without Regional, National nor Specialized Accreditation: Receiving institutions should evaluate on a case by case basis any credits earned at institutions that do not have regional, national, or specialized accreditation. Evaluation may be assisted by information provided by or about the unaccredited institution such as a catalog covering the years students attended, a description of courses the students completed, course syllabi, faculty credentials, and library facilities. Institutions may require verification of competency attainment through assessments or examinations.*

8.5.1. *Foreign Institutions and Proprietary Schools: In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.*

8.6. *Credits from Extra Institutional Settings: In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra institutional settings (structured and non-structured) including the military, religious, career, and technical institutions.*

8.6.1. *Credit for Current and Former Military Personnel: Pursuant to Utah Code 53B-16-107, all USHE institutions shall provide written notification to each student applying for admission that the student is required to meet with a college advisor in order to receive credit for military service and training. Upon student request, USHE institutions will provide credit based on a review of recommendations from a Regent-approved post-secondary association to include the American Council on Education and other sources as may be deemed appropriate by the institution. To receive credit under this provision current and former military personnel must meet with an academic advisor to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals, such as competencies that are transferable to a course of study. Upon transfer within the USHE, a student may present a transcript from a USHE institution to a receiving USHE institution to determine the applicability of credit to the student's chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to this policy.*

8.6.1.2. *Processes for Evaluation of Credit for Current and Former Military Personnel: Representatives from USHE institutions who have responsibility for veterans' services shall meet at least annually to review institutional policies and practices relative to awarding credit for current and former military personnel with the goal of maintaining consistent system-wide practices for evaluating and awarding credit pursuant to Section 8.6.1.*

8.6.1.3. *Reporting Credits Awarded to Current and Former Military Personnel: USHE Institutions shall report annually to the Board of Regents the number of credits awarded under Section 8.6.1 above.*

8.7. *Basic Responsibilities of All Institutions: The basic responsibilities of both sending and receiving institutions include:*

8.7.1. *Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work,*

8.7.2. *Advising students as to the acceptability of credits shown on individual transcripts,*

8.7.3. *Making clear and prompt decisions on credit acceptance and application,*

8.7.4. *Informing potential students of services in the institution.*

R470-9. Credit by Examination Policy: The Board of Regents accepts as valid the concept of credit by examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, the following specific policies shall apply:

9.1. Examinations that Replace Specific Coursework: Individual departments may use examinations/assessments consistent with departmental standards and those set in Major Committees to award credit that replaces specific General Education coursework.

9.1.1. Departmentally-Devised Examinations: Each department may determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate and departmentally approved examinations upon the request of students.

9.1.2. External Standardized Examinations: External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

9.1.2.1. Advanced Placement Examinations: The following policies for the awarding of credit for Advanced Placement have been reviewed and recognized by the Statewide Transfer Articulation Committee with representatives from all USHE institutions:

9.1.2.1.1. Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full year course, or up to 4 semester hours of credit for a half year course. Institutions may determine appropriate AP scores in academic departments for which there are AP examinations.

9.1.2.1.2. A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded.

9.1.2.1.3. A score of 1 should receive no credit.

9.1.2.2. CLEP (College Level Examination Program): CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the Statewide Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit; however, the following guidelines are for awarding General Education credit through

the CLEP process.

9.1.2.2.1. Composition: The College Composition or College Composition Modular examination will satisfy the introduction to writing requirement.

9.1.2.2.2. Quantitative Literacy: College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

9.1.2.2.3. American Institutions: The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

9.1.2.2.4. Life Science: The Biology Subject examination will satisfy the Life Science requirement.

9.1.2.2.5. Physical Science: The Chemistry Subject examination will satisfy the Physical Science requirement.

9.1.2.2.6. Humanities: The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

9.1.2.2.7. Social and Behavioral Sciences: The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

9.1.2.2.8. Other General Education: CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

9.1.3. International Baccalaureate: Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

9.2. Prior Learning Assessments: Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and Experiential Learning or the American Council on Education. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

9.3. Allowable Credit: Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally-devised or standardized subject area examinations.

USHE Policy R473 describes Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats. This policy is listed below.

R473-1. Purpose: To assure the integrity and consistency of the process of awarding credit for instruction received in formal instructional settings where academic credit is not awarded but measured by a non-credit unit (clock hours, continuing education units, competency assessments).

