



EVALUATION OF INSTITUTIONAL EFFECTIVENESS



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INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- ☒ There was broad participation/review by the campus community in the preparation of this report.
- ☒ The Institution remains in compliance with NWCCU Eligibility Requirements.
- ☒ The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

University of Providence

(Name of Institution)

Father Oliver Doyle

(Name of Chief Executive Officer)

F. Oliver Doyle

(Signature of Chief Executive Officer)

02/07/2025

(Date)

Contributors to EIE Report

Primary Author(s) and Editor(s)

- Dr. Angela Jukkala, PhD, RN - Director of Institutional Effectiveness, Accreditation Liaison Officer, and Interim Dean of the School of Health Professions
- Christianna Kruger – Administrative Coordinator of SHP
- Emily Cunningham, MA – Academic Program Assistant for SLAS, Interim Executive Assistant to Provost

Content Contributors

- Fr. Oliver Doyle – University President
- Dr. Joel Bluml, EdD – Vice President for Student Engagement and Athletics
- Brittany Budeski, MS – Chief Operating Officer and Title IX Coordinator
- Kylie Carranza, MS - Chief of Staff to the President
- Jillian Ehnot, MS - Chief Financial Officer
- Thomas Figarelle, MAT – Vice President of Advancement, Marketing, and Communication
- Dr. Caroline Goulet, PhD, PT – Vice President for Academic Affairs, Provost
- A. J. Hoy, PhD(c) – Vice President of Mission Integration
- Dr. Michael Mulvey, PhD – Special Assistant to the President for Strategic Initiatives
- Mackenzie Stick, MPA – Vice President of Enrollment Management
- Dr. Mary Amick, EdD – Program Lead of Healthcare Administration BS/AS
- Lindsay Berg – Interim Senior Librarian
- Christina Dawidowicz – Director of Marketing and Communications
- Nikki Garbarino, CCMA, CMAA – Program Director of Medical Assistant Certification
- Dr. Shelly Granger, DNP, RN, CCRN – Director of RN to BSN Program
- Jim Gretch, MIS – Director of Distance Learning and Instructional Design
- Dr. Michelle Hill, PhD, LCPC (MT), NBCC, ACS – Chair of Core 100 Committee and Professor of Psychology
- Dr. Greg Johnson, PhD – Dean of the School of Liberal Arts and Sciences
- Ashley Koepke, MS – Dean of Student Success
- Kerri Koteskey, MS – Registrar
- Dr. Greg Madson, PhD – Director of Institutional Research and Professor of Sociology
- Dr. Deanna Melton-Riddle, DHA, MSA, MPH, CMA-AAMA, RPT-AMT, CDPLC CDC – Director of MS Healthcare Administration Program
- Christopher Nelson, MEd – Distance Learning Education Specialist
- Dr. Kelly Quick, EdD – Chair of SLAS Curriculum Committee and Professor of Exercise Science
- Ben Paquette – Marketing Strategist for the School of Health Professions
- Dr. Matthew Pietropaoli, PhD – Chair of CAOC, Coordinator of Service Learning, and Professor of Philosophy
- Dr. Victoria Plagenz, PhD, MSN, RN – Professor of Nursing
- Dr. Tonya Seward, DNP, APRN, AGNP, FNP – Chair of SHP Curriculum Committee and Director of MS Nursing Educator and AGPCNP Programs
- Dr. Sarah Spangler, PhD – Department of Humanities Chair and Professor of Theology and ILCs
- Dr. Katrina Stark, DM – former chair of Graduate Council and Professor of Business

Instructions on Reading this Report and List of Acronyms

The structure and contents of this report follow NWCCU guidelines. Required addenda are included. The appendix, which follows the addenda, contains additional references.

- Links to additional references are embedded throughout the report and appear in [blue text \(not underlined\)](#). To see a reference, click on the blue text. To come back to the section of the report you were reading before clicking on the reference, press alt + left arrow on your keyboard.
- References to websites appear in [underlined blue text](#). To open a website, click on the underlined blue text, and the website should open in a browser window.
-  This icon links to strategic actions within [Providence 100](#), our new strategic plan, directing you to the relevant Pillar, Objective, and/or Goal.

Acronyms are spelled out the first time they appear in each section and then referenced in acronym form for the rest of the section. An alphabetical list of acronyms used in the report is below:

- AA - Associate of Arts
- ABA – American Bar Association
- AAS – Associate of Applied Science
- ACE – American Council on Education
- ADA – Americans with Disabilities Act
- AIT – Advanced Individual Training
- AMP – Academic Master Plan
- AP – Advanced Placement
- ASC – Academic Success Center/Counselors
- BA – Bachelor of Arts
- BS – Bachelor of Science
- CACE – Career Advancement and Continuing Education
- CAOC – Core Assessment and Oversight Committee
- CAS–Centralized Application Service
- CFO – Chief Financial Officer
- CIMA – Catholic Identity and Mission Assessment
- CLA+ – Collegiate Learning Assessment
- CLEP – College Level Examination Program
- CNON - Non-collegiate learning experiences
- COD – Corps of Discovery
- CQI – Continuous Quality Improvement
- CRM – Customer Relationship Management
- CUPA-HR – College and University Professional Association for Human Resources
- DANTES – Defense Activity for Non-traditional Education Support
- EAA – Excellence in Academic Advising
- EdD – Doctor of Education
- EIE – Evaluation of Institutional Effectiveness
- FDS – First Destination Survey
- GE – General Education, known as the Core
- HEOA – Higher Education Opportunity Act
- HR – Human Resources
- IB – International Baccalaureate
- IDT – Instructional Design and Technology
- ILC – Integrated Learning Community
- IPEDS - integrated Postsecondary Education Data System
- IR - Institutional Research
- KPI – Key Performance Indicator
- LDAP – Lightweight Directory Access Protocol
- LMS – Learning Management System
- MCIA - Mission and Catholic Identity Assessment
- MSC - Master of Clinical Mental Health Counseling
- MHA - Master of Healthcare Administration
- MOU – Memorandum of Understanding
- MSN - Master of Nursing
- MSL - Master of Organizational Leadership
- NACADA - National Academic Advising Association
- NAIA – National Association of Intercollegiate Athletics
- NSO – New Student Orientation
- NSSE – National Survey of Student Engagement
- NWCCU – Northwest Commission on Colleges and Universities
- OFT – Online Facilitator Training
- PhD – Doctor of Philosophy
- POAR –Program Objectives Assessment Report
- PRFR – Program Review and Future Recommendations
- RNL – Ruffalo Noel-Levitz
- RSI – Regular and Substantive Interaction
- SAC – Staff Advisory Council
- SEP - Strategic Enrollment Plan
- SHP – School of Health Professions
- SLAS – School of Liberal Arts and Sciences
- SLO – Student Learning Outcome
- SPOC – Strategic Planning Oversight Committee
- TEP – Teacher Education Program
- CAE (TRIO) - Center for Academic Excellence
- UP – University of Providence
- WAC – Writing Across the Curriculum
- WIC – Writing Intensive Cours

Institutional Overview

Founded in 1932 by the Sisters of Providence, the University of Providence is a private Catholic university grounded in the liberal arts tradition. Originally established as a Normal School with the collaboration of the Ursuline Sisters and the support of the Bishops of Helena and Great Falls, the University carries forward the Sisters of Providence's 168-year legacy of Catholic education in Montana, which began in 1864. Throughout its history, the University has remained steadfast in its commitment to integrating a robust liberal arts foundation with a dedication to service. Located on the ancestral lands of the Blackfeet, Gros Ventre, Assiniboine, and Little Shell Tribe of the Chippewa Indians, the University acknowledges the Indigenous peoples' historical and ongoing stewardship of this region.

The University's mission "to provide students with the opportunity to obtain a liberal education for living and making a living" guides its transformative educational experience. This experience fosters intellectual curiosity, ethical reasoning, and a commitment to service, equipping students with the intellectual skills and social responsibility needed to contribute meaningfully to society. The University cultivates a scholarly environment where truth, excellence, and ethical integrity are paramount. Its guiding pillars - Academic Excellence, Student Experience, and Mission Effectiveness - underscore its commitment to nurturing an academic community that seeks truth, fosters positive societal change, and offers hope for a better future.

The School of Liberal Arts and Science (SLAS) offers 16 certificate (C), minors (m), associate (A), baccalaureate (B), or master's (M) degrees or levels. The School of Health Professions (SHP), established in 2017, offers 16 programs designed to meet the workforce needs within Providence St. Joseph Health and other healthcare organizations for students seeking a career or advancement in healthcare. The university is equally dedicated to holistic student development, preparing students for lives of meaning and purpose.

SLAS		SHP
Agriculture Studies (m)	Mathematics (BA)	Addiction Counseling (C, AA)
Biology (BA)	Organizational Leadership (MS)	Applied Health Informatics (C)
Business Administration (BS)	Philosophy (m)	Clinical Mental Health Counseling (MS)
Criminal Justice (AS, BS)	Political Science (m)	Community Health Investment (C)
Education (BA)	Psychology (BA)	Health Justice (C)
Exercise Science (BS)	Service Learning & Catholic Social Teaching (m)	Healthcare Administration (AS, BS, MHA)
Forensic Science (BS)	Sports Management (BS, MS)	Infection Prevention & Epidemiology (MS,C)
Legal & Paralegal Studies (AS, BS)	Theology & Ministry (m)	Medical Assistant (C)
		Nursing (BS, MS)
		Pharmacy Technician (C)

The University provides a holistic education, weaving its mission into every academic program. Rooted in its Catholic identity and the legacy of the Sisters of Providence, the University extends the teaching and healing ministries of Jesus Christ. As a sister ministry of Providence Health System, the University carries forward a profound dedication to serving those most in need. This heritage of compassion and service shapes the University's core values—compassion, dignity, justice, excellence, and integrity—and inspires its educational objectives, fostering a community committed to the common good. This commitment is realized through rigorous academic programs, experiential learning opportunities, and a vibrant campus ministry. The University prepares graduates to be engaged citizens and compassionate leaders.

The University of Providence's main campus is on 44 acres in Great Falls, Montana. While Great Falls, with a population of over 60,000, is one of the larger cities in Montana, it retains a rural character within the state's vast landscape. Montana, known as the "Big Sky Country," is sparsely populated, with just over 1.1 million residents.

Spring 2025 enrollment at the University reached 708 students, reflecting stability. The student headcount was 548 at the undergraduate level and 160 at the graduate level. Of the incoming students in the fall of 2024, 44% were Montana residents, 24% of undergraduates were first-generation college students, and 24% were offered Pell Grants. The University's incoming student retention rate from Fall 2023 to Fall 2024 was 71%, the same as the prior incoming cohort (Fall 2022). At the Fall 2024 census, 3% of UP undergraduate students are Native students (also 3% in the fall of 2023), and 5% of UP undergraduate students are Veterans students (a 1% decrease from the fall of 2023). In 2023-24, the University conferred 2 associate degrees, 143 baccalaureates, 59 master's degrees, and 34 professional certificates.

The University is led by Father Oliver Doyle, who joined UP as the University President in March of 2020. The executive leadership team includes leaders of 9 functional areas that report to the president: Office of the President; Finance and Human Resources; Academic Affairs; Student Engagement and Athletics; Operations; Advancement, Marketing and Communications; and Mission Integration. This team, along with other executives and shared governance leaders, sits on the President's Leadership Council, which promotes collaboration and supports the advancement of the institution's missions and vision. The University plans, implements, and assesses mission and vision-aligned projects to help achieve institutional objectives and allocates resources through a proactive and participative process described in [Standard 1.B](#).

In summary, the University exemplifies the enduring values of faith-based education, particularly its ability to develop individuals grounded in compassion, service, and a commitment to the common good. The institution's rich history, guided by a clear and unwavering mission, ensures that students receive a transformative education that prepares them for professional success and lives of meaningful service. The University continues to shape future leaders equipped to contribute thoughtfully and purposefully to the betterment of society.

Preface: Institutional Updates Since the Year Six PRFR Report

Since the University of Providence submitted its 2024 Year Six Policies, Regulations, and Financial Review (PRFR), the institution has experienced, or will be experiencing, the following noteworthy changes that will help shape the University in the future:

Implementation of a Direct Admissions Program. The University is thrilled to launch a new and innovative [Direct Admission Partnership](#) for high school students within the Great Falls, Montana, area and the neighboring rural high schools. This exciting initiative is designed to provide local students with a seamless pathway to higher education at the University, making college more accessible and attainable.

Jenzabar. Our Jenzabar implementation, begun in Fall 2024, is streamlining administrative processes, enhancing interdepartmental communication, and providing data insights for improved decision-making. This integrated platform strengthens student service, empowering the University to focus on its transformative educational mission.

Educational Quality Improvement. The University demonstrates a commitment to continuous improvement of its educational programs and processes through ongoing assessment and data-informed decision-making. Recent *examples* include:

- **General Education Curriculum Enhancement.** Based on [assessment results](#), the University has revised its general education curriculum (Core Curriculum or *Lumen de Lumine*). The enhanced curriculum emphasizes transferable skills, such as critical thinking and collaboration
- **Community Engagement and Service-Learning Minor.** To further support the institution's mission, faculty developed and implemented a new minor in [community engagement and service learning](#). This provides students with expanded opportunities for experiential learning and community involvement.

These initiatives exemplify the University's dedication to enhancing the student experience, promoting academic success, and fulfilling its mission through ongoing assessment and continuous improvement.

Vander Werff. The new [Vander Werff traditional BSN program](#) is a strategic investment, enhancing both academic excellence and *financial sustainability*. By meeting the growing demand for nurses in the region, it will attract new students, increasing enrollment and revenue. This strengthens the University's academic profile, improves its competitive position, and addresses a critical community need, all while bolstering long-term financial stability and reputation.

Regular and Substantive Interaction. To ensure meaningful engagement in online learning, the University has drafted an [RSI policy and procedure](#), currently in the final stages of approval, aligned with NWCCU standards. This policy guides regular and substantive interaction, requiring online instructors to use diverse strategies that foster active learning, facilitate communication, and provide timely feedback.

 **Title IX.** To support student success by ensuring a safe and inclusive campus, the University demonstrated its commitment to [Title IX](#) principles with a full assessment and update in January 2025. These updated policies and resources address sexual harassment and misconduct, upholding Title IX and fostering a campus free from sex discrimination.

Athletic Review and Renew. During the Spring 2024 semester, the University undertook a Board-directed initiative titled [UP Athletic Review and Renew](#). The primary goal of this review was to strengthen, update, and align athletic department policies, procedures, practices, and culture with NAIA best practices, the University's Catholic Identity and Mission, and its new strategic plan. This comprehensive review and renewal process is also *intended to contribute to the long-term financial sustainability* of the organization by ensuring efficient resource allocation and program effectiveness.

Updated Shared Governance. The University is committed to shared governance as vital to its institutional effectiveness. A revised [policy](#), currently under final review, reaffirms this commitment to collaborative decision-making and inclusive participation by faculty, staff, and administration. The update clarifies roles, strengthens communication, and promotes transparency, fostering a campus culture of diverse voices contributing to the University's success.

 **Air Force and UP Paralegal Program.** The Legal and Paralegal program supports US military personnel's educational goals through [unique partnerships](#) with the Army JAG Legal Center and School and the Air Force Air University. Granting credit for military Advanced Individual Training (AIT), the University helps active duty and reserve paralegals earn an ABA-approved degree. Articulation agreements with both services, including a recent Air Force agreement enabling seamless bachelor's degree pursuit after an associate's, benefit service members and the University's financial stability through diverse student recruitment and retention.

 **Boost UP.** The University [Boost UP](#) partnership with Benefis Hospital exemplifies community collaboration. Providing financial support and mentorship to nursing students, the program eases their financial burden and creates a direct pathway to Benefis careers. This mutually beneficial relationship addresses the nursing shortage while providing students with experience and post-graduation employment opportunities—a win-win for all.

 **CACE.** Recognizing the needs of adult learners and working professionals, the University's [Career Advancement and Continuing Education \(CACE\)](#) division provides flexible pathways for skill enhancement, career advancement, and personal enrichment. CACE offers diverse programs, including certificates, professional development courses, and customized training, designed for today's workforce.

 **Great Falls Community College.** The University and Great Falls College MSU have partnered to create a seamless pathway for students pursuing a Dental Hygiene (AAS) and bachelor's degree. This agreement allows students to begin at the College and

seamlessly transfer to the University, thus providing a clear, affordable path to advanced degrees, expanding local educational opportunities, and strengthening the institutions' relationship.

 **Opus Vi.** The University's partnership with [Opus Vi](#) expands access to its high-quality online healthcare programs, benefiting both institutions and students. Launching in June 2025 with 30-50 students, this collaboration strengthens the University's commitment to workforce needs and community benefit.

 **Rize.** The University's partnership with [Rize](#) enhances student success and contributes to long-term sustainability. Leveraging Rize's platform, students gain personalized support, proactive guidance, and advanced analytics, promoting academic progress, timely completion, and improved retention. This strengthens the University's mission and financial stability through increased persistence and graduation rates.

 **Touro.** Launched in Fall 2023, the University's new Vander Werff BSN program is partnering with [Touro University](#) to provide state-of-the-art clinical training. Starting in 2025-2026, nursing students will use Touro's simulation labs, fostering inter-institutional collaboration and maximizing resources by avoiding facility duplication.

Organizational Leadership Updates

Recent senior and academic leadership transitions, reflecting both planned successions and strategic appointments, are designed to strengthen the University's capacity to achieve its institutional goals and priorities.

Vice President of Academic Affairs, Provost: Caroline Goulet, PhD, PT

Vice President of Mission Integration: A.J. Hoy, PhD(c)

Chief Financial Officer: Jillian Ehnot

Chief of Staff to the President: Kylie Carranza

Vice President for Advancement, Marketing, Communication: Thomas Figarelle

Interim Dean of School of Health Professions: Angela Jukkala, PhD, RN

Organizational Culture

Recognizing that organizational culture is key to strategic plan success, Senior Leadership has prioritized its enhancement through authentic leadership. This includes modeling accountability and transparency, fostering open communication, and breaking down silos to promote collaboration and shared ownership.

Authentic Leadership. Senior Leadership *models* accountability, responsibility, and transparency, cultivating a culture of trust and shared ownership. This empowers individuals to own their work, contribute meaningfully, and communicate openly, supporting the University's sustainability and continuous improvement through efficient resource use, data-driven decisions, and a commitment to excellence. The impact of this leadership approach will be assessed annually via employee satisfaction and campus climate surveys to inform future initiatives.

Culture of Accountability. To strengthen student success and institutional effectiveness, the University is enhancing its *accountability culture*, shifting from external compliance to shared responsibility. This involves embracing data-informed decisions and continuous improvement at all levels. The updated [UP organizational chart](#) clarifies lines of accountability and reporting structures to ensure individuals and departments are informed of and held accountable for their contributions to the University's mission. Clarified accountability and reporting structures guarantee individuals and departments are informed of and responsible for their contributions to the University's mission.

Communication. The University recognizes that communication silos, at times, hinder collaboration, impede information flow, and negatively impact student success and institutional effectiveness. These barriers can lead to frustrated, uninformed employees, low morale, reduced productivity, and inefficient workflows, ultimately impeding the University's ability to achieve its goals. To enhance communication across the institution, a new [Communications Collective](#) has been created under the leadership of the new VP for Advancement, Marketing and Communications.

 **Assessment of Non-academic Departments.** The University recognizes the need to create a data-driven program to assess non-academic departments, focusing on efficiency and effectiveness. This initiative will involve establishing key performance indicators, collecting and analyzing relevant data, and developing action plans based on the findings. Departments will use this data to identify areas for improvement, optimize resource allocation, and enhance their overall contribution to the University's mission. This project is in preliminary stages with plans to have a draft policy to guide this work by fall of 2025.

 **Staff Advisory Council.** The [Staff Advisory Council's](#) (SAC) purpose and structure require reassessment to restore its original function. The SAC fosters staff dialogue, refines processes, encourages communication, and advises leadership on matters affecting employee working conditions and contributions to the University's mission and core values. Due to a drift in focus, this review will revitalize the council and ensure staff contributions align with current needs and strategic goals, recognizing staff's critical role in institutional sustainability.

In summary, the University is committed to fostering a culture of continuous improvement through enhanced communication, collaboration, and a comprehensive approach to assessment. The University recognizes the vital contributions of academic and non-academic departments to its mission and strives to create a campus environment where all voices are heard, information is shared transparently, and data-driven decision-making guides the path toward excellence. By embracing these principles, the University aims to strengthen its institutional effectiveness, enhance the student experience, and achieve its strategic goals.

Response to Issues Previously Requested by NWCCU

This section provides the University of Providence's responses to issues previously identified by the Northwest Commission on Colleges and Universities (NWCCU). It addresses *recommendations* stemming from two key evaluations:

- 2018 Mission Fulfillment and Sustainability Evaluation and NWCCU Action: This comprehensive review examined UP's alignment with its mission and its capacity for long-term sustainability (2020 Standards 1.B.2).
- Spring 2021 Mid-Cycle Review and NWCCU Action: This focused evaluation assessed UP's progress on specific areas identified in the 2018 evaluation and monitored ongoing compliance with accreditation standards (2020 Standard(s) 1.B.1; 1.C.6; 1.C.7; 1.D.2; and 1.D.3).

The following responses detail the actions the University took to address the recommendations and findings from these evaluations, demonstrating the University's commitment to continuous improvement and institutional effectiveness.

Recommendation 1: Spring 2018 Mission Fulfillment and Sustainability. Identify methods or indicators to define an acceptable threshold for mission fulfillment to determine *quality, effectiveness, and mission fulfillment* (2020 Standards 1.B.2).

The University recognizes the importance of defining mission fulfillment and establishing measurable indicators to assess its quality, effectiveness, and overall success. In response to this NWCCU recommendation, the University has undertaken a comprehensive process to identify methods and indicators that constitute an acceptable threshold for mission fulfillment. Details regarding this action, including specific indicators and assessment methods, can be found in [Standard 1.B.2](#) of this EIE self-study. Briefly, this process includes:

Mission Articulation and Alignment:

- **Refined Mission Statement.** The University has revisited and affirmed its mission statement to ensure it accurately reflects the University's core purpose, values, and aspirations.
- **Mapping to Strategic Pillars.** The mission statement is explicitly linked to the strategic pillars outlined in the new strategic plan, ensuring alignment between the University's overarching purpose and its operational goals ([Providence 100](#)).

Identifying Key Performance Indicators (KPIs):

- **Quantitative and Qualitative Measures.** The University has identified a set of KPIs that encompass both quantitative and qualitative data to capture the multifaceted nature of mission fulfillment. These indicators span areas such as:
 - Student Success. Graduation rates, retention rates, student satisfaction surveys, post-graduation outcomes (employment, graduate school placement).
 - Academic Excellence. Faculty qualifications, program assessments, student learning outcomes.

- Community Engagement. Service-learning participation, partnerships with community organizations, alumni engagement.
 - Catholic Identity. Integration of faith and learning in curricula, campus ministry activities, service to the community.
- Data Collection and Analysis.** The University is committed to systematically collecting and analyzing data related to these KPIs, utilizing a variety of sources, such as institutional research, student surveys, and faculty evaluations.

Establishing Thresholds and Benchmarks:

-  **Rubric: Mission Alignment.** A rubric to assess values and mission alignment has been drafted and incorporated into the Program Review Handbook.
- Data-Informed Targets.** Data-informed targets, based on historical data, peer comparisons, and best practices, define acceptable performance levels for each KPI and provide a framework for evaluating mission fulfillment.
- Continuous Improvement.** Recognizing mission fulfillment as ongoing, the University will regularly review and adjust these targets for continuous improvement.

These methods and indicators provide a clear, measurable framework for holistically assessing mission fulfillment. This demonstrates the University's commitment to its core purpose, evaluates its effectiveness, and ensures accountability to stakeholders and NWCCU.

Recommendation 2: Spring 2018 Mission Fulfillment and Sustainability. Establish indicators of achievement that are meaningful, assessable, and verifiable; and that form the basis for evaluating accomplishments of the objectives of its Core Themes (2020 Standards 1.B.2).

Clarification: The University of Providence has adopted a new strategic plan that utilizes a "Strategic Pillar" framework to organize its key priorities and goals. This *shift* from the previous thematic framework provides a more focused and action-oriented approach to achieving the University's mission and vision. While the presentation format has evolved, the University's core mission remains unchanged, continuing to emphasize its commitment to academic excellence, student success, and community engagement within its Catholic identity. The pillars within the strategic plan provide a roadmap for fulfilling this mission in a dynamic and evolving educational landscape, as outlined in [Standard 1.B.2](#).

Response. To ensure accountability and measure mission fulfillment progress, the University has established a robust framework of meaningful, assessable, and verifiable indicators (i.e. goals) for each Strategic Pillar. This transparent system evaluates initiative and strategy effectiveness, facilitates data-driven decisions, and promotes continuous improvement in pursuing the University's mission and strategic priorities. Indicators of achievement within the strategic plan are the specific, measurable, achievable, relevant, and time-bound (SMART) goals used to track progress toward the plan's goals and objectives. They provide concrete evidence that the planned strategies are working and that the organization is moving closer to its desired future state.

Meaningful. Goals directly relate to the core purpose and intended outcomes of the Strategic Pillar(s). They capture what is truly important and contribute to UP's mission fulfillment.

Assessable. Goals are measurable and quantifiable, allowing for data collection and analysis. Data sources are readily available and consistently tracked.

Verifiable. Goals are based on objective evidence and verifiable data, ensuring accuracy and minimizing subjectivity in evaluation. Data should be collected through reliable methods and validated through multiple sources when possible.

By adhering to these principles, the University ensures that its indicators provide a robust and transparent framework for evaluating progress, identifying areas for improvement, and demonstrating accountability in achieving its strategic goals.

Recommendation 1: Spring 2021 Mid-Cycle Review. *Develop a system of regular, systematic evaluation* of co-curricular programs, including the use of disaggregated data, for student success and program alignment with the mission and Core Themes of the institution (2020 Standard(s) 1.B.1; 1.C.7; 1.D.2).

Clarification: The University of Providence has adopted a new strategic plan that utilizes a "Strategic Pillar" structure to organize its key priorities and goals. This shift from the previous thematic framework provides a more focused and action-oriented approach to achieving the university's vision. While the presentation format has evolved, the University's core mission remains unchanged, continuing to emphasize its commitment to academic excellence, student success, and community engagement within its Catholic identity. The pillars within the strategic plan provide a roadmap for fulfilling this mission in a dynamic and evolving educational landscape, as outlined in [Standard 1.B.2](#).

1.B.1. The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.C.7. The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

1.D.2. Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

 **Co-Curricular Assessment.** The University acknowledges NWCCU's recommendation to develop a system for assessing co-curricular activities and recognizes that it has a *significant gap in progress* toward this goal. The University understands the importance of addressing this gap and is committed to taking concrete steps to rectify this shortcoming. The institution has initiated the following actions:

- **Gap Analysis.** The University conducted a thorough internal review of its current practices related to co-curricular activities, which revealed a lack of formal assessment mechanisms and a need for clearer definitions of learning outcomes. (Responsible Party: Director of Institutional Effectiveness).
- **Dedicated Task Force.** A dedicated task force will be formed (Spring 2025), composed of faculty, staff, and student representatives, with the explicit mandate to develop a comprehensive co-curricular assessment plan. This team will be *led* by Dr. Joel Blume, Vice President for Student Engagement and Athletics. This task force is charged with:
 - **Spring 2025:** Conducting a literature review of best practices.
 - **Summer 2025:** Defining (SMART) learning outcomes for co-curricular activities.
 - **Fall 2025:** Identify and pilot a variety of assessment methods appropriate for different types of activities.

The University will establish a fully operational co-curricular assessment program by Fall 2025. This system will measure the impact of co-curricular activities on student learning, ensuring alignment with institutional goals and contributing to long-term sustainability. This data will inform resource allocation, enhance program quality, and demonstrate the value of co-curricular engagement, strengthening institutional effectiveness and demonstrating a commitment to continuous improvement.

Recommendation 2: Spring 2021 Mid-Cycle Review. Continue to diligently instill a culture of evidence, including the use of widely available disaggregated data, for the purpose of evaluating student achievement and institutional accomplishments (2020 Standard(s) 1.B.1; 1.C.6; 1.D.3).

1.B.1. The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.C.6. Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

1.D.3. The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated

indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision-making, and allocation of resources.

 The University of Providence is committed to a culture of evidence, prioritizing data-informed decisions and continuous improvement. Through rigorous review of its strategic plan ([Providence 100](#)) and associated standards, the University demonstrates its dedication to student success and institutional effectiveness. Meaningful, assessable, and verifiable indicators provide a transparent framework for evaluating progress and identifying growth areas. This fosters public accountability, encourages data-driven decisions, and improves student outcomes and institutional effectiveness, creating a continuous cycle of assessment, planning, and improvement focused on student learning.

 **Culture of Evidence.** Instilling a culture of evidence requires shifting to data-informed decision-making to improve student learning. The University is committed to moving beyond intuition, embracing a systematic approach to evaluating student achievement. To this end, the University will provide robust professional development and resources, empowering faculty to use data to inform teaching, curriculum design, and student support.

Commitment to Transparency. Open communication and transparency are *fundamental to university sustainability*. These practices empower stakeholders to engage meaningfully in planning and decisions by fostering shared understanding. Transparent communication about resources, priorities, and metrics enables data-driven decisions and promotes accountability. This facilitates efficient resource use, strengthens trust, and builds collective ownership—essential for long-term institutional health.

Approach. To instill a culture of evidence, together with faculty and staff, Senior Leadership are creating an environment (i.e. Organizational Culture) in which:

- Data-informed decision-making is valued and practiced at all levels.
- Data collection and analysis informs strategic decision making and further, ensures easy access to relevant information for faculty, staff, and administrators.
- Data transparency, data sharing and open dialogue are identified as crucial for success.
- Use of disaggregated data is enhanced.

In summary, the University is dedicated to fostering a culture of evidence across all departments. Data-informed decision-making is crucial for continuous improvement, effective resource allocation, and achieving strategic goals. To support this, the University will empower faculty and staff with data analysis skills through professional development, access to tools, and expert support. This data-driven approach will enhance student success, promote transparency, and ensure evidence guides the path toward excellence.

Standard 1A: Student Success and Institutional Mission and Effectiveness

1.A.1. The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The institution demonstrates a clear commitment to student success, prioritizing equity and closing achievement gaps. This commitment is reflected in a well-defined mission statement, measurable benchmarks, and meaningful student learning and achievement indicators. All programs align with the institution's mission, providing clear outcomes, such as degrees, certificates, credentials, employment, or transfer opportunities. The institution systematically assesses its programs to remain current, enhance teaching and learning, and achieve stated student learning outcomes for all students, focusing on underrepresented and first-generation students.

Grounded in the Catholic intellectual tradition and its commitment to the pursuit of truth, the University of Providence's mission statement articulates the University's dedication to both faith and reason. It defines the institution's broad educational purposes, emphasizing the holistic development of students—intellectually, spiritually, and morally. Central to this mission is an unwavering commitment to student learning and achievement, fostering an environment where knowledge is pursued rigorously, critical thinking is cultivated, and individual potential is nurtured in the service of God and humanity. The University's mission statement was reaffirmed in December of 2023 by the Board of Trustees.

[University of Providence Mission Statement](#)

“As an expression of the teaching mission of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal education for living and for making a living.”

The University is committed to continuously forming students, faculty, and staff in spirit, mind, and body. This commitment is grounded in the [core values](#) of *dignity, compassion, integrity, excellence, justice, and* the charism of the Sisters of Providence: *humility, simplicity, and charity*. The University community strives to nurture the divine light within each person by promoting academic rigor, athletic excellence, community advocacy, and the advancement of the common good.

Faithful to the Providence tradition, which recognizes God's presence among the poorest and most excluded, the University offers a broad range of community-based programs. These programs prioritize student development as scholars and citizens, while embodying the institution's commitment to those marginalized by society. Through community action—including service immersion, direct service, advocacy, and outreach—the University plays an integral role in the personal formation of students, preparing them for lives of citizenship, service, and leadership.