R473-2. References

- 2.1. Utah Code §53B-2A (Utah College of Applied Technology)*
- 2.2. Utah Code §53B-2-106(2) (c) (Examination, Admission, and Classification of Students)*
- 2.3. Utah Code §53B-16-102 (Changes in Curriculum)*
- 2.4. Policy and Procedures R401, Program Approval*
- 2.5. Policy and Procedures R411, Review of Existing Programs*
- 2.6. Policy and Procedures R470, General Education, Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*

R473-3. Definitions

- 3.1. "USHE": Utah System of Higher Education*
- 3.2. "UCAT": Utah College of Applied Technology*
- 3.3. "Non-credit Course": instruction delivered in a class in a non-credit format where the instructional competencies are defined, course work completed and assessed, and the instructional unit of measure is generally clock hours, continuing education units (CEUs), or competency assessments.*
- 3.4. "Written Credit Articulation Agreement": an agreement that specifies the terms and conditions for articulating instructional competencies between non-credit courses and credit courses. This formal agreement is approved by the receiving institution and aligns course work between originating and receiving institutions.*

R473-4. Converting Non-credit Instruction to Credit

4.1. Awarding of Credit Based on Comparability of Course Work: USHE credit-granting institutions award credit for non-credit courses according to individual institution policy and with the execution of a Written Credit Articulation Agreement. Higher education credit awarded to students completing non-credit courses is based upon comparability between the non-credit course and an existing credit course offered by a USHE institution. Non-credit course competencies that are congruent with existing credit course competencies at community colleges or universities may be awarded college credit. Approval for a "Written Credit Articulation Agreement" must be requested by the non-credit administrator and approved in writing by the Chief Academic Officer of the higher education institution before credit is awarded.

4.2. Evaluation by Receiving Institution: After a formal request is received, receiving USHE institutions will evaluate non-credit courses for approval of awarding credit. Review of course content, objectives and outcomes, procedures, examinations, and teaching materials, for determining equivalency, is the responsibility of the receiving higher education program or department, and, ultimately, the receiving institution. Course competencies must be equivalent, and instruction must be delivered by an appropriately credentialed instructor. Students awarded higher education credit for non-credit courses shall not be required to re-demonstrate competencies achieved in those courses if the instruction has taken place in the prior 12 months. Institutional policy may allow for additional time beyond the 12 months.

4.3. *Student Application for Higher Education Credit: The award of credit for non-credit courses is predicated on formal admission by the student to the credit-granting institution. For non-credit courses included in fully executed Written Credit Articulation Agreements, students are required to apply for higher education credit within 12 months after completion of the non-credit course(s). Institutional policy may allow for additional time beyond the 12 months.*

4.6. *Transferability of Awarded Credit: Courses transferred to a USHE credit-granting institution will be subject to the receiving institution's normal transfer credit policies per Regents' Policy R470.*

4.7. *Tuition and/or Fees Charged by USHE Institution: The receiving USHE institution may assess a one-time application/admission fee, at its current admission fee rate, at the time of the initial request for credit. A normal recording fee may be charged for recording credit for non-credit instruction according to the terms of the Written Credit Articulation Agreement. In harmony with Operating Policy A-6 of the Northwest Commission on Colleges and Universities, regular tuition and fees will be charged when a Dual Enrollment Model is used and the USHE credit-granting institution contracts with a third party for instruction. The total tuition for any specific course should be the same for all persons at any given time. Tuition charges in courses should be bona fide, effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates. All extra charges and costs incidental to training should be disclosed to prospective students before they are enrolled.*

R473-5. USHE Class Credit

5.1. *Full Credit for USHE Classes: Students applying for credit for a non-credit course shall receive full credit at the receiving USHE institution for the course, if articulated. There is no provision for awarding partial course credit. Credit will be awarded after meeting the campus requirements for the specific certificate or degree in which the student has been enrolled.*

5.2. *Audit Credit not Applicable. USHE credit-bearing classes completed on an audit basis may not, at a later date, be transferred for credit.*

R473-6. Written Credit Articulation Agreements

6.1. *Agreements in Written Form; Distribution: Articulation agreements between non-credit programs and USHE credit-granting institutions will be in written form. Copies of these agreements will be provided to the Office of the Commissioner of Higher Education solely to enhance coordination of related activities within the state. Agreements will be updated annually by the participating institutions.*