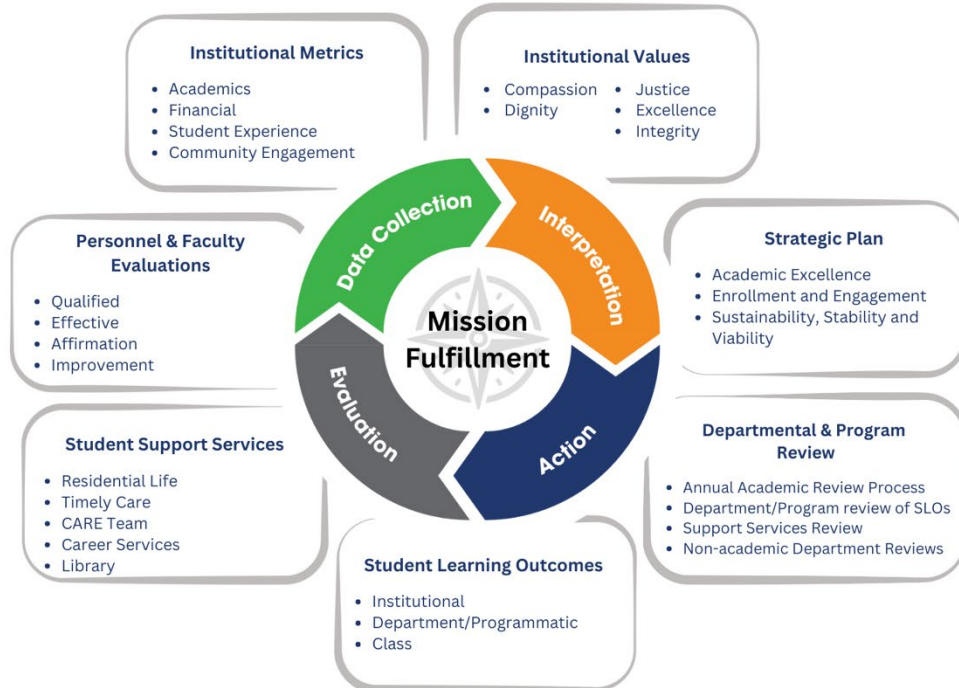
Standard 1B: Improving Institutional Effectiveness

1.B.1. The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

The University of Providence is committed to continuous improvement through comprehensive institutional assessment, encompassing student learning outcomes, achievement, and support service quality. The [Providence 100](#) strategic plan presents a blueprint for action and change to make this vision a reality.

Providence Compass. The University's Providence Compass process (data collection, evaluation, interpretation, and action) demonstrates NWCCU Standard 1.B.1 by assessing institutional effectiveness, including student learning, achievement, and support services. This data-informed Continuous Quality Improvement (CQI) process identifies areas for affirmation or improvement, creating a feedback loop with the strategic plan for ongoing enhancement of student success.

Providence Compass



Mission Centered

At the University, mission fulfillment guides decisions, shapes actions, and inspires the institution's commitment to student success, academic excellence, and community engagement. It represents the successful realization of the University's purpose and values, aligning activities, programs, and resources with its mission to achieve measurable outcomes and positively impact students and the community.

Process Focused

Providence Compass CQI is a cyclical process designed to foster continuous improvement. This dynamic approach involves the systematic collection and interpretation of data, implementation of targeted actions, and evaluation of action effectiveness. Details regarding each step of the process are provided below.

Data Collection. The University collects data through a multi-faceted approach to gain comprehensive information on student learning and experiences. Quantitative data, like grades and graduation rates, are drawn from existing sources. Qualitative data are gathered through student surveys, focus groups, and interviews with faculty and staff. This ongoing process allows for continuous monitoring and improvement of academic programs and student support services.

Interpretation. The University utilizes a variety of analytical techniques to interpret data gathered from diverse sources, including student surveys, academic performance records, and institutional research. This process involves identifying trends, patterns, and insights that inform strategic planning, resource allocation, and program evaluation.

Action. Data insights are translated into action to drive improvements across campus. This includes enhancing academics based on student learning outcomes, improving student support using retention data, optimizing resource allocation through financial analysis, and guiding strategic planning with program and market data.

Evaluation. Critical for continuous improvement and mission alignment, evaluation involves a comprehensive review of quantitative and qualitative data, including student learning outcomes, program assessments, and stakeholder feedback. Guided by the University's Catholic identity, this process fosters self-assessment and ongoing dialogue to identify strengths, areas for improvement, and opportunities for innovation in fulfilling the University's mission.

Providence Compass Data Sources

Institutional Metrics. A variety of institutional metrics are used by the Board of Trustees, Senior Leadership, and other administrators to measure the health of the institution and guide future planning and initiatives. The University tracks a variety of institutional metrics to assess performance and progress. *Academic metrics* include student success indicators like graduation and retention rates, as well as measures of academic quality, such as the number of accredited programs and faculty with terminal degrees. *Financial metrics* focus on stability, including operating margin and endowment size, along with affordability for students, such as average student debt and financial aid

packages. The *student experience* is evaluated through satisfaction surveys, engagement in co-curricular activities, and campus climate assessments. *Community engagement* is measured by the number of partnerships, participation in service-learning projects, community service involvement, and the institution's reputation and brand awareness.

Institutional Values. Grounded in the heritage of the Sisters of Providence, the University is guided by core values—excellence, compassion, justice, stewardship, and respect—which shape its identity and commitment to academic excellence and mission fulfillment. These values are woven into academics, student life, and community engagement, serving as a framework for ethical decision-making, guiding behavior, and shaping the University's culture, fostering continuous improvement and a transformative educational experience.

- **Compassion.** Offer comfort to those in need, nurturing spiritual, emotional, and physical well-being. Accompany those who suffer.
- **Dignity.** Value and celebrate the gifts in one another, respecting the inherent dignity of every individual. Every interaction is a sacred encounter.
- **Justice.** Foster unity and reconciliation, caring wisely for people, resources, and our earth. We stand in solidarity with the vulnerable, working to remove oppression.
- **Excellence.** Set high standards, striving to improve health and quality of life through transformation and innovation. We commit to compassionate, safe, and reliable care.
- **Integrity.** Be accountable, doing the right things for the right reasons. We speak the truth with courage and respect, pursuing authenticity with humility.

Strategic Plan. At the University, strategic plans are created and implemented in five-year cycles and serve to provide an ongoing template for planning and assessment of mission fulfillment. The most recent iteration is the 2023-2028 Strategic Plan, **Providence 100**, with specific goals for each pillar and initiatives, which include objectives, activities and metrics. Appropriate individuals serve as “responsible agents” and provide oversight in meeting the goals for each initiative based on established metrics. The development and monitoring of the current strategic plan are discussed in more detail in **Standard 1.B.2**.

To ensure transparency and accountability, progress on the strategic plan is reported to the **Board of Trustees** on a quarterly basis using the **Strategic Plan Board Dashboard**. Department directors are responsible for collecting relevant data, evaluating progress toward meeting their designated goals, and reporting their findings to the **Strategic Planning Oversight Committee** (SPOC) on a quarterly basis. This committee, then, compiles a comprehensive report that is presented to the Board, highlighting key achievements, challenges, and adjustments to the plan as needed. This process ensures ongoing monitoring, evaluation, and continuous improvement of the strategic initiatives.

 **Department/Program Review.** Academic departments and programs participate in an annual review process that includes examining institutional data disaggregated by department, as well as data collected by individual departments as part of their ongoing assessment efforts. The review also requires departments and programs to assess each of their student learning outcomes (SLOs) at least once every five years and reflect on key changes and recommendations for improvement for the coming year. Academic departments and program assessment are described in more detail in [Standards 1.C.5](#) and [1.C.7](#).

Student Learning Outcomes. Student learning outcomes (SLOs) are regularly assessed at the institutional, department and program, and individual class level. At the institutional level, SLOs are assessed via the General Education (GE), or Core curriculum, outcomes. This process is discussed in greater detail in [Standard 1.C.6](#). Departments/programs have SLOs specific to their discipline and/or programs that are assessed regularly through the review of department-specific data (see [Standard 1.C.5](#)).

 **Personnel Evaluations.** Employee evaluations at the University are crucial for ensuring that *qualified* and competent individuals thrive and contribute to the University's mission. While faculty, staff, and administration have distinct evaluation processes (detailed in Standard 2.F.4 of the 2024 UP PRFR), each system is designed to assess effectiveness, provide valuable feedback, and encourage both affirmation and improvement. These evaluations help employees understand their performance, recognize their strengths, and identify areas for growth, ultimately contributing to their professional development and the University's success.

 **Support Services.** The University provides comprehensive student support services designed to foster holistic student development and success. These services include inclusive residential life programs promoting personal growth, well-being services addressing mental, physical, and emotional health, and a dedicated advocate and counselor to assist students with various challenges. Through TimelyCare, students have 24/7 access to virtual medical and mental health support, basic needs assistance, and health coaching. The CARE Team provides early intervention for students experiencing difficulties, while Career Services helps students prepare for life after graduation. Finally, diverse co-curricular activities and events foster belonging and enhance the overall student experience. The planned assessment of co-curricular activities is presented in section [Recommendation 1: Spring 2021 Mid-Cycle Review](#).

Support services departments represented by Academic Affairs include Distance Learning and Institutional Technology, Center for Academic Success, Instructional Design and Technology, Library, Writing Center, TRIO, Disability Services, Institutional Effectiveness, Institutional Research, and Office of the Registrar. Data collected across these areas are regularly reviewed by designated stakeholders. This analysis leads to either confirmation of successful mission fulfillment or identification of areas needing improvement. This cycle of data collection, analysis, and action repeats annually,

ensuring continuous improvement. Effective communication throughout the process is crucial for achieving objectives and benchmarks.

Allocation of Resources Based on Ongoing and Systematic Evaluation and Planning.

The University uses systematic evaluation and planning to enhance efficiency and resource allocation. Data analysis across all areas informs decisions about resource allocation, program development, and strategic initiatives, supporting student learning, operational efficiency, and the University's mission. This data-driven approach ensures effective resource use and adaptability within the changing higher education landscape, contributing to long-term sustainability. An overview of the University's collaborative Budget Allocation Process is presented below:

The University's annual budget process begins in January, with departmental budget managers developing operating budgets based on the prior year and anticipated needs. These are collaboratively prepared with staff and supervisors, then submitted to area vice presidents and the Finance Office. New requests (equipment, personnel, projects) are submitted to the budget committee, which evaluates them based on strategic alignment, resources, and growth models before forwarding approved proposals to Senior Leadership and the Board of Trustees.

HR and Finance jointly develop the personnel budget for existing positions, using CUPA-HR data to benchmark salaries and adjust scales. Operational and personnel budgets are compiled at all levels and reviewed by Senior Leadership. The President and CFO review the draft budget, seeking feedback from the Board Chair and Finance Sub-Committee Chair.

In April, the final draft is presented to the Finance Sub-Committee, which recommends adjustments before presenting to the full Board of Trustees for approval in late April or early May. After approval, the budget is communicated to the University community and entered into Jenzabar, providing budget managers with real-time access to their financial data. The Finance team collaborates with budget managers and vice presidents to address any budgetary concerns.

Affirmation or Improvement. This CQI phase reflects the University's commitment to ongoing growth, aligned with its mission and values. By celebrating successes and identifying areas for enhancement, the University fosters continuous learning and improvement, driven by a commitment to educational excellence grounded in Catholic social teaching. This cycle of reflection and action ensures a transformative educational experience, thus nurturing student growth while remaining responsive to evolving needs and upholding the University's Catholic identity.

In summary, the University is dedicated to continuous improvement in all areas, including student learning, achievement, and support services. Through a systematic process of evaluation and planning, the University assesses its effectiveness, allocates resources strategically, and refines its practices to enhance student success. This

commitment to ongoing assessment and improvement ensures the University is consistently evolving to best serve its students and fulfill its mission.

1.B.2. The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

The University of Providence is committed to *setting and articulating meaningful goals, objectives, and indicators* that clearly define mission fulfillment and drive institutional improvement. The University recognizes the importance of contextualizing its performance within the broader landscape of higher education, and therefore regularly compares its progress with regional and national peer institutions. This process of goal setting, assessment, and benchmarking ensures that the University remains accountable to its mission, stakeholders, and the NWCCU while striving for continuous improvement in its educational programs and services.

Prior Strategic Plan. The University has meticulously used its *past strategic plan* (2018-2023) as a foundation for its current plan. This involved a comprehensive evaluation of past performance, including analyzing metrics, conducting periodic reviews, and identifying gaps in achieving desired outcomes. By actively engaging internal and external stakeholders, the University gathered valuable feedback to inform its future direction. Lessons learned were categorized into successful initiatives to expand upon, areas needing improvement, and emerging opportunities to embrace. The new plan maintains alignment with the University's mission and vision, reaffirming core values and prioritizing mission-driven goals. It also incorporates a commitment to continuous improvement through ongoing assessment, adaptability, and accountability at all levels. This process has led to tangible improvements like enhanced student support systems, strengthened community partnerships, and a greater focus on assessment and sustainability goals.

Providence 100

Inspired by its heritage and mission to provide a well-rounded education that prepares students for both life and career, the University launched a new strategic planning process, culminating in "[Providence 100](#)." A diverse 14-person committee, facilitated by an external academic expert, engaged in a year-long process of gathering community input and developing a comprehensive five-year plan. This plan includes a vision statement aspiring to empower students to flourish through an innovative, student-centered experience within an inclusive, mission-driven community, preparing them to make a positive impact. To achieve this vision, "Providence 100" is built on three fundamental pillars, each with specific objectives and actionable goals to guide decision-making and resource allocation over the next five years, ensuring the University's efforts are aligned with its mission and focused on a transformative educational experience for all students.

Meaningful Goals, Objectives, and Indicators

To ensure its continued success and mission fulfillment, the University has undertaken a comprehensive process to establish *meaningful goals, objectives, and indicators* aligned with its "[Providence 100](#)" strategic plan. This process, driven by collaborative efforts through shared governance, involved gathering input from various stakeholders across campus to identify key priorities and aspirations. The resulting goals, objectives, and indicators provide a roadmap for the University to achieve its mission and vision, while also serving as a framework for assessment and continuous improvement. This data-informed approach demonstrates UP's commitment to institutional effectiveness and accountability.

Providence 100: Strategic Pillars and Objectives

Informed by previous accreditation standards, the strategic planning documents identify Strategic Pillars that describe the desired *future alignment* with the University's Vision Statement:

The University of Providence empowers students to flourish through an innovative student-centered experience within our inclusive, mission inspired community, preparing them to make a positive difference.

While the Strategic Pillars identify distinct areas centrally related to mission fulfillment, they also prioritize *meaningful objectives and goals* identified by the Strategic Planning Committee as key for each Pillar.

 **Pillar 1: Academic Excellence.** The University educates a diverse range of communities and individuals in programs ranging from certificates to advanced graduate degrees. The institution forms graduates who serve their professions and communities with knowledge, compassion, and understanding in pursuit of the common good. *The goal of these actions* is to cultivate a thriving learning community that provides a transformative, values-based education, empowering students to excel professionally, contribute meaningfully to society, and live purposeful lives.

Objectives. Four key objectives work to ensure high-quality educational experiences and outcomes.

- **Academic Mission Integration.** Programs draw on the University's heritage and mission as a Catholic liberal arts university to meet the changing needs and faces of the community.
- **Program Academic Quality.** Quality academic programs prepare students to be professionally prepared, career-ready, resilient, reflective, and able to adapt to an ever-changing world.
- **Achievement Gaps.** Through a comprehensive network of student support services, the University serves the underserved by attending to students' academic, personal, and spiritual needs.
- **Community Outreach and Education.** Responding as the Sisters of Providence did to meet human needs as they presented themselves in communities in which they served, the University engages with both local and regional communities in mutually enriching partnerships.

 **Pillar 2: Student Enrollment and Engagement.** The University embraces strategies and practices, aligned with its mission, vision, and core values, which are designed to support the University student experience. The University recruits, retains, and develops students to achieve favorable enrollment outcomes for the University and enhances the overall student experience. *The goal of these efforts* is to cultivate a supportive and engaging learning environment that attracts, retains, and develops students holistically, leading to their academic success, personal growth, and overall well-being.

Objectives. These objectives center on fostering a vibrant and supportive campus community that attracts and retains students.

- **Academic Excellence and Program Development.** The University grows and supports student enrollment through academic excellence and program development.
- **Co-curricular Programs and Student Support Services.** The University develops and assesses co-curricular programs and student support services to ensure that offerings enrich the University community, assist students in becoming independent and confident learners, foster a sense of belonging, support enrollment growth for all students, and contribute to whole-person formation.
- **Well-being and Holistic Health.** The University values and understands the importance of student well-being and holistic health. The community works to identify and address gaps in mental, physical, emotional, and spiritual health and offers programs and services that promote well-being.
- **Marketing, Admissions, and Financial Aid.** The University improves the effectiveness of marketing, admissions, and financial aid programs that also address affordability for students.