R473-7. Non-credit to credit options

7.1. *Dual Enrollment Model: Students enroll in a non-credit course or courses where the USHE credit-granting institution has contracted with a third party to provide the instruction; the third party provider may generally offer non-credit courses. The educational experience is offered under the direction of the higher education institution. The selection process for course materials and faculty is the same as occurs on campus or at other off-campus sites, in compliance with the Northwest Commission on Colleges and Universities' Operational Policy A-6.*

7.2. *Credit Awarded through Established Articulation Agreement: Students enroll in a non-credit course or courses through a third party. The USHE credit-granting institution has not contracted with a third*

party to provide the instruction, but has evaluated the non-credit course competencies and has executed a Written Credit Articulation Agreement with the non-credit provider to award credit for successful completion.

7.2.1 Credit Awarded for Instructional Programs Completed at a campus of the Utah College of Applied Technology: Technical programs at campuses of the Utah College of Applied Technology may be considered for articulation with USHE institutions under the following conditions.

7.2.1.1 Articulation to an existing A.A.S. Degree in General Technology:

1. For students who have completed a technical program at a campus of the Utah College of Applied Technology consisting of at least 900 membership hours, and where there is a written credit articulation agreement in place with a USHE institution, the 900 (plus)-membership hour program will fulfill the 30-credit-hour requirement of technical specialty within the A.A.S. in General Technology.

2. Students must meet the regular admission requirements for the receiving USHE institution as published in the institutional catalog.

3. The student must provide an official transcript from the Utah College of Applied Technology.

4. The student who is admitted to degree admission status must meet all applicable pre-requisites as indicated by the appropriate placement instrument.

5. The student is required to complete the specified general education component at the community college or university. 6. Upon fulfillment of the requirements stated above, the student will receive thirty (30) semester hours of credit toward an existing A.A.S. degree with a compatible technical requirement or the A.A.S. degree in General Technology for the approved work completed at a UCAT campus. Credit for work completed at a UCAT campus will be posted at the USHE institution following completion of the USHE institution's program requirements. The credit posted on the transcript will not count in the calculation of the student's grade point average. Upon successful completion of all program requirements, the student will be awarded the Associate of Applied Science Degree.

7.2.1.2 Articulation to Specific A.A.S. Degrees in Community Colleges

Community colleges and technology centers may enter into agreements for the articulation of specific programs that lead to the award of the A.A.S. degree.

1. The institutions involved must agree that the learning outcomes specified in courses and/or programs offered by the UCAT campus satisfy learning outcomes in similar courses offered by the community college. Syllabi of the courses from the institutions involved, including assessment measures for course competencies, must be maintained and documented.

2. Semester hour credit awarded by the USHE institution in specific articulated programs will be proportionate to the equivalence of credits attained in the technical or career program offered by the UCAT campus. The number of semester hours awarded in specific articulated programs may be up to thirty (30) semester hours and must fit within the requirements of the specified certificate or degree.

7.3 Credit Awarded for Non-Credit Courses Completed Without a Written Credit Articulation Agreement: If a student enrolls in a non-credit course or courses through a third party and the USHE credit-granting institution has not contracted with the third party, the USHE credit-granting institution may award credit, given it can determine the experience is comparable to specific credit course work, following individual institutional policy.

7.4. Credit Awarded for Competency Testing: USHE institutions currently award credit to admitted students who wish to challenge a particular course. By satisfactorily demonstrating achievement or competency through a comprehensive final examination or some other competency examination, students may be awarded credit for the course. It is not presumed that colleges or universities would be required to develop competency examinations in subject areas where the institution does not have equivalent course work. (See Policy R470.)

R473 Appendix Articulation of Courses Between Credit-Granting USHE Institutions and UCAT Campuses

The following process will guide USHE institutions in articulating with the Utah College of Applied Technology.

House Bill 15 specifies that the Utah System of Higher Education (USHE) will articulate courses with the Utah College of Applied Technology (UCAT) providing students with an educational pathway for selected courses.

(c) The board shall coordinate and support articulation agreements between the Utah College of Applied Technology and other institutions of higher education.

Working within Regents' Policy (R473), and in harmony with the standards of the Northwest Commission on Colleges and Universities, articulation agreements may be formed between a credit-granting USHE institution and a UCAT Campus under one of four conditions (see below).