 **Pillar 3: Sustainability, Stability, and Viability.** The University implements support practices that demonstrate its understanding of and commitment to the University's objectives and goals of providing education and formation. This is achieved by focusing on future viability by cultivating collaboration and creating structures within and across academic and institutional areas to support a culture and operating model that is mission-inspired, innovative, adaptable, and committed to a fiscal responsibility to the signs and needs of the times. *The goal of these actions* is to ensure the long-term sustainability and vitality of the University by fostering a collaborative, adaptable, and mission-driven culture that effectively stewards resources and strengthens the University's position within the community.

Objectives. These objectives are focused on ensuring the long-term health and resilience of the University.

- **Resource Allocation.** The University creates an intentional plan for the allocation of resources centered in stewardship.
- **Employee Recruitment, Development, and Retention.** The University recruits and develops University faculty and staff, with a focus on the unique talents and needs of the student population to become a unified, mission-led community.

- **Community and Partner Engagement.** The University devises and executes a collaborative and multi-level outreach and engagement strategy to positively position the University of Providence.
- **Branding.** The University understands and stays true to the University brand image and strengthens its character by promoting and celebrating past, current, and future success.

Improving Institutional Effectiveness through Comparison

The University actively seeks to improve its effectiveness by regularly comparing its performance with regional and national peer institutions. This benchmarking process involves analyzing data on key performance indicators, such as student success, retention, graduation rates, and financial health. By comparing its performance with similar institutions, the University gains valuable insights into best practices and innovative approaches to enhance its educational programs, student support services, and overall institutional effectiveness. This commitment to benchmarking ensures that the University remains competitive and relevant and continuously strives for excellence in higher education.

Peer and Aspirational Comparator Selection at the University of Providence. The University employs a comprehensive process for selecting peer and aspirational comparator institutions to guide its strategic planning and institutional assessment. This process involves a careful analysis of internal data, external resources, and institutional priorities to identify institutions that provide meaningful benchmarks for comparison. To ensure relevant comparisons, the University prioritizes four key criteria when selecting peer institutions:

- **Private Ownership.** Peers should share a similar governance structure and funding model.
- **Not-for-Profit Status.** This ensures alignment in mission and focuses on serving students rather than generating profit.
- **Religious Affiliation.** Peers with a religious affiliation, particularly Catholic institutions, offer valuable insights into integrating faith and learning, developing mission-driven programs, and fostering a values-based campus culture.
- **Comparable Enrollment.** Institutions with similar enrollment sizes provide a relevant context for comparing student demographics, resource allocation, and institutional challenges.

While ideally all four criteria are met, the University recognizes that flexibility is necessary. At a minimum, three of the four criteria should be present for an institution to be considered a peer. This allows for a diverse yet relevant peer group. For certain comparisons, particularly those related to Core curriculum design, first-year experience programs, and mission integration, the University focuses on Catholic institutions that meet the other criteria. This refined selection allows for deeper analysis and understanding of best practices within the context of shared values and mission.

Aspirational Comparator Selection. In addition to peer institutions, the University identifies aspirational comparators—institutions that represent their long-term goals and

aspirations. These institutions may excel in areas such as academic reputation, student outcomes, fundraising success, or mission integration. By studying these institutions, the University gains valuable insights into strategies and best practices that can inform its own pursuit of institutional excellence.

Ongoing Review and Refinement. To ensure ongoing relevance and effectiveness in strategic planning and institutional assessment, the University regularly reviews and refines its selection of peer and aspirational comparator institutions. This dynamic process involves analyzing trends in higher education, evaluating shifts in institutional priorities, and considering the evolving landscape of peer and aspirational institutions. By staying abreast of these changes, the University ensures its comparisons remain valid and informative, enabling it to accurately benchmark progress and set ambitious yet attainable goals for the future.

Updated List of Peer and Aspirational Comparators. In Fall 2024, the Senior Leadership Team revised a set of peer comparison institutions, provided in Table 1.B.2. With the understanding that several institutions on this list are more aspirational than peer, this group of comparison institutions shares similarities to the University and will be used regularly by administrators when examining and evaluating IPEDS data in efforts to improve effectiveness as determined by the institutions key performance indicators and represented in its institutional dashboards.

Table 1.B.2. Peer/Aspirational Comparators

Peer	Aspirational
Briar Cliff University	Creighton University
Carroll College	Regis University
Clarke College	St. Catherine University
Clarkson College	
College of St. Benedict- St. John's University	
College of Saint Mary	
Dakota Wesleyan University	
Loras College	
Rocky Mountain University	
Puget Sound University	

In summary, the University establishes clear and ambitious goals, objectives, and performance indicators to guide its progress and measure its success in fulfilling its mission. These metrics are thoughtfully considered within the context of regional and national peer institutions, allowing for meaningful comparisons and continuous improvement. This data-driven approach ensures the University remains focused on its core purpose while striving for excellence and remaining competitive within the higher education landscape.

1.B.3. The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The University of Providence embraces a culture of continuous improvement and recognizes the importance of inclusive planning processes to achieve its mission and strategic goals. In alignment with NWCCU Standard 1.B.3, the University demonstrates that its planning process actively involves diverse stakeholders, allocates resources strategically, and results in measurable improvements in institutional effectiveness. This commitment to inclusive and data-informed planning ensures that the University remains responsive to the needs of its students, faculty, and community while pursuing its vision for the future.

Inclusive Planning Process. The University operates with a well-defined structure of collaborative decision-making, as guided by the Board of Trustees' [shared governance policy](#), which values the inclusion of faculty, staff, and administrators in the decision-making process while also implementing measures that promote transparency and encourage participation. A recent *example* of inclusive planning is the process used for the creation of [Providence 100](#), described below.

Opportunities for Stakeholder Input. The University believes that inclusive and transparent strategic planning is crucial for achieving shared goals. To ensure diverse perspectives were represented, the University actively sought input from a wide range of stakeholders throughout the planning process. This included conducting surveys and focus groups with students, faculty, staff, alumni, and community members, as well as holding open forums and meetings to encourage dialogue and feedback. By incorporating these diverse voices, the University developed a strategic plan that reflects the needs and aspirations of its entire university community.

Resource Allocation. The University optimized resource allocation for quality and efficiency by implementing baseline budgeting focused on strategic initiatives and program strengthening. The 3-year plan and annual budget process have been redefined to improve forecasting and resource allocation for strategic initiative implementation. Long-term growth plans will prioritize future campus needs, such as residence hall capacity, over immediate demands.

Improved Institutional Effectiveness. While still in the early stages of implementation, preliminary results from the strategic plan are promising ([Strategic Planning Oversight Committee Dashboard](#)). Key performance indicators show positive trends in mission alignment and academic program review, and community partnerships. The University is confident that its continued focus on these initiatives, combined with ongoing monitoring and evaluation, will lead to sustained improvements in institutional effectiveness and achieving long-term goals.

In summary, institutional planning is built upon inclusivity, transparency, and a commitment to continuous improvement. The University actively engages diverse stakeholders, allocates necessary resources, and utilizes data-driven assessment to ensure its planning efforts enhance institutional effectiveness and achieve its strategic goals.

1.B.4. The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The University of Providence comprehensively monitors its internal and external environments at the governance level. This is achieved through established procedures, reports from standing committees, and agenda items addressed at the quarterly Board of Trustees meetings. The [Board of Trustees](#) comprises diverse individuals with expertise in various fields, providing a broad perspective on external environments. This allows the Board to effectively monitor the institution's health and capacity to adapt and thrive within the dynamic landscape of higher education.

Monitoring of Internal and External Environment

Providence 100. Before the strategic planning retreats, participants receive relevant articles and data to gain valuable insights into the current state of higher education and emerging trends. The [Senior Leadership](#) also provided comprehensive information on the University's internal landscape. This approach ensured that strategic planning was informed by a thorough understanding of internal and external environments. To further enhance the Board of Trustees' effectiveness and awareness, standing committees utilized a data dashboard to monitor the progress of the Strategic Plan within their respective areas of responsibility. This tool provides real-time data and facilitates ongoing assessment and informed decision-making.

Community Advisory Boards. Several academic departments actively engage external expertise to ensure their programs remain relevant and responsive to evolving industry needs. Departments such as Education, Healthcare Administration, and Paralegal Studies utilize advisory boards composed of accomplished professionals and subject-matter experts. These boards provide invaluable insights into current trends, best practices, and emerging challenges within their respective field.

This direct engagement with industry leaders enables programs to:

- Align curriculum with workforce demands: Advisory boards offer guidance on curriculum development, ensuring that students acquire the knowledge and skills necessary for success in their chosen professions.
- Enhance program quality: By providing feedback and recommendations, advisory boards contribute to continuous program improvement and ensure alignment with professional standards.
- Strengthen community partnerships: Collaboration with professionals fosters mutually beneficial relationships, creating opportunities for internships, mentorships, and career pathways for students.

This commitment to *external engagement* demonstrates the University's dedication to providing high-quality, career-relevant programs that prepare graduates to excel in their fields.

Exemplar: The Master's in Healthcare Administration program's newly created [Community Advisory Board](#) (Fall 2024) recently established a dedicated board that is now providing guidance on [curricular revisions](#) to better meet the needs of the practice setting.

🏛️Enrollment Consultant. Ruffalo Noel-Levitz (RNL) provides crucial support for the University's Strategic Enrollment Plan (SEP) through market research and data analysis, student search and recruitment, and enrollment management consulting. These services inform the University's understanding of its internal and external environments, enabling data-driven decisions to optimize operations and navigate the changing higher education landscape.

🏛️Shared Governance. As the cornerstone of decision-making at the University, [shared governance](#) fosters a collaborative environment where faculty, staff, and administration contribute their expertise and perspectives to shape the University's direction. UP's commitment to shared governance is reflected in the following ways:

Clearly Defined Structures:

- **Faculty Senate.** Serves as the primary voice of the faculty, providing input on academic policies, curriculum, and faculty affairs.
- **Staff Council.** Chartered to represent the interests of staff members, offering recommendations on policies and procedures that affect their work environment.
- **University Committees.** Numerous committees composed of faculty, staff, and administrators address specific areas, such as curriculum development, budget planning, and student affairs.

Transparent Processes:

- **Open Communication:** The University maintains open communication channels to ensure that information flows freely between different governance groups.
- **Accessible Meeting Minutes:** Minutes from the Faculty Senate, Staff Council, and committee meetings are readily accessible to the campus community.
- **Regular Forums:** The University provides opportunities for open forums to encourage dialogue and gather input from the broader campus community.

Collaborative Decision-Making:

- **Policy Development:** UP's shared governance structures play a key role in developing and revising university policies.
- **Strategic Planning:** Faculty, staff, and administrators collaborate in the strategic planning process, ensuring that diverse perspectives inform UP's future direction.
- **Problem-Solving:** Shared governance provides a platform for collaborative problem-solving, allowing the University to address challenges and leverage opportunities effectively.

UP's commitment to shared governance fosters a culture of transparency, inclusivity, and collaboration, ensuring that all voices contribute to the University's ongoing success. This approach strengthens UP's ability to adapt to change, make informed decisions, and fulfill its mission in a dynamic environment.

Standard 1.C: Student Learning

1.C.1. The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials, and include designators consistent with program content in recognized fields of study.

The University of Providence is committed to offering high-quality, mission-aligned academic programs that equip students for success. Undergraduate programs combine a strong liberal arts foundation ([Standard 1.C.6](#)) with focused curricula in students' chosen fields. Graduate programs provide advanced professional training, distinguished from undergraduate degrees by coursework, research, and application.

 **Academic Master Plan.** Under the leadership of the new provost, Dr. Caroline Goulet, university faculty are actively developing a comprehensive [Academic Master Plan](#) (AMP) to guide its future academic direction and ensure continued excellence in teaching, learning, service, and scholarship. This plan will serve as a roadmap for enhancing existing academic programs, exploring new program development, and fostering a vibrant intellectual community on campus. Furthermore, the AMP will be intrinsically linked to the University's commitment to *sustainability*, ensuring that academic offerings and resources are utilized responsibly to support the long-term health and viability of the institution. The purpose of the AMP is to utilize evidence to co-create transparently the priorities for the divisions of Academic Affairs.

Program Content and Rigor. Academic programs are designed to fulfill the University's mission and culminate in the achievement of clearly defined student learning outcomes. These programs lead to certificates and collegiate-level degrees.

- **Certificates:** Certificate programs are intentionally designed to align with the University's mission and equip students with specific skills and knowledge. They culminate in the achievement of clearly defined learning outcomes that prepare students for career advancement or further education.
- **Undergraduate programs:** Grounded in a strong liberal arts curriculum (as detailed in [Standard 1.C.6](#)), undergraduate programs provide a well-conceived and progressive educational experience that guides students toward their chosen degree.
- **Graduate programs:** Graduate programs offer advanced training in specialized areas of professional practice. They are distinguished from undergraduate programs through distinct coursework, an emphasis on research, and practical application of knowledge.

Rigorous Curriculum Design. Every program is built upon a foundation of academic rigor. Curricula are carefully structured to encourage deep engagement with subject matter, practical application, and critical thinking.

- **Progressive Learning.** Courses within each program are intentionally sequenced to build knowledge and skills incrementally.

Example: In the nursing program, students begin with introductory courses in basic nursing and progress to delivering patient care through the nursing process.

- **Application and Critical Thinking.** Coursework across all disciplines—from mathematics to the social sciences—challenges students to think critically, synthesize information, and apply their knowledge to real-world problems. This approach prepares students for professional careers and advanced studies.

Clearly Defined Student Learning Outcomes. These outcomes ensure students acquire the essential knowledge and skills to succeed in their chosen field.

- **Measurable and Aligned with Professional Standards.** Learning outcomes are measurable and directly aligned with the professional competencies expected in each discipline. For instance, nursing students must demonstrate proficiency in analyzing patient care data, delivering nursing care, and communicating findings to the care team. Meanwhile, social science students develop a deep understanding of societal structures and research methodologies.
- **Transparency and Focus.** By establishing clear learning outcomes, students across all programs understand the expectations for their academic journey and can focus their efforts on achieving these goals.

Professional Alignment. The University is committed to ensuring all programs remain *relevant and aligned* with current professional standards.

- **Systematic Academic Program Review Process.** The University employs a systematic program review process to assess and update all academic programs every five years. This ensures that the curriculum reflects each field's evolving needs and expectations, incorporating the latest practices, technologies, and research.
- **Collaborative Approach.** Faculty, program directors, and academic leadership collaborate with community members to ensure that course content and learning outcomes remain current and rigorous. This ongoing process ensures that students receive an education that prepares them for success in their chosen careers.

Clear and Consistent Program Designations. All academic programs utilize clear and consistent designators that accurately reflect the program's content, rigor, and professional alignment.

- **Clarity.** Program names and descriptions accurately reflect the content and focus of the program.
- **Consistency.** Consistent terminology and naming conventions are utilized across all programs and platforms
- **Accuracy.** Program names align with recognized fields of study and accurately represent the credentials earned (e.g., Associate of Arts, Bachelor of Science).
- **Transparency.** Program requirements, learning outcomes, and career pathways are clearly and readily accessible.

In summary, the University offers high-quality, mission-aligned academic programs—associate's degrees, bachelor's degrees, master's degrees, and certificates—designed to equip students for success. These programs feature rigorous content, clear learning outcomes, and appropriate degree designations, ensuring high quality and preparing students for careers and lifelong learning.

1.C.2. The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

The University of Providence is committed to awarding credits, degrees, certificates, and other credentials for programs that reflect substantial student learning and achievement. UP's programs are thoughtfully designed to ensure an appropriate breadth, depth, sequencing, and synthesis of learning, culminating in demonstrable student learning outcomes. This approach ensures that UP's credentials signify meaningful accomplishments and prepare students for success in their chosen fields.

 **Corps of Discovery (COD).** The University offers a first-year experience course, the [Corps of Discovery](#), to support student success and personal growth. COD familiarizes students with campus resources, engages them in the University's mission, and emphasizes service and academic inquiry. The course combines classroom seminars with co-curricular activities.