The UCAT campus wishing to form an articulation agreement with a credit-granting USHE institution should first approach the USHE institution within the local service delivery area.

- 1. If the credit-granting institution has approved course(s), and desires to complete an articulation agreement, the articulation agreement may be completed through normal institutional processes.*
- 2. If the credit-granting institution does not wish to complete an articulation agreement, they may decline to participate and the UCAT campus may contact other USHE institutions who may be interested.*
- 3. If the local credit-granting USHE institution does not have the approved course(s), and wishes to complete an articulation agreement, the USHE institution has the option to seek approval for the course(s) through the normal institutional and Regent process.*
- 4. If the local USHE institution does not have the approved course(s) and does not have a desire to establish the course(s), the UCAT campus may approach another credit-granting USHE institution that has the approved course(s) and desires to enter into an articulation agreement.*

The Office of the Commissioner shall maintain a list of course articulations between UCAT campuses and credit granting USHE institutions. Institutions are required to submit an updated list of formal articulation agreements by June 30 of each academic year.

Record of Student Complaint Policy

We interpret this policy request as possibly having two components: policies regarding records of complaints against students (violations of student Code), and policies regarding records associated with student complaints against faculty, staff, facilities, policies and procedures, or possibly even other students.

Policies regarding records associated with adjudication of complaints against students, including violations of the Student code, are described in University regulations 6-400-VI-I, 6-400-VI-J, and 6-400-VI-I. Policies regarding retention and availability of general student records, including disciplinary committee records, are described in University regulations 6-400-VI (regulations.utah.edu/academics/6-400.php). Additional description of University records associated with student conduct can be found at deanofstudents.utah.edu/conduct/index.php#records

Student complaints against faculty and staff may take several forms. If the complaint involves allegation of discrimination and/or sexual harassment, the complaint is handled through OEO/AA, and the relevant policies are found in University Regulations 5-210 (regulations.utah.edu/human-resources/5-210.php). As described in Policy 5-210-IV, The OEO/AA shall issue an annual report to the President summarizing the nature and types of complaints filed pursuant to this policy, the identity of the parties by category (faculty, staff, student, participant) and the ultimate disposition of the complaints. The names and identities of the parties shall not be released. The annual report shall be made available to the University community.

Student complaints against faculty members, including academic grievances, violations of academic freedom, violations of the Code of faculty Rights and Responsibilities, restriction of free speech, etc. are generally handled by the Senate Consolidated Hearing Committee (SCHC) as described by University regulations 6-011 (regulations.utah.edu/academics/6-011.php) and references therein. Records of complaints and reporting requirements of the SCHC are described in University regulation 6-011-F:

F. *Records of Complaints and Reporting by SCHC.*

1. *Copies of the recordings of hearings as well as the complete file of the hearings shall be kept in the Office of the Senate.*
2. *A faculty member has the right upon request to examine University records maintained or retrievable under his/her name or identifying numbers relating to proceedings before the SCHC to the extent not prohibited by University Regulations or law.*
3. *Access to records of hearings shall be governed by applicable law.*
4. *Each SCHC panel that hears a case will provide a brief account of the issue(s) involved and the decision, appropriately worded or modified to protect any necessary confidentiality, to the Office of the Academic Senate. Pursuant to its duty to report, the SCHC may make a confidential report to the Academic Senate Executive Committee regarding a serious concern about the systemic operation of a program, department or college and request that the Executive Committee relay that concern to the cognizant senior vice president.*

Student complaints regarding research misconduct are handled according to University regulation 7-001 (regulations.utah.edu/research/7-001.php). Policies associated with records surrounding these complaints and investigations are described in University Regulations 7-001-G and 7-001-H. These policies include reporting possible research misconduct to the Office of research Integrity, and the protection of the identity and privacy of individuals good faith, report apparent misconduct or furnish information regarding such

alleged misconduct. Retaliation of any kind against an individual, who in good faith, alleges misconduct or cooperated with the investigation, is prohibited and the retaliator may be subject to discipline under university policies (University Regulation 7-001-G.2).