Example: In Fall 2022, the University began piloting [service learning](#) courses, exploring various integration models. Pilots included adding service elements to an Exercise Science capstone (Fall 2022) and a 1-credit Service Integration Seminar for a Philadelphia immersion trip (Spring 2023), and embedding service requirements in TRL (Theology) 301 and Integrated Learning Community (ILC) 350 (Fall 2023). Starting Fall 2024, all ILC 350 courses (4 credits) require service components. These interdisciplinary courses, co-taught by faculty from two disciplines, explore "What does it mean to pursue the common good?" integrating Catholic Social Teaching and service learning. 2024-25 example course themes include Law and Minorities, The Holocaust, Mind, Spirit, and Compassion, and Sports, Politics, and Ethics. Service requirements have demonstrably increased student engagement and reflection, leading to a deeper integration of students' UP education into their understanding of themselves and their future roles. Student reflections reveal greater self-awareness, understanding of community needs, and a clearer vision of their future.

 **Lumen de Lumine.** University students complement their majors with coursework in the [Lumen de Lumine](#) (Light from Light) Core curriculum. As a Catholic liberal arts institution, the University immerses students in a shared experience of the humanities, mathematics, the fine arts, and the social and physical sciences. The program provides undergraduate students with a flexible yet structured academic foundation. The [Core Assessment and Oversight Committee](#) conducts rigorous reviews focused on student learning outcomes for courses within the Core curriculum. This foundation helps prepare undergraduates for upper-level coursework required to complete their degrees.

All degrees and credentials offered by the institution are structured with a coherent sequence of courses. This sequencing is carefully designed based on established prerequisites, logical content progression, learner cognitive development consideration, and alignment with program student learning outcomes.

The academic quality of graduate programs is maintained similarly as described in [Standard 1.C.9](#). Programs with external accreditation define degree requirements and limitations based on the standards of their profession. The Office of Academic Affairs requires academic units to submit curriculum maps with each program assessment cycle. Combined, these efforts ensure appropriate breadth, depth, sequencing, and synthesis of learning across undergraduate and graduate programs, including certificates. Student learning outcomes and requirements for each program and major are clearly articulated in the UP Undergraduate and Graduate Catalogs.

In summary, the University awards credit, degrees, and certificates for programs grounded in substantial student learning and demonstrable outcomes. The University designs its programs with intention, ensuring appropriate breadth, depth, sequencing, and synthesis of learning experiences. This approach ensures that students who earn credentials from the University have engaged in a meaningful educational journey and are well-prepared for their chosen fields.

1.C.3. The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

The University of Providence designs its academic programs focusing on intentional sequencing and a holistic approach to learning. The University recognizes that effective programs provide not only breadth and depth of knowledge but also foster the integration and application of that knowledge. This section explores how the University structures its programs to ensure students achieve comprehensive learning outcomes and graduate with a well-rounded education.

Expected Program and Degree Learning Outcomes. At the University, degrees, certificates, and credentials are grounded in a comprehensive student learning outcomes (SLOs) framework. This framework connects learning at the course level to program outcomes and, ultimately, to the institution's essential learning outcomes. This goal is achieved through:

- **Clearly Defined Expectations.** Academic departments establish clear SLOs that define the expected achievements for students in each discipline. These SLOs outline the knowledge, skills, and competencies students will acquire throughout their program.
- **Accessible Information.** SLOs are readily accessible to students through various channels, including department webpages, the undergraduate and graduate catalogs, and course syllabi.

- **Alignment with Standards.** SLOs may vary across departments and are often aligned with specific standards set by disciplinary accrediting bodies, ensuring that programs meet professional expectations.

Publication of Student Learning Outcomes. The University believes in transparency and clarity regarding SLOs. The University publishes expected program and degree learning outcomes for all its academic offerings, making them readily available to prospective and current students. This information is accessible through various channels, including:

- **Academic Catalogs.** The University catalogs ([undergraduate](#) and [graduate](#)) provide detailed descriptions of each program, including its learning outcomes, curriculum, and degree requirements.
- **Program Websites.** Individual program websites outline specific learning outcomes, highlighting the knowledge and skills students will acquire.
- **Course Syllabi.** Each course syllabus clearly articulates the expected learning outcomes for that specific course, ensuring students understand the goals and expectations from the outset.

This transparent approach ensures that students are well-informed about the knowledge and skills they will gain throughout their academic journey at the University. It empowers them to take ownership of their learning and track their progress toward achieving their educational goals. This public accessibility also allows external stakeholders, such as accreditors and employers, to understand the rigor and relevance of UP's academic programs.

In summary, the University prioritizes transparency and clarity regarding student learning expectations. The University publishes expected learning outcomes for all programs, degrees, certificates, and individual courses, ensuring that students and the public have access to this information. This commitment to transparency empowers students to understand the knowledge and skills they will gain, track their progress, and achieve their educational goals.

1.C.4. The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

The University of Providence provides clear and accessible information about its admission and graduation requirements to ensure transparency and facilitate informed decision-making for prospective and current students. The University strives to make this crucial information readily available through various channels, enabling students to understand the pathways to enrollment and successful completion of their chosen programs.

Admissions Information. The University website provides detailed information about admission requirements for [undergraduate](#) and [graduate](#) programs. Program-specific requirements (i.e., prerequisites, additional documentation, and requirements) are clearly outlined in the respective sections of the online catalog and program web pages. Admission requirements are available through multiple platforms, including the

University catalog, program-specific pages, and print marketing collateral. This ensures that prospective students can access the information in various formats.

Online application portals (Slate, LiaisonCAS for specific programs) allow prospective students to navigate the admission process with ease. Timelines, application checklists, next steps, scholarship information, and FAQs enhance understanding and support applicants in completing their submissions accurately.

The Marketing and Communications department and the Office of Admissions are readily available to perform updates across departments to ensure the consistency and accuracy of published materials. Updates to the University website further reinforce the institution's dedication to transparency. Graduate admissions policies and program standards undergo regular reviews by the Graduate Academic Council, ensuring alignment with institutional goals and accreditation standards.

Graduation Requirements. The University demonstrates compliance with Standard 1C Criterion 4 by making admission and graduation requirements clear, widely available, and accessible through diverse channels ([bachelor's degree requirements](#), [associate degree requirements](#), [applied associate degree requirements](#), and [master's degree requirements](#)). The institution's proactive review processes and accessible tools like degree audits further ensure that students remain informed and supported throughout their academic journey.

Degree Works. The University utilizes Degree Works as a comprehensive academic advising and degree audit tool. This system allows students and advisors to easily track progress toward degree completion, identify missing requirements, explore potential course options, and plan future semesters. Degree Works empowers students to take ownership of their academic journey and ensures they remain on track to achieve their educational goals. The platform also facilitates efficient communication between students and advisors, promoting informed decision-making and enhancing the overall advising experience.

In summary, the University maintains clear and accessible admission and graduation requirements. These are widely published and readily available to prospective and current students and the public. This transparency ensures that all stakeholders clearly understand the expectations and pathways to academic success at the University.

1.C.5. The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

The University of Providence is committed to ensuring the quality and effectiveness of its academic programs through a robust and comprehensive assessment system (i.e. [UP Program Review Guidelines](#)). This system evaluates student learning, measures program outcomes, and provides valuable data to inform continuous improvement efforts. The University recognizes the central role of faculty in this process, empowering

them to establish curricula, assess student learning, and contribute to the ongoing enhancement of instructional programs.

Program Assessment. The University is dedicated to ensuring the quality of its programs through a comprehensive system of program assessment. Faculty play a central role in this process by actively participating in:

- **Curriculum Development.** Designing and refining courses to meet learning objectives.
- **Student Learning Assessment.** Evaluating student understanding and identifying areas for improvement.
- **Instructional Enhancement.** Implementing strategies to enhance the teaching and learning experience.

This commitment to continuous improvement is reinforced through structured processes, collaboration across departments, and the use of standardized assessment tools, all of which aim to achieve the best possible student outcomes.

Monitoring and Using Assessment Data. A systematic approach is utilized to ensure the quality and effectiveness of its educational programs that supports monitoring and accountability.

- **Regular Assessment Reports.** Academic departments regularly submit detailed reports on student learning outcomes. These reports include data on student performance, assessment methods used, and areas identified for improvement.
- **Institutional Review.** Committees at the university level review these reports to ensure that assessment results are being used to make informed decisions about curriculum and instruction. This process provides oversight and accountability.

Tools and Training:

- **Standardized Tools.** The University provides tools like scoring rubrics and assessment reporting templates to ensure consistency in evaluating student learning across different departments.
- **Faculty Development.** Faculty are offered [training sessions](#) on how to effectively use these tools and analyze assessment data to improve their teaching.

Faculty Leadership in Curricula and Assessment. Faculty members are the driving force behind the University's commitment to high-quality education. Curricular quality is supported through the following actions:

- **Curriculum Design and Oversight.** Faculty within each department create courses, define learning outcomes, and evaluate student performance. This ensures that those with the most expertise shape the educational experience.
- **Collaborative Review and Approval.** Faculty-led curriculum committees ([SLAS](#) and [SHP](#)) ensure that all curricula, learning outcomes, and assessment methods align with program and university-wide goals. This collaborative process maintains academic rigor and consistency.
- **Continuous Improvement.** These committees regularly review and refine teaching practices based on assessment evidence. This ongoing cycle of feedback and improvement ensures that courses remain relevant and effective.

- **Outcome-Focused Assessment.** Faculty clearly define measurable learning outcomes in each course syllabus, aligning them with broader program and institutional goals. To assess these outcomes, they use various methods, including rubrics, formative and summative assessments, and capstone projects.
- **Data-Driven Decision Making.** Any changes to courses or programs undergo a rigorous faculty-led review process. These changes must be supported by clear evidence, such as the need to better align prerequisites with program requirements or address trends in student performance data.

Cross-Disciplinary Collaboration. The University promotes a collaborative learning environment by encouraging communication and cooperation across different departments. This is particularly important for courses that are prerequisites or Core requirements for multiple programs. Benefits of this cross-disciplinary approach:

- **Enhanced Learning.** Students benefit from a more cohesive learning experience as faculty from different disciplines work together to ensure smooth transitions and build connections between foundational knowledge and specialized skills.
- **Stronger Academic Pathways.** Clearer connections between introductory courses and advanced coursework within different majors help students see how their learning builds over time.
- **Improved Career Preparation.** By aligning foundational skills with the needs of specific fields, students are better equipped for success in their chosen careers.

Example: Integrated Learning Community (ILC). The University fosters an **Integrated Learning Community** where foundational knowledge is directly relevant to students' future studies and career paths. Faculty teaching general education courses, such as writing or critical thinking, collaborate closely with faculty in specialized fields like business or biology. This collaborative approach ensures that students develop the essential skills needed for their chosen disciplines, creating a seamless connection between foundational learning and advanced study.

Quality Matters Framework. The University uses the **Quality Matters Framework**, a nationally recognized standard, as an external benchmark to evaluate and improve the quality of course design and online learning effectiveness. This provides external benchmarks and best practices for continuous improvement.

Continuous Improvement in Instruction. The University uses a continuous improvement cycle to ensure its academic programs continually evolve and meet student needs. This process and cycle include:

Structured Review:

- **Clear Timelines.** The University has established clear timelines for reviewing programs and courses and creating a **regular schedule** for assessment and improvement.
- **Accountability Measures.** Faculty and departments are accountable for participating in the assessment process and using the results to make improvements.

Data-Driven Action:

- **Analyzing Student Performance.** Faculty carefully examine assessment data to identify trends and areas where students consistently excel or struggle.
- **Targeted Improvements.** This data guides decisions about improving courses, including revising content, changing teaching strategies, or providing additional support to help students succeed.
- **Enhancing Writing Skills.** If assessment data reveals that students struggle with analytical writing, faculty might add more writing assignments, offer workshops, or integrate writing instruction into existing courses.
- **Strengthening Interdisciplinary Connections.** If capstone projects require students to better connect different areas of knowledge, faculty might revise course sequences to include projects that bridge multiple disciplines.

This continuous cycle of assessment, analysis, and action ensures that the University's programs always adapt to meet students' evolving needs and the demands of their future careers.

 **Institutional Support for Assessment.** The University is committed to supporting a culture of assessment and continuous improvement.

Support for Faculty:

- **Training and Resources.** Faculty receive training on assessment methods, data analysis, and the use of assessment tools. This ensures they have the skills and knowledge to evaluate student learning effectively.
- **Clear Expectations.** Clear timelines and established processes for assessment activities help faculty understand their responsibilities and contribute to the University's commitment to quality.

Institutional Commitment:

- **Monitoring and Accountability.** The University monitors assessment activities across departments to ensure that standards are maintained, and assessment results are used to drive improvements.
- **Investing in Faculty Development.** The University supports faculty development in assessment, teaching, and learning, recognizing that faculty expertise is crucial for effective assessment and program improvement.

Through this support, the University ensures that its assessment system is robust, sustainable, and focused on enhancing the quality of teaching and learning.

Program Review Exemplar: The Education Department's most recent program review followed a comprehensive, data-driven process aligned with NWCCU accreditation standards. Faculty engaged in an extensive self-study, analyzing student learning outcomes, curriculum effectiveness, and program resources. Data sources included student assessment results and faculty scholarship. The review process emphasized reflective practice, with faculty identifying program strengths and areas for potential growth. This self-study culminated in a [detailed report](#) outlining program goals, learning objectives, assessment strategies, and plans for continuous improvement.

In summary, the University is committed to academic excellence and continuous improvement through its comprehensive approach to student learning assessment. Faculty-led curriculum development and assessment and interdepartmental collaboration ensure cohesive learning experiences. Systematic tools, transparent processes, and faculty development drive continuous improvement in teaching and learning, ultimately benefiting all students through a high-quality education.

1.C.6. Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

The University's [Lumen de Lumine Core curriculum](#) provides a foundation rooted in Catholic tradition, preparing students for diverse careers. The curriculum, the University's most extensive program by student enrollment, challenges students to explore complex human questions while developing practical skills. This revised curriculum emphasizes key courses in the arts, sciences, and humanities, alongside high-impact learning experiences like First Year Seminars (Corps of Discovery), Writing Across the Curriculum (now Writing Intensive Courses), Integrated Learning Communities (ILCs), and service learning. While offering greater flexibility, it maintains the original intent of the 1968 Core curriculum. Lumen de Lumine aims to develop graduates who cultivate intellectual skills, communicate effectively, engage with the Catholic Intellectual Tradition, appreciate diverse cultures and creation, demonstrate ethical judgment, and live lives of integrity and compassion.

Prior to the Core's revision in 2024, the Writing Across the Curriculum (WAC) committee consistently collected assessment reports since Spring 2018 and developed a plan for more standardized reporting and consistent feedback to WAC faculty that began in Spring 2021. With the revision of the Core curriculum in 2024, WAC was revised to Writing Intensive Courses (WIC). This revision improved transferability of credits by reducing the number of required WAC (now WIC) courses from two to one. Since the revision of the Core, the [WIC committee](#) oversees the continuous upkeep of the WIC-designated courses, alongside the Core Assessment and Oversight Committee (CAOC).

The most recent Core [curriculum assessment](#) (2023) revealed:

- Statistically significant lower mean GPAs (2.61) compared to all other courses (3.31), and similar trends were observed in 300-level ILC/PHL/TRL courses.
- Students transferring in equivalent PHL101 credit perform similarly in PHL301 as those completing it at the University.

Based on these findings, the University examines connections between *Core foundation course grades and performance in the corresponding major's courses*.

Following Cycle 1 of the current Core assessment plan, the [Core Assessment and Oversight Committee \(CAOC\)](#) was formed (2024) to assess how the Core is *applied* to address the identified concerns of meeting the needs of diverse student populations and the ability to partner with other institutions. The committee focused on policies outlined in the catalog related to the Core, working to ensure that the courses meet the 21 Core Objectives/ Indicators.

The CAOC workgroup conducts reviews of courses with general education designations every 3 years to ensure regular assessment of learning outcomes. The University's [Core Objectives](#) guide student development in key areas. Examples of student development include the ability to apply methods of inquiry across liberal arts disciplines, demonstrate proficiency in diverse communication methods, understand Judeo-Christian thought in a multicultural context, actively and respectfully engage with others and the environment, evaluate and apply moral and ethical theories, and display the skills and dispositions of servant leadership.

In summary, the University's commitment to continuous improvement drives it to refine its approach to assessing SLOs. By ensuring consistency in assessment, fostering collaboration across departments, and diligently tracking student progress, faculty aim to empower students with the knowledge and skills needed to thrive in a complex, rapidly changing world.