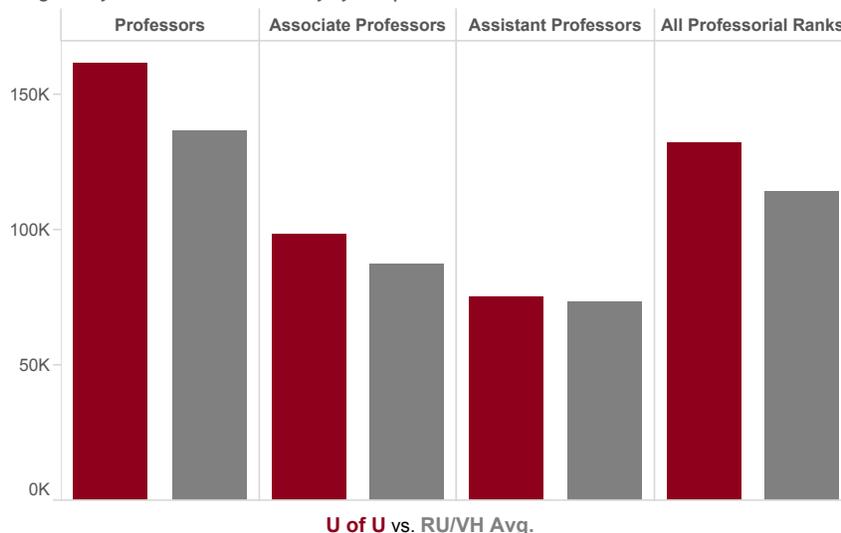
Students who have complaints against the school relating to fraud, false advertising, or other deceptive practices can file a complaint with the Utah Division of Consumer Protection, 160 East 300 East, 2nd Floor, Salt Lake City, UT 84111, Telephone No. 801-530-6601, Toll Free in Utah at 1-800-721-SAFE or online at www.dcp.utah.gov/complaints/index.html. In addition, students involved with distance and correspondence education can file a complaint with their [state's enforcement authority](#). See registrar.utah.edu/student-consumer-complaints.php for general University Guidance regarding student complaints. Policies associated with records of student complaints are handled by the respective state agency according to the Utah Administrative Code (Utah State Title R17 www.rules.utah.gov/publicat/code/r017/r017.htm). General Guidelines, policies and rules regarding Utah State Archives can be found at archives.utah.gov/records-management/guidelines.html.

General policies and procedures regarding retention and archiving of all University records through University Archives is described in Policy 1-009 (regulations.utah.edu/general/1-009.php).

APPENDIX C: 2013-2014 CHEMISTRY FACULTY MEASURES

OSU Survey Faculty Salaries

Weighted by the Number of UU Faculty by Discipline



Faculty Teaching Effort

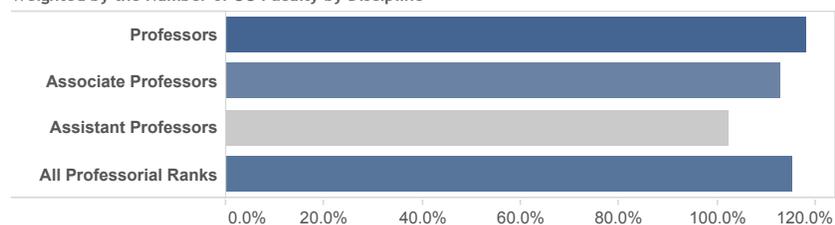
	# Faculty	# Courses	# Students	SCH	Student FTE
Professors	12	80	2,404	9,266	331
Associate Professors	6	48	811	2,592	97
Assistant Professors	6	39	653	2,246	89
Total	24	167	3,868	14,104	516

Faculty Teaching Effort per Faculty Teaching

	# Faculty Teaching	# Courses/Faculty	# Students/Faculty	SCH/Faculty	Student FTE/Faculty
Professors	12	7	200	772	28
Associate Professors	6	8	135	432	16
Assistant Professors	6	7	109	374	15
Total	24	7	161	588	22

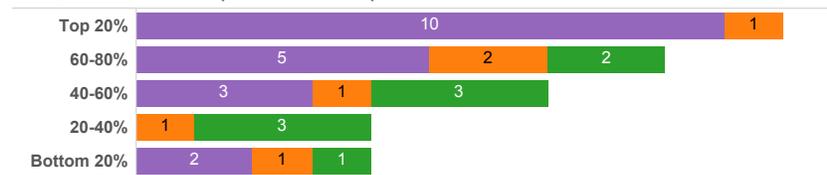
OSU Survey Faculty Salaries % of RU/VH Avg.

Weighted by the Number of UU Faculty by Discipline



Academic Analytics Quintile Data

Rank Calculated Across Department and Discipline*



* Citations, Articles, Awards, Grants, and Annual Grant Dollars

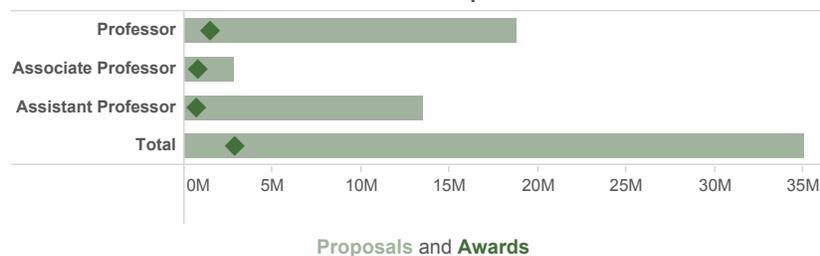
Academic Analytics Quintile Data

Rank Calculated Across Department, Discipline*, and Faculty Rank



* Citations, Articles, Awards, Grants, and Annual Grant Dollars

Total Dollar Amount for Awards and Proposals

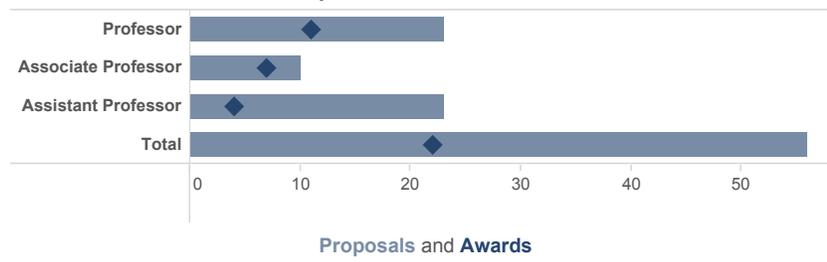


Faculty Awards and Proposals Details

	Total # of Awards	Total \$ of Awards	Total # of Propos..	Total \$ of Propos..
Professor	11	1,475,580	23	18,807,013
Associate Professor	7	805,575	10	2,754,007
Assistant Professor	4	624,182	23	13,499,348
Total	22	2,905,337	56	35,060,368

Faculty awards and proposals do not included faculty who are Presidential Professor, Distinguished Professor, or non Tenured/Tenure Track.