1.C.7. The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The University of Providence uses comprehensive assessment practices, combining direct and indirect measures with quantitative and qualitative data, to understand student learning. This data informs academic planning and decision-making, guiding academic and learning-support strategies to continuously improve student learning outcomes (Standard 1.C.7).

 **Academic Program Assessment.** The University uses the [Program Objectives Assessment Report \(POAR\)](#) annually to evaluate and improve its academic programs. This report assesses program goals, tracks student learning outcomes, and identifies areas for improvement. By analyzing data from syllabi, course evaluations, and student input, the POAR provides a comprehensive understanding of program effectiveness. Clear criteria and rubrics ensure consistent assessment of student performance, and action plans are developed to address gaps or weaknesses. This process ensures that academic programs at the University meet their objectives, align with student needs and accreditation standards, and support a high-quality education.

 **Blue Report.** The University utilizes data from the [Explorance Blue Report](#) to gain valuable insights into student engagement and satisfaction. This comprehensive assessment tool measures student perceptions across the academic experience

(course and faculty evaluations), campus environment, student life, and support services. The Explorance Blue Report provides critical data that informs institutional decision-making and drives continuous improvement efforts to enhance the student experience. By analyzing these findings, the University can identify areas of strength and areas where adjustments are needed to better support student success and well-being.

Direct Measures of Student Learning. The University prioritizes direct assessment to provide concrete evidence of student learning and evaluate their achievement of course and program objectives. This approach allows faculty and administrators to observe student progress directly, providing clear benchmarks to guide curriculum development and pedagogical decisions. The University employs various direct assessment methods, including exams, assignments, portfolios, and performance-based assessments.

Exams are designed to evaluate students' grasp of theoretical concepts and their ability to apply knowledge to real-world problems. By incorporating diverse question types, including case studies, essays, and analytical problems, exams assess higher-order thinking skills like critical thinking and problem-solving. This emphasis on critical thinking prepares students for future careers that demand complex problem-solving abilities.

Projects and assignments, ranging from research papers to group projects, require students to demonstrate their understanding in practical, real-world settings. Students develop essential professional skills like time management, collaboration, and effective communication through these assignments. These assessments also give instructors insights into students' ability to think independently, conduct research, and construct well-supported arguments.

Performance-based assessments are particularly valuable in disciplines requiring hands-on experience. In fields like education and business, real-life simulations, field experiences, presentations, and capstone projects are key assessment methods. By tackling real-world challenges, students refine both theoretical knowledge and practical skills.

Examples:

- Business students might develop a comprehensive marketing strategy for a local company, presenting their analysis to professionals and gaining valuable experience.
- Education majors complete multiple field experience courses in local schools to fulfill the Teacher Education Program (TEP) requirements, gaining classroom experience that culminates in a student teaching semester in which they manage their own classroom before obtaining their degree.

Through this diverse range of direct assessment methods, the University ensures a comprehensive evaluation of student learning, fostering continuous improvement and preparing students for success in their chosen fields.

Indirect Measures of Student Learning. While direct assessments offer concrete evidence of student performance, indirect measures provide valuable context by capturing student perceptions and feedback on their educational experiences. These indirect measures illuminate the broader impact of programs and teaching practices. The University utilizes various indirect methods, including student surveys, course evaluations, and discussion groups, to comprehensively understand the student experience.

Student surveys gauge overall student satisfaction, engagement, and perceived value of the curriculum. By gathering data on student experiences, the University identifies areas where the curriculum excels and needs improvement. For example, surveys might reveal that students value hands-on learning but desire greater emphasis on certain theoretical concepts. This feedback allows curriculum adjustments to better align with student needs and expectations. Additionally, surveys help measure student engagement with extracurricular activities, contributing to a well-rounded educational experience.

Course evaluations provide valuable feedback on specific aspects of individual courses, including the clarity of instruction, relevance of assignments, and faculty accessibility. This feedback helps identify effective teaching strategies and those needing refinement. For instance, if students express difficulty understanding course materials despite extensive class discussions, faculty can adjust content delivery by incorporating visual aids or varied teaching methods to enhance clarity.

Discussion groups offer a platform for in-depth, qualitative feedback. These informal discussions allow students to express their thoughts openly, providing insights that surveys may not capture. Focus groups often reveal nuanced concerns, such as feelings of isolation or unmet emotional needs, which can significantly impact academic performance. By actively listening to student experiences in these settings, the University is able to proactively improve support services and teaching practices.

Through this combination of indirect assessment methods, the University gains a comprehensive understanding of student perceptions and experiences, facilitating data-driven improvements and a student-centered learning environment.

Data Collection Tools. The University prioritizes systematic and continuous data collection to gain accurate, actionable insights into student progress. The data measures academic performance and evaluates the effectiveness of teaching strategies and student services. The University employs various data collection tools, including course assessments, standardized tests, institutional surveys, and focus groups, to gather comprehensive information about student performance, satisfaction, and institutional effectiveness.

Course and program assessments provide insight into specific learning outcomes, while institutional surveys offer a broader view of student satisfaction and engagement across the University. Standardized tests benchmark student performance against national or

field-specific standards, identifying areas of strength and opportunities for improvement. In programs requiring industry-specific certifications, *standardized tests* ensure students meet professional competency standards, enhancing their competitiveness in the job market.

Data Access and Management. The University utilizes data management systems, such as Moodle, for real-time access to information, enabling faculty and administrators to monitor student progress and make data-driven decisions. Technology allows for tracking patterns in student performance over time, identifying emerging trends, and proactively addressing challenges. Analytics tools, such as Quality Matters, provide visual representations of data, facilitating the interpretation of complex trends and patterns.

In summary, the University is committed to using assessment results to drive continuous improvement in its academic and learning support programs. By analyzing data on student learning outcomes, the University identifies areas of strength and areas for growth, enabling data-informed decision-making regarding curriculum revisions, instructional strategies, and student support services. This ongoing cycle of assessment and improvement ensures that UP's programs remain relevant, rigorous, and effective in supporting student success.

1.C.8. Transfer credit and credit for prior learning are accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

The University of Providence recognizes the value of prior learning and experience through formal education or other avenues. The University is committed to providing accessible pathways for students to earn credit for their previous learning, adhering to clearly defined policies that ensure academic quality and transparency. This section explores UP's approach to accepting transfer credit and credit for prior learning, emphasizing its commitment to recognizing and valuing diverse forms of knowledge and experience.

The University maintains a comprehensive [transfer credit policy \(5.2.1.13\)](#) outlined in both the [Undergraduate](#) and [Graduate](#) Catalogs available on the website for prospective students. The University generally accepts college-level credits from regionally accredited institutions. The Undergraduate Catalog specifies acceptable accrediting agencies and outlines acceptable course types, university evaluation guidelines, and the appeal process for transfer credit decisions. The policy also addresses "block transfer" opportunities for students with Associate of Arts/Associate of Science degrees, reiterating this within Core requirement descriptions. Requirements for students pursuing a second associate or bachelor's degree are also detailed.

Upon receiving official transcripts, the Registrar's Office determines initial transferability based on academic division and program guidelines. Course approvals are documented within the student information system to ensure consistent credit application. When questions arise regarding course equivalencies, the Registrar's Office consults with faculty or department chairs, providing course descriptions and, if necessary, syllabi.

Courses without direct equivalencies are accepted as general elective credit toward degree requirements. [Transfer students](#) must fulfill residency requirements, including completing a minimum number of credits at the University and within their major. This ensures program outcome consistency while facilitating a smooth transfer process. Policies outlining the acceptance of credit from exams like the College Level Examination Program (CLEP), Defense Activity for Non-traditional Education Support (DANTES), Advanced Placement (AP), and International Baccalaureate (IB) are also in place. These policies, including minimum score requirements, are set by faculty and regularly reviewed. Credit is awarded only upon receipt of official transcripts, with American Council on Education (ACE) guidelines used for CLEP and DANTES and College Board recommendations for AP. Institutional policies also limit the number of these credits applicable to degrees and programs.

Articulation agreements with other institutions facilitate transfer opportunities. These [agreements](#) are housed on the university website and maintained collaboratively by the Registrar and Provost Offices. While initial agreements may originate across campus, finalization and approval occur through the Provost Office, with Registrar consultation ensuring adherence to transfer policies.

[Graduate transfer credit policies](#) are outlined in the Graduate Catalog. Graduate students may transfer up to 6 credits (12 for MSC programs) with "B" or better grades from regionally accredited institutions. Transfer credit is subject to a six-year age limit, except for military service interruptions. Unlike undergraduate transfer credit, graduate transfer credit is reviewed by the program coordinator or faculty advisor, who recommends courses for acceptance to the Registrar's Office.

Revised Core Transfer Policy. Between Fall 2018 and Fall 2023, the University of Providence enrolled 3,717 unduplicated students. Of these, 550 (14.8%) entered with an Associate of Arts (AA) or Associate of Science (AS) degree, including 510 with an AA/AS and 40 with both an AA/AS and an AAS. While 31% of students entered with a high school diploma or GED, 17% had some prior college credit but no degree. This significant number of students with prior college coursework, especially those with AA/AS degrees, prompted a change in the block transfer policy to ease their path to graduation. The [new policy](#) waives lower-division Core requirements for students transferring with a completed AA/AS degree. This change also standardizes Core requirements across all programs, eliminating specialized Core options like the one previously used for RN-BSN students. Now, all UP students, including RN-BSN students, complete the same core curriculum, including upper-division components and the required Integrated Learning Community (ILC) course.

Credit for Prior Learning, termed "non-collegiate learning experiences" (CNON), allows students to earn up to 32 credits for non-academic experiences like law enforcement training, military service, and professional workshops. These requests typically originate between the student and faculty advisor. Upon documentation review, faculty notify the Registrar's Office of credit acceptance through a memorandum or academic petition specifying the number of credits and their application.

1.C.9. The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; 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 relevant professional practice.

Mission Consistent. University graduate programs are central to the institution's mission as they significantly benefit a community. They attract highly educated individuals who contribute to the local workforce and stimulate economic growth. These programs foster innovation and research, leading to advancements in various fields that can address local challenges and improve quality of life. Graduate programs also promote a culture of lifelong learning, enriching a community's intellectual and cultural landscape. Graduate programs enhance the community's reputation by attracting and retaining talent and creating a more vibrant and engaged citizenry. The University portfolio of ten (10) graduate degrees includes six (6) master's degrees and four (4) graduate-level certificate programs.

Graduate Program Rigor. The University's graduate programs are distinguished from its undergraduate programs by emphasizing advanced scholarship, specialized knowledge, and professional development. Graduate students delve deeper into their chosen fields through rigorous coursework and close mentorship from faculty experts. While undergraduate programs provide a broad foundation, graduate programs foster critical thinking, independent research, and the development of specialized skills necessary for leadership roles in their respective disciplines. This focus on advanced study and professional preparation prepares graduate students to contribute significantly to their fields and become leaders in their chosen professions.

New Programs. The Graduate Council oversees new graduate courses and degree approvals, beginning with a review by the Curriculum Committee. A comprehensive approval process, including the Graduate School and Provost, ensures alignment with the University's mission, academic rigor, and community needs. The Graduate Council confirms proposals meet graduate education standards for innovation, knowledge production, and societal advancement.

Action Item. *Recognizing a gap* in the Graduate Council function and program assessment, the Graduate Faculty will revise and re-implement a comprehensive

graduate council and review process. The [Graduate Council](#), composed of faculty representatives, will develop this process in Spring 2025 for implementation in Fall 2025. Led by the Council Chair and Co-chair, this initiative will define scope, establish criteria, outline data collection procedures, and create a mechanism for program improvement, demonstrating the University's commitment to quality and continuous improvement in graduate offerings. While systematic graduate program review has not occurred in the past decade, the MSN and MSC programs have undergone external review by their respective accrediting agencies, ensuring program quality and adherence to professional standards.

In summary, the University's graduate programs are designed to be consistent with the University's mission and meet the highest standards of their respective disciplines. These programs are distinguished from undergraduate studies by requiring greater depth of study, intellectual rigor, and engagement in scholarship or creative expression. This ensures that graduate students at the University receive a challenging and enriching educational experience that prepares them for advanced careers and contributions to their fields.

Standard 1.D: Student Achievement

1.D.1. Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

The University of Providence is committed to enrolling students who can thrive in its academic environment and benefit from its unique offerings. The University provides comprehensive support and guidance to all students, ensuring they have the information and resources necessary to succeed in their chosen programs. This section explores the institution's approach to student recruitment, admission, and orientation, emphasizing its dedication to student success and creating a supportive learning environment.

Student Recruitment and Admissions. The Enrollment Management Division, comprised of the Admissions and Financial Aid Offices, reports to the Vice President for Enrollment Management. Admissions focuses on recruiting students aligned with the University's mission, prioritizing Great Falls, surrounding rural areas, and strategically targeted regions. The Admissions Team aims to enroll students who will thrive at the University, contribute to its mission, and *have the potential to benefit from its educational programs*.

Primary Functions of the Admissions Team:

- Represent the University through recruitment events, travel, and outreach.
- Leverage technology tools and market data to engage prospective students.
- Utilize customer relationship management (CRM) software (Slate, NursingCAS, GradCAS, and BusinessCAS) to engage prospective students and applicants.
- Guide applicants through the admissions process through direct, personalized contact.
- Process all applications within CRMs and interface with the primary University system to ensure a smooth transition to enrollment.

Strategic Enrollment Plan. The University's Strategic Enrollment Plan (SEP) outlines data-informed goals and strategies to shape a diverse and thriving student body while ensuring institutional sustainability. To enhance diversity and enrollment, the University has implemented several initiatives. Beyond ongoing recruitment travel and outreach, the University is committed to the following strategies:

- Reorganization of the Office of Admissions to include a more focused emphasis on recruitment and operations strategies, shifting focus on territory management and program expertise.
- Partnered with [Ardeo Education Solutions](#) to offer a Loan Repayment Assistance Program to ensure safety nets for families who may be averse to student loans or to attract students into more mission-related professions that may pay less.
- Onboarded with Centralized Application Services (CAS) in Nursing and Graduate programs.

- Implemented a more effective CRM (Slate) to better engage with prospective students and applicants and facilitate data-driven recruitment decisions.
- Partnered with CampusESP, a parent and family engagement platform to enhance applicant yield.
- Partnered with ZeeMee outreach campaigns, with the goal of student-to-student contact.
- Hired a Southwest Regional Admissions Counselor (March 2024) to enhance outreach to Catholic, Latinx, and first-generation students in the Southwest region.
- Translated materials to Spanish for parents or households whose first language is not English.
- Expanded recruitment travel to Canada, Denver, CO, and Minneapolis, MN, with a special focus on Catholic high schools.
- Increased regular presence (monthly) in all three Great Falls high schools.
- Expanded Catholic/diocesan recruitment in Montana in partnership with the Vice President for Mission Integration.
- Currently developing a direct admissions program to pilot with Great Falls High Schools.
- Implemented a Health Professionals Tuition Incentive Program for the School of Health Professions to promote enrollment in and around Montana.
- Created a nursing recruiter position in May 2024, currently hiring.
- Revamped its institutional aid model to prioritize need-based aid to Pell-eligible students.

To prioritize recruitment efforts, the University conducted a [Market Opportunity Index](#) in September 2022. This analysis evaluated its enrollment funnels against key criteria such as:

- Higher Education Index Score
- Household Income
- Population Density
- Multilingual Resident Percentage
- Educational Attainment Score
- Percent Catholic

Based on this study, the following markets were identified:

- **Current Markets.** Great Falls, MT, Helena, MT, Los Angeles, CA, Missoula, MT, Portland, OR, Seattle, WA
- **Secondary Markets.** Anchorage, AK, Butte/Bozeman, MT, Sacramento, CA, San Francisco, CA, Spokane, WA, Yakima/Tri-Cities, WA
- **Tertiary Markets.** Billings, MT, Honolulu, HI, Idaho Falls, ID, Las Vegas, NV, Lubbock, TX, Medford, OR, Phoenix, AZ, Salt Lake City, UT
- **Exploratory Markets.** Bend, OR, Boise, ID, Casper, WY, Denver, CO, Minneapolis, MN, Reno, NV, San Diego, CA, Tucson, AZ

Admissions Requirements and Timeline. The University offers a student-centered admissions process with rolling admissions for most programs. Applicants who meet

minimum GPA requirements typically receive an admission decision within 24-48 hours of submitting a complete application. Merit scholarship information is then provided the following day, allowing students to make informed decisions about attending the University.