Number of Awards and Proposals

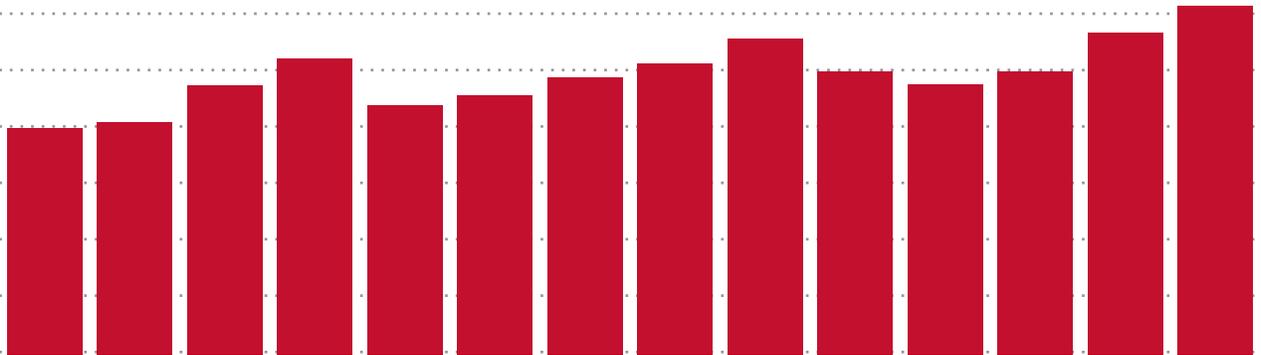


APPENDIX D: COMMONLY USED ACRONYMS

AA Associate of Arts Degree	CLS Community Learning Scholars
AA Academic Analytics	CM Campus Mentor
AAAS American Association for the Advancement of Science	CoE College of Engineering
AAC&U American Association of Colleges & Universities	CoS College of Science
AACU Association of American Colleges and Universities	COS College of Science
AAP American Academy of Pediatrics	COSH Certificate of Occupational Safety and Health
AAU Association of American Universities	CRSP Collaborative Research Support Program
AAUP American Association of University Professors	CSBIA ... Community Benefit Inventory for Social Accountability
ACE American Council on Education	CSBS College of Social and Behavioral Sciences
ACT American College Testing (standardized test)	CSC Customer Service Center
ADA Americans with Disabilities Act	CSHCN Children with Special Health Care Needs
ALO Accreditation Liaison Officer	CTLE Center for Teaching and Learning Excellence
AMES Academy for Math, Engineering and Science	CY Calendar Year
AP Advanced Placement	DARS Degree Audit Requirement System
APA American Psychological Association	DL Federal Direct Loans
ARC Automated Retrieval Center	DOE Department of Energy
AS Applied Science	DS Diversity Scholars
AS Associate of Science Degree	DSL Digital Scholarship Lab
ASCI American Society for Clinical Investigation	EAC University of Utah Emergency Advisory Committee
ASUU Associated Students of the University of Utah	ED Emergency Department
AVPBP Associate Vice President for Budget and Planning	EHS Environmental Health and Safety Department
AY Academic Year	ELO Expected Learning Outcomes
BA Bachelor of Arts	ELP Educational Leadership and Policy
BEBR Bureau of Economic and Business Research	EOP Emergency Operations Plan
BPC Business Planning and Consolidation System	ESS Exercise and Sports Science
BS Bachelor of Science	EUI Energy Utilization Index
CA+P College of Architecture + Planning	FAFSA Free Application for Student Aid
CAD Council of Academic Deans	FAR Faculty Activity Report
CAPTE Commission on Accreditation of Physical Therapy	FERPA Family Educational Rights and Privacy Act
CBAC Campus Budget Advisory Committee	FM Facilities Management
CCNE Commission on Collegiate Nursing Education	FTE Full Time Employee
CDS Center for Disability Services	FY Fiscal Year
CE Continuing Education and Community Engagement	GA Graduate Assistant
CECE Continuing Education and Community Engagement	GASB Governmental Accounting Standards Board
CEL Community-Engaged Learning	GCSC Global Change and Sustainability Center
CEO Chief Executive Officer	GDP Gross Domestic Product
CES Community Engaged Scholars	Gen Ed General Education
CEU Continuing Education Units	GF Graduate Fellow
CIB Centers, Institutes and Bureaus	GPA Grade Point Average
CIO Chief Information Officer	GPI Graduate Prep Institute
CIS Campus Information System	GPS Graduation Planning System
CLA Collegiate Learning Assessment	GRE Graduate Record Exam
	GRFP Graduate Research Fellowship Program

H2Humanities Honor	NACE National Association of Colleges and Employers
HazMat Fire/Hazardous Materials	NAS National Academy of Sciences
HHMI Howard Hughes Medical Institute	NASA National Aeronautics and Space Administration
HIP High Impact Practices	NASD National Association of Schools of Dance
HIPAA The Health Insurance Portability and Accountability Act	NASM National Association of Schools of Music
HR Human Resources	NCTRC National Certification by the Council of Therapeutic Recreation Certification
HRE Housing & Residential Education	NIH National Institutes of Health
HRM University of Utah Human Resources Management	NIMS National Incident Management System
HSOIO Health Sciences Office of Inclusion and Outreach	NMHU Natural History Museum of Utah
HTW High Temperature Water	NOVEL Neuro-Ophthalmology Virtual Education Library
HVAC Heating, Ventilation & Air Conditioning	NPO Not for Profit Organization
iBT internet based TOEFL Test	NRC National Research Council
ICS Incident Command System	NRF National Response Framework
ID Identification	NSF National Science Foundation
IDMV Institutional Data Management & Visualization	NSSE National Survey of Student Engagement
IGC Incheon Global Campus	NUSE New U Student Experience
IPE Inter-Professional Education	NUSEC New U Student Experience Council
IPEDS Integrated Postsecondary Education Data System	NWCCU Northwest Commission on Colleges and Universities
IRON Idaho Regional Optical Network	OBIA Office of Budget and Institutional Analysis
ISLLC Interstate School Leaders Licensure Consortium	OED Office for Equity & Diversity
IT Information Technology	OEO/AA Office of Equal Opportunity and Affirmative Action
ITA International Teaching Assistant	OIO Health Sciences Office of Inclusion and Outreach
JD Juris Doctorate	ONLN UOnline
JST Joint Services Transcript	OPA Office of Postdoctoral Affairs
LC Learning Community	PAC Pacific Athletic Conference
LDS Latter-Day Saints	PhD Doctor of Philosophy
LEAP Learning, Engagement, Achievement Progress Program	PRT Department of Parks, Recreation and Tourism
LEED Leadership in Energy and Environmental Design	PTC Pioneer Theatre Company
LGBT Lesbian, Gay, Bisexual, Transgender	Q&A Questions & Answers
LGBTQ Lesbian, Gay, Bisexual, Transgender and/or Questioning	QA Quantitative Reasoning A
LLC Living & Learning Communities	QB Quantitative Reasoning B
LO Learning Outcomes	QI Quantitative Intensive
MAP Mandatory Advising Program	RA Residential Advisor
MCAT Medical College Admissions Test	RA Research Assistant
MD Medical Doctorate	RN Registered Nurse
MOU Memorandum of Understanding	RPT Review, Promotion and Tenure
MPA Master of Public Administration	RSO University Radiation Safety Officer
MPP Master of Public Policy	RUVH Research University Very High Research Activity
MS Master of Science	S4I Strategic Scheduling for Student Success Initiative
MSC Multi-State Collaborative to Advance Learning Outcomes Assessment	SA Student Affairs
MSGIS Master of Science Geographical Information Systems	SA-AER Student Affairs Assessment, Evaluation and Research
MUSE My Utah Signature Experience	SAC Student Advisory Committee
	SACLP Senate Advisory Committee on Library Policy
	SAT Scholastic Aptitude Test

SBS	Social and Behavioral Sciences	UB	Upward Bound
SCF	Student Course Feedback	UC	University College
SCH	Student Credit Hour	UCAC	The Utah College Advising Corps
SED	Student Equity & Diversity	UEN	Utah Education Network
SEM	Strategic Enrollment Management	UGS	Office of Undergraduate Studies
SF	Physical/Life Science	UHRM	University Human Resource Management
SLCC	Salt Lake Community College	UID	University Identification Number
SMC	South Main Clinic	UIT	University Information Technologies
SS4	Strategic Scheduling for Student Success	UMC	University Office of Marketing and Communications
SSA	Student Success Advocates	UMFA	Utah Museum of Fine Arts
SSEI	Student Success and Empowerment Initiative	UNP	University Neighborhood Partners
SSS	Student Support Services	UPDA	Utah Postdoctoral Association
STARS	Sustainability Tracking, Assessment & Rating System	UROP	Undergraduate Research Opportunities Program
STEM	Science, Technology, Engineering and Mathematics	UROP	Utah Rural Outreach Program
SVP	Senior Vice President	USA	University Student Apartments
SVPAA	Senior Vice President for Academic Affairs	USHE	Utah System of Higher Education
SVPHS	Senior Vice President for Health Sciences	USS	University Support Services
TA	Teaching Assistant	UU	University of Utah
TBD	To Be Determined	UUHS	University of Utah Health Sciences
TBP	Tuition Benefits Program	UUPM	University of Utah Performance Management
TDS	Transfer Diversity Scholars	UURF	University of Utah Research Foundation
TEP	Transformative Excellence Program	UVP	University Visit Program
TFR	Tenured Faculty Review Procedures	VAMC	Veterans Affairs Medical Center
TLT	Office of Teaching and Learning Technologies	VDO	Value Driven Outcomes
TOEFL	Test of English as a Foreign Language	VEF	Vietnam Education Fund
TRAX	Utah Transit Light Rail System	VP	Vice President
TVC	Technology & Venture Commercialization	VPN	Virtual Private Network
U	University of Utah	VSA	Voluntary System of Accountability
UAAC	University Academic Advising Committee	WIMS	Women in Medicine and Science Program
UAC	University of Utah Asia Campus	WLI	The Westside Leadership Institute



u t a h . e d u