Admissions requirements are clearly stated in the catalog. Specific content for academic levels/programs, along with program-specific requirements, can be found at:

- [Undergraduate Admissions](#)
- [Graduate Admissions](#)
- [International Admissions](#)
- [Dual Enrollment \(High School Students\)](#)

The Admissions Team provides personalized support throughout the application process, ensuring applicants understand requirements and next steps. To be admitted, applicants need a 2.7 cumulative GPA. Those with a lower GPA must submit a personal statement explaining their academic history and plan for success. These applications are reviewed by the Admissions Committee, who considers the applicant's potential, alignment with the University's mission, and available support resources.

A select group of programs require admissions applications to have an additional departmental review after being vetted by the Office of Admissions. These programs are MS in Nursing, BS Accelerated Nursing, BS Traditional Nursing, Pharmacy Technician Certificate, and MS Clinical Mental Health Counseling. The Office of Admissions has leveraged its CRM software and provided faculty with training to ensure reviews are conducted in an efficient manner.

 **Comprehensive Orientation.** The University provides comprehensive orientation programs to ensure students are well-prepared for their academic journey. These programs offer a range of resources and support services to help students understand the requirements of their chosen programs and navigate university policies.

Orientation activities include:

- **Academic Advising Sessions.** Students meet with academic advisors to discuss course selection, degree requirements, and academic expectations.
- **Campus Tours and Resource Fairs.** Students familiarize themselves with the campus and learn about available resources, including academic support services, student life activities, and financial aid options.
- **Workshops on Essential Skills.** Orientation programs often include workshops on study skills, time management, and other essential skills for academic success.
- **Social Events.** The University creates opportunities for students to connect with their peers, build community, and feel a sense of belonging.

Through these orientation programs, the University ensures that students have the information, guidance, and support they need to transition smoothly into university life, understand their academic responsibilities, and thrive in their chosen programs.

Orientation and Onboarding. Before registering for classes, students complete [StartUp Orientation](#), a comprehensive online program covering:

- Academic resources and support

- Technology and Moodle (Learning Management System)
- Registration procedures
- Financial aid and student accounts
- Disability services
- Campus contacts and safety
- Required federal training

The orientation includes a welcome video, interactive modules with quizzes, and concludes with a feedback survey. To ensure students are aware of available academic resources, Academic Success Counselors (ASC) engage with them throughout the recruitment process. Once StartUp Orientation has been completed, students connect with the Academic Success Student Center for advising and receive their registration PIN. An ASC is assigned to each student, along with a faculty advisor.

 All first-year students coming directly from high school attend a [New Student Orientation](#) (NSO) the week before fall classes. This in-person program helps students transition to university life through activities focused on academics, campus resources, and social engagement.

Academic Advising

Admissions. Academic advising plays a crucial role in the admissions process beyond simply enrolling students. The detailed approach the University is using to assess and improve advising services is provided in the [Addenda](#). Advisors work closely with prospective students to:

- **Provide Personalized Guidance.** Advisors help students explore academic programs, understand degree requirements, and determine if the University fits their goals and interests.
- **Facilitate Informed Decision-Making.** Advisors offer insights into academic pathways, career options, and the overall student experience at the University, empowering students to make informed choices about their education.
- **Promote Student Success.** By establishing a relationship with an advisor early on, students gain a valuable resource for support and guidance as they transition to university life.
- **Ensure Program Alignment.** Advisors help students identify programs that match their strengths, interests, and career aspirations, increasing their likelihood of academic success and satisfaction.

This proactive advising approach at the admissions stage helps ensure that students are well informed and prepared for their academic journey at the University, setting them up for success from the start.

School of Liberal Arts and Sciences (SLAS). ASCs meet with all SLAS students to review academic resources and assist students in enrolling in first-term classes. The ASCs also review program/degree requirements and introduce students to their faculty advisor. The ASCs encourage students to reach out to their faculty advisor and explain the significance of this relationship moving forward. Students are required to meet with their faculty advisor before each future registration period. ASCs and faculty advisors are available to all students, online or in-person, throughout their educational career.

School of Health Professions (SHP). New students in SHP attend a faculty-led virtual program-specific orientation. This orientation highlights program details, connects students with their peers and resources, and introduces them to the SHP community. Sessions also cover essential topics like financial aid, registration, and academic support.

Corps of Discovery (COD) plays a vital role in supporting student success, particularly through its connection to academic advising. This comprehensive program is designed to guide first-year students through their transition to college life and provide them with the tools and resources they need to thrive academically and personally.

- **Dedicated Advisors.** Each student is assigned a dedicated advisor who provides personalized guidance and support throughout their first year. These advisors help students navigate academic requirements, explore career options, and connect with campus resources.
- **Intrusive Advising.** Advisors practice intrusive advising, meaning they proactively reach out to students, monitor their progress, and intervene early if they see signs of struggle. This proactive approach helps to identify and address potential issues before they escalate.
- **Cohort-Based Model.** Students are grouped into cohorts, creating a sense of community and peer support. This cohort model allows students to connect with others going through similar experiences and learn from each other.
- **Workshops and Events.** Workshops and events on study skills, time management, and career exploration are provided throughout the academic year. These events give students valuable skills and knowledge to succeed in college and beyond.

By integrating advising into the COD program, the University ensures that first-year students receive the personalized support and guidance they need to navigate the challenges of college life, make informed decisions about their academic journey, and achieve their full potential.

In summary, the University recruits and admits students who demonstrate the potential to thrive in its academic programs and contribute to its mission. The University provides comprehensive orientation programs and advising services to ensure students understand their program requirements, academic policies, and available resources. This commitment to student success fosters a supportive learning environment in which students can achieve their educational goals.

1.D.2. Consistent with its mission and in the context of and in comparison, with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

The University of Providence monitors and evaluates student success using comprehensive, disaggregated data to understand diverse student experiences and identify barriers to achievement. This data-informed approach enables targeted support and promotes equitable outcomes, ensuring all students can thrive.

Context. The University of Providence distinguishes itself from peer institutions like Carroll, Rocky Mountain, and Whitworth through its unique combination of academic programs and diverse student population. While sharing similarities in health programs and graduate studies, Providence's distinct School of Liberal Arts and Sciences (SLAS) and School of Health Professions (SHP) serve varied demographics, as detailed in Table 1.D.2a.

Table 1.D.2a. Institutional Comparison – Retention and Graduation Rates

Student Demographics	Liberal Arts and Science		Health Professions	
	<i>Undergraduate</i>	<i>Graduate</i>	<i>Undergraduate</i>	<i>Graduate</i>
Percent Level	82%	18%	68%	32%
Percent Female	54%	77%	80%	79%
Percent White	79%	37%	64%	87%
Percent Married	13%	30%	21%	42%
Percent Catholic	23%	16%	21%	22%
Percent First Generation	21%	14%	24%	14%
Percent Student-Athlete	69%	10%	11%	2%
Percent Distance Student	8%	100%	64%	100%
Percent Montana Resident	47%	17%	17%	24%
Percent International	8%	0%	0%	0%
Mean Age	22	41	32	37

The University serves two distinct student populations. SLAS primarily serves traditional, campus-based students, including student-athletes. SHP caters to non-traditional, working professionals pursuing online degrees and certificates. However, the recent addition of an on-campus nursing program within SHP has also introduced a more traditional student demographic to that school. This context sets the stage for the University when it compares itself internally and to the above institutions. Table 1.D.2b provides retention and graduation rates as standard, published indicators.

Table 1.D.2b. Institutional Comparison - Retention and Graduation Rates

INSTITUTION	Full-time Retention Rate 2022-2023	4-year Graduation Rate (Fall 2019 Cohort)	6-year Graduation Rate (Fall 2017 Cohort)
Carroll College	81%	54%	66%
University of Mary	83%	57%	68%
Linfield College	79%	56%	65%
Rocky Mountain College	64%	32%	46%
University of Providence	70%	29%	42%
Whitman College	89%	68%	81%
Whitworth University	80%	60%	68%

Source: Integrated Postsecondary Education Data System (IPEDS)

Regional and National Comparison. To gain a comprehensive understanding of student success and identify areas for improvement, the University actively compares its performance with regional and national peer institutions. This benchmarking process provides valuable context and insights into best practices within higher education.

Institutional Indicators of Student Achievement. The University tracks and compares various indicators to assess student achievement and identify areas for improvement. These indicators include, but are not limited to:

- **Persistence.** The percentage of students who continue their education from one term to the next at *any* university, reflecting their *commitment to completing their degree*.
- **Completion.** The percentage of students who complete their degree programs within a defined timeframe.
- **Retention.** The percentage of students who *remain enrolled at the University yearly*, indicating their satisfaction and success in the university environment.
- **Graduation.** Defined as the number of first-time, full-time students *completing their degree in a set timeframe*.

By monitoring these indicators, the University gains valuable insights into the effectiveness of its academic programs, student support services, and overall institutional efforts in promoting student success. This data-informed approach allows the University to identify areas for improvement and ensure that students are well-equipped to achieve their educational and career goals.

Retention Rates. At the University of Providence, retention measures how well a school keeps students engaged and motivated. It is a metric that schools can use to improve student success. While overall undergraduate retention rates from Fall 2021 to Fall 2022 were not exceptional, freshman retention has improved, reaching 71% for both the 2022-2023 and 2023-2024 academic years. Analysis of freshman retention reveals the following trends:

- **Academic Factors.** Retained freshmen generally have higher high school GPAs and ACT scores.
- **Demographics.** Retention is higher among Catholic and female students (who also tend to achieve higher first-semester GPAs). No significant differences were found based on home state, residency, race, or age.
- **Engagement.** Retained freshmen are more likely to be athletes and register for classes earlier.

Retention rates vary across programs for Fall 2021 to Fall 2022:

- School of Liberal Arts and Sciences (SLAS): 69%
- School of Health Professions (SHP): 80%
- Distance undergraduates: 75%
- Full-time, campus undergraduates: 75%
- Graduate students: Over 80%

Persistence Rates. *The University acknowledges a gap in tracking persistence rates* and is committed to expanding its use of disaggregated data, including persistence rates, to support mission fulfillment. The University will demonstrate this commitment to student success by carefully tracking and analyzing persistence rates. This involves monitoring students' progress from diverse backgrounds and demographics, including those traditionally underrepresented in higher education. Through examining persistence data, the University hopes to identify potential barriers to student success and implement targeted interventions/support programs to improve retention and graduation rates.

Graduation Rates. As the University examines graduation rates, it does not compare. However, it realizes these graduation rates are for a bachelor's degree-seeking cohort (i.e., a freshmen class). In each fall semester, over 40% of incoming students are transfer students, with over 80% of incoming students in spring semesters. The above graduation rates do not account for these transfers. The RN-BSN program is a cohort program of transfer students, and the University tracks graduation rates. Over the last four cohorts, the RN-BSN program has an average graduation rate of 90%. IPEDS data from 2018 and 2019 show that the population of UP graduates has a higher proportion of women when compared to peer institutions, especially among Asian, Black, and White women.

Within SLAS, where student-athletes comprise roughly 60% of the student body, graduation rates are tracked for athletes and non-athletes. While the 2017 cohort showed a significant advantage for athletes in 4-year (36% vs. 23%), 5-year (46% vs. 23%), and 6-year (50% vs. 23%) graduation rates, this gap narrowed significantly by the 2019 cohort (29% vs. 26% for 4-year graduation rates). This suggests the positive influence of athletics on student success at the University of Providence.

Post Graduation Success. The University recognizes the importance of examining post-graduate success as a key indicator of its educational quality and effectiveness. While traditional measures like graduation rates provide valuable insights, understanding the

achievements of its graduates after they leave the institution offers a more comprehensive picture of the institution's impact. By examining metrics such as career placement, graduate school enrollment, professional licensure attainment, and engagement in meaningful work or civic activities, the University can gain valuable insights into the long-term value of its academic programs and identify areas for improvement. This commitment to tracking post-graduate success demonstrates the University's dedication to providing students with the knowledge, skills, and experiences they need to thrive in their chosen fields and contribute meaningfully to society.

The University *acknowledges a gap* in its current practices regarding the comprehensive assessment of post-graduate success. While some accredited programs collect limited data on licensure, certification, graduate placement, and alumni satisfaction, the University recognizes the need for a more systematic and robust approach to evaluating the long-term outcomes of *all* graduates. The University is committed to improving in this area by developing a comprehensive assessment plan that captures a broader range of post-graduate success indicators, including career progression, advanced degrees attained, contributions to their fields, and engagement in civic and professional activities.

To address the need for a comprehensive post-graduate success assessment, a team comprised of the Provost, Deans, and the Office of Institutional Research (IR) has been charged to collaborate with the Alumni Office to develop and implement a rigorous post-graduate success assessment program. The team aims to have this program in place by 2025-2026. A [pilot](#) for this project is being conducted within the Master's of Science in Nursing (MSN) program to improve the assessment of graduate and employer MSN program outcomes starting in spring of 2025.

 **Labor Market Outcomes and Supply and Demand Analysis.** Through a partnership with the Montana Department of Labor and Industry, a labor market supply and demand analysis was performed. The [report](#) revealed that between 2001 and 2020, over 4,000 graduates from 32 programs entered the workforce, with half remaining in Montana and a quarter staying in Cascade County. One-year post-graduation, Montana-based UP alumni earn an average of \$37,500, slightly above the Montana University System average. This increases to \$51,100 after ten years. Top-earning graduates come from nursing, accounting, counseling, and organizational leadership programs. While initial employment often lands in education (34%), public administration, and healthcare (37%), graduates tend to transition to higher-paying sectors like finance and insurance over time. Facing a statewide worker shortage, Montana businesses rely on UP's graduates, particularly in high-demand healthcare and undersupplied physical and social science fields. This report highlights UP's potential to address these shortages through program expansion and creation.

Mission Fulfillment. During the 2018-2019 academic year, the University participated in the Catholic Identity and Mission Assessment (CIMA) through the Association of Catholic Colleges and Universities. While beneficial for identifying strategic planning metrics toward mission fulfillment, limitations with CIMA led the University to develop

the [Mission and Catholic Identity Assessment \(MCIA\)](#) survey. The MCIA, administered to freshmen and seniors, revealed that seniors have a deeper understanding of the University's Catholic identity and mission. This includes Catholic intellectual and moral traditions, social justice, and ethical decision-making. Seniors also place greater importance on values, such as hospitality and social responsibility. These differences are likely due to the University's curriculum and its overall emphasis on its mission.

First Destination Survey. Since Spring 2020, the University has administered the [First Destination Survey \(FDS\)](#) to December and May graduates. The FDS tracks graduates' immediate plans after earning their bachelor's degree. Findings show:

- 49% of graduates secure full-time employment.
- 18% continue their education.
- 83% of SHP graduates obtain full-time employment.
- Graduates entering full-time employment or continuing education are primarily from female-dominated degree programs.

Collegiate Learning Assessment. The Collegiate Learning Assessment (CLA+) measures college seniors' critical thinking and written communication skills. In 2017 and 2019, University seniors demonstrated basic mastery, with scores comparable to or exceeding the average at 20% and 14% of participating institutions, respectively. Low participation rates, particularly among distance learners, have been a challenge due to the on-campus, proctored format of the assessment.

The National Survey of Student Engagement (NSSE) provides valuable data on student engagement and allows for comparisons with peer institutions. As summarized in Table 1.D.2c, university seniors in 2022 demonstrated higher-than-average engagement in higher-order learning.

Table 1.D.2c. NSSE Indicator Comparisons

NSSE Engagement Indicators	Academic Year							
	2022			2024				
	UP Senior Means	CCAU Senior Means	CC Senior Means	NSSE Senior Means	UP Senior Means	CCAU Means	CC Senior Means	NSSE Senior Means
Higher-Order Learning	41.5	40.7	40.6	40.2	47.8	41.7*	41.6*	40.9*
Reflective and Integrative Learning	38.5	39.6	38.7	38.1	41.2	39.8	40.7	38.7
Learning Strategies	38.9	39.2	39.6	39	46.5	40.3*	38.5*	39.5*
Quantitative Reasoning	30.5	31	31.3	30.9	37.4	31.7	32.1	31.4

Note: UP University of Providence
 CCAU Catholic Colleges and Universities
 CC Carnegie Class

In 2024, seniors exceeded comparison groups in higher-order learning and learning strategies. These positive results are attributed to the University's strong Core curriculum, which emphasizes critical thinking and writing skills.

In summary, the University is dedicated to monitoring and evaluating student success through a comprehensive set of indicators, including persistence, completion, retention, and post-graduation outcomes. The University compares its performance with peer institutions and disaggregates data by race, ethnicity, age, gender, socioeconomic status, and other factors to identify and address equity gaps. This data-informed approach allows the institution to provide targeted support and promote equitable student outcomes.

1.D.3. The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The Office of Institutional Research (IR) provides essential data for the University and collaborates with the Marketing and Communications department to ensure the UPs primary indicators of student achievement are available on the University's website. The "[Fast Facts](#)" link provides access to student enrollment and demographic data, retention graduation, and transfers data, as well as peer comparison data and post-graduation success data. This data is disaggregated by indicators as described in [Standard 1.D.2](#).

Enhancing Use of Disaggregated Indicators of Student Achievement. While the University collects and utilizes disaggregated data, *it recognizes the need to enhance its capacity* to analyze it more effectively and utilize it to inform decision-making and promote equity across campus. Furthermore, the University recognizes the need to ensure this data is widely available and accessible to its community. The institution is committed to developing a comprehensive plan to address these gaps, including investing in data analysis tools, providing professional development for faculty and staff, and creating a dedicated section on the university website to publicly share disaggregated data reports in an accessible and transparent manner.

Disaggregated Data. Disaggregating data by gender, ethnicity, and academic standing reveals *valuable insights* into student performance and uncovers trends that might go unnoticed. This process identifies disparities in educational opportunities and outcomes, enabling effective interventions.

Example: The Academic Success Center identified that students on academic probation often struggle with time management skills. This led to the introduction of personalized academic coaching and intentional follow-up, with [data being tracked](#) to measure improvements in GPA.

Data disaggregation also uncovers systemic challenges, such as unequal access to critical resources.

Example: Recognizing that some economically disadvantaged students lack textbook access, TRIO provides textbook resources and financial literacy workshops. Also, faculty increasingly offer open-source materials to ensure equitable access for all students.

Use of Disaggregated Data. The University acknowledges that analyzing data across various demographics can reveal equity gaps and inform targeted interventions to promote success for all. The institution is advancing its capacity for collecting and analyzing disaggregated data and is committed to building the necessary infrastructure and human resources to support this goal. This includes:

- **Investing in Data Management Systems.** The University is exploring new systems that allow for efficient and secure collection, storage, and analysis of disaggregated data.
- **Developing Data Literacy.** The University will provide professional development opportunities for faculty and staff to enhance their understanding of data analysis, interpretation, and ethical considerations related to disaggregated data.
- **Building Capacity.** The University is committed to hiring personnel with expertise in data analysis and institutional research to support departments in effectively utilizing disaggregated data.

The University believes that by investing in these resources and fostering a data-informed culture, it can leverage disaggregated data to promote equity, enhance decision-making, and create a more inclusive and successful environment for all members of its community.

Special Considerations. While valuable for identifying trends and disparities, disaggregated data can present challenges in small universities due to limited sample sizes, potentially leading to unreliable conclusions or breaches of confidentiality. This can make it difficult to draw meaningful conclusions or make informed decisions based on the data. To mitigate these limitations, the University will also include alternative approaches to assessment, such as qualitative data collection and focusing on longitudinal trends rather than single-year snapshots.

1.D.4. The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The University is committed to equity and transparency in its efforts to monitor and improve student achievement. The University employs clear and accessible processes for collecting and analyzing student achievement data, ensuring that this information is used to identify and address gaps in achievement and equity. This data-driven approach allows the University to strategically allocate resources and implement effective interventions to support the success of all students.

The Office of Institutional Research (IR) works with a variety of campus partners to collect, interpret, and prioritize the publication of data for many different purposes using tools like Jenzabar. IR is focused on improving both the structure of the institution's published data organization and the points at which people interact with data. Enhanced data capacity allows institutional research to conduct more sophisticated analyses, enabling them to identify trends, patterns, and disparities between different student groups with greater precision and inform targeted interventions to promote student success.

Processes and Methodology. IR collects and analyzes various indicators of student achievement to inform decision-making and support student success. Data is shared internally via SharePoint and externally through the university website. This data includes enrollment trends, retention and graduation rates, and performance in specific academic programs. To support informed decision-making, members across the University regularly request data. This data is used to assess performance, identify areas for improvement, and inform strategic planning at all levels of the institution.

In summary, the University maintains transparent processes for collecting and analyzing student achievement data, ensuring this information is used to identify and address equity gaps. This data-driven approach guides resource allocation and the implementation of strategies to support all students and promote equitable outcomes. UP's commitment to transparency and data-informed decision-making fosters a culture of continuous improvement and accountability in supporting student success.

Conclusion

The University of Providence is known for its commitment to a transformative educational experience rooted in its Catholic identity and the values of the Sisters of Providence. This commitment is reflected in its robust programs within both the School of Health Professions and the School of Liberal Arts and Sciences, offering students a diverse range of academic pursuits. A supportive learning environment, characterized by small class sizes, close faculty-student relationships, and personalized attention, allows students to thrive. A vibrant campus community is further enriched by a significant population of student-athletes. Community engagement and ethical development are integral to the University of Providence experience, fostering well-rounded individuals prepared for lives of purpose and service.

The Year 6 Policies, Regulations, and Financial Review (PRFR), coupled with the Year 7 Evaluation of Institutional Effectiveness (EIE), has provided the University with a valuable opportunity to conduct a comprehensive self-assessment of its programs and activities. This introspective process has allowed the University to identify both its strengths and areas where opportunities for growth and improvement exist, revealing the strides the University is making toward a more robust and sustainable future. This report has highlighted significant progress in key areas crucial to the institution's long-term health: financial sustainability, mission assessment, continuous quality improvement, and leadership-driven cultural change. By strengthening its financial foundation, engaging in thoughtful self-assessment of its mission impact, embedding continuous improvement processes, and fostering a culture of accountability and collaboration, the University is building a resilient and adaptable framework for future success. The following sections will summarize the key achievements outlined in this report within these interconnected areas, highlighting key continuous quality improvement (CQI) projects identified to further enhance institutional effectiveness and solidify the University's commitment to holistic institutional sustainability.

Financial Sustainability. A key component of the University's commitment to a sustainable future is its focus on financial stability. This has been addressed through a multi-faceted approach encompassing right-sizing initiatives to optimize resource allocation, strategic budget allocation aligned with institutional priorities, and a comprehensive approach to strategic enrollment management. Senior Leadership will also work diligently with Providence Health System to ensure that the Memorandum of Understanding (MOU) outlining financial support of the institution is renewed in a timely manner. These efforts are designed not only to enhance revenue streams but also to ensure responsible stewardship of resources. Crucially, the University recognizes that financial stability is inextricably linked to student success. Therefore, investments in enhanced student support services, including academic advising, career counseling, and financial aid assistance, are prioritized to ensure students have the resources they need to thrive. These interconnected strategies—right-sizing, strategic budgeting, enrollment management, the Providence MOU, and enhanced student support—work synergistically to strengthen the University's financial foundation and create a more sustainable future for the institution and its students.

Mission Fulfillment. The University is deeply committed to its mission, which serves as the foundation for all institutional decisions and activities, driving its dedication to student success, academic excellence, and community engagement. To ensure mission fulfillment, the University has developed a comprehensive framework, including key performance indicators (KPIs) and data-informed targets, aligned with its strategic plan, Providence 100. This framework, the Providence Compass, utilizes both quantitative and qualitative measures across areas such as student success, academic excellence, community engagement, and Catholic identity. Data collected from diverse sources, including institutional metrics, departmental data, student learning outcomes assessments, personnel evaluations, and student support services feedback, are systematically analyzed. This analysis informs strategic planning, resource allocation, program review, and continuous quality improvement (CQI) efforts at all levels. Grounded in its core values, the University's commitment to data-informed decision-making, action, evaluation, and reflection ensures continuous improvement and a transformative educational experience.

Organizational Culture. A critical component of the University's commitment to a sustainable future lies in its focus on organizational culture. Recognizing the vital link between culture and strategic success, the University has prioritized enhancing its organizational climate through several key initiatives. A focus on authentic leadership, marked by accountability, transparency, and open communication, aims to break down silos and foster a culture of shared ownership. This leadership approach, the impact of which will be assessed annually through surveys, empowers individuals, promotes data-driven decisions, and supports continuous improvement. The University is also strengthening its culture of accountability by clarifying reporting structures and emphasizing shared responsibility for data-informed decision-making. To address communication barriers, a new Communications Collective has been established. Furthermore, recognizing the importance of all departments, the University is developing a data-driven program to assess the efficiency and effectiveness of non-academic departments, with a draft policy targeted for Fall 2025. Finally, the Staff Advisory Council's (SAC) purpose and structure are being reassessed to revitalize its role in fostering staff dialogue, process improvement, and communication, ensuring staff contributions align with current needs and strategic goals. These interconnected initiatives demonstrate the University's commitment to creating a campus environment where collaboration, transparent communication, and data-informed decision-making drive continuous improvement and support the University's mission.

Continuous Quality Improvement. The University is dedicated to continuous quality improvement (CQI) across all areas of the institution. Several key CQI projects have been identified to enhance institutional effectiveness. These include focused efforts to improve advising services to better support student success, a comprehensive revision and implementation of co-curricular evaluation to more effectively assess student engagement and development, enhanced utilization of disaggregated data to identify and address disparities and inform targeted interventions, and a rigorous assessment of post-graduate success to better understand career trajectories and inform program

development. Furthermore, the University is revitalizing the Graduate Council to strengthen graduate programs, foster interdisciplinary collaboration, and enhance the graduate student experience. These targeted CQI initiatives demonstrate the University's commitment to ongoing assessment, data-driven decision-making, and continuous improvement in service of its mission and students.

In summary, this Year Seven EIE self-study report demonstrates the University's unwavering commitment to continuous improvement and the ongoing fulfillment of its mission. The report highlights the University's commitment to navigating the challenges of the evolving higher education landscape, showcasing its adaptability and dedication to student success. Recognizing that opportunities for enhancing organizational effectiveness always exist, the University extends its sincere gratitude to the NWCCU evaluation team for their diligent review of the EIE report and appendices, and for their upcoming campus visit and engagement with the university community. This thorough review is invaluable to the institution. We appreciate the opportunity to gain further insights from the team and look forward to their feedback, which will enable us to become even more effective in serving our students and fulfilling our mission.

Addenda

This section of the EIE report presents actions to concerns raised in the peer report of the Year Six: Program Review and Future Recommendations (PRFR) process and the Distance Education addendum.

2.D.1 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 ensure accuracy and integrity in all representations about its mission, programs, and services.

Finding Type 1: While evidence was provided that documented consistent representation through organizational processes, **policies and procedures to support this process and accuracy are needed.**

The University of Providence is committed to transparent and accurate communication in all its forms. This commitment is reflected in the University's diligent efforts to ensure that all institutional publications, announcements, and statements clearly and consistently represent its mission, programs, and services. The University strives to provide students and the public with a clear understanding of its academic intentions, program requirements, and available support services, including information on typical program completion timelines. This commitment to accuracy and integrity is upheld through policies and regular publications reviews to ensure they align with the mission and accurately reflect the institution's offerings.

Website Content Management. The University will implement a new [Website Content Management Policy](#) (draft) to ensure its website is accurate, relevant, accessible, and secure. This policy applies to all content creators and outlines procedures for updating, reviewing, and approving website content. Training will be provided to ensure compliance with the policy, and a centralized request system will streamline the process. Regular audits will assess the website's effectiveness and accessibility, and feedback will be encouraged to drive continuous improvement. By implementing this policy, the University aims to maintain a user-friendly and informative website that reflects its mission and values.

Assessment of Communication Effectiveness. To ensure effective communication, the [Assessment of Communications Policy](#) (draft) establishes clear metrics and reporting responsibilities across all channels (e.g., social media, website, print). Department leads will track engagement, response rates, and overall performance, providing regular updates. Monthly check-ins will assess trends and adjust strategies, with quarterly and annual reviews ensuring alignment with institutional goals and identifying areas for improvement. This data-driven approach will continuously utilize analytics, surveys, and feedback to optimize communication strategies. This data-driven assessment process will ensure the University's communication strategy aligns with its mission and

strengthens brand integrity. By evaluating each communication channel, the University can identify areas for improvement and adjust its messaging and delivery for maximum impact. This collaborative approach will unify communication efforts across departments, leading to more substantial engagement with target audiences and ultimately supporting the University's long-term growth and goals.

Data Integrity. The new [Website Content Management Policy](#) (draft) prioritizes data integrity through a multi-layered validation process. Departmental content managers, the Marketing and Communications Office, automated tools, and periodic audits all ensure accuracy, consistency, and alignment with university standards. Additionally, a feedback mechanism allows faculty, staff, and students to report inaccuracies, further strengthening the University's commitment to a credible and transparent online presence.

Print and Electronic Publications. To ensure consistent branding and messaging, the University requires that all publications (print and electronic) representing the University, its departments, offices, clubs, and programs be produced under the direction of the Marketing and Communications Office. This process ensures alignment with the University's mission and visual identity guidelines. The Executive Director of Marketing and Communications has final approval on all content and distribution ([Institutional Advancement & Public Relations Volume VIII-8.2.2](#)).

University Web Presence Policy. The University's website is an official communication channel and must adhere to all university policies. This includes:

- **Content, Branding, and Technical Standards.** The University requires website content to meet standards for quality, branding, and accessibility.
- **Conduct Policies.** All website materials (text, images, videos, and audio) must comply with copyright laws and properly attribute sources.

The Marketing and Communications Office oversees all website content and may remove or modify any content that doesn't meet these standards ([Institutional Advancement & Public Relations Volume VIII-8.2.7](#)).

Social Media Policy. The University maintains strict oversight of its official social media presence ([Institutional Advancement & Public Relations Volume VIII-8.2.6](#)).

- **Official Accounts.** The Office of Marketing and Communications must approve and coordinate all social media accounts representing the University (including schools, departments, offices, and programs). Athletics department accounts are managed in collaboration with that department.
- **Currency.** All official accounts must remain current and active. The Office of Marketing and Communications may remove outdated accounts.
- **Unauthorized Accounts.** Any unauthorized use of the University's name, logos, or imagery on social media will be addressed with the platform provider to ensure immediate removal.

Branding. To ensure consistent branding and messaging, all external marketing materials for the University (including events and programs) must be created by the

Marketing and Communications Office or its approved partners. The Marketing and Communications Executive Director has final approval on all content and distribution. Internal communications should also follow the Visual Identity Manual whenever possible ([Institutional Advancement & Public Relations Volume VIII-8.2.1](#)).

In summary, the University is committed to representing itself accurately and consistently in all its communications. This commitment is upheld through rigorous oversight of publications, adherence to brand guidelines, and a dedication to transparency in representing academic programs and services. The University maintains centralized control over all official publications and announcements, ensuring they align with its mission and values. Furthermore, the University proactively reviews its communication materials to ensure accuracy and integrity, demonstrating a commitment to ethical and responsible representation to internal and external audiences.

2.E.1. The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Finding Type 2: While the institution has provided supporting evidence of adequate financial policies and procedures and financial statements, without an agreement (MOU) with the sponsor, Providence Ministries, the institution cannot be considered **compliant in demonstrating financial stability**.

Action: The [Memorandum of Understanding](#) (MOU) between Providence Ministries and the University of Providence represents a strategic partnership to bolster the University's long-term financial sustainability. This agreement outlines a collaborative framework where Providence Ministries provides financial support to the University, enabling it to pursue key initiatives that advance its mission and enhance its educational offerings. The MOU signifies a shared commitment to the University's success and recognizes its vital role in providing accessible, high-quality education that empowers students and strengthens the community. This partnership is a testament to the enduring relationship between the two organizations and their dedication to fostering a thriving future for the University of Providence.

In the NWCCU Special Report submitted on September 1, 2024, the University detailed its ongoing efforts to address key areas of concern, including right-sizing initiatives, strategic enrollment and recruitment strategies, and comprehensive strategic planning. These efforts represent a significant commitment to Continuous Quality Improvement (CQI) and are crucial to ensuring the institution's long-term sustainability. Specifically, this CQI focus will support the University in maintaining a strong financial position and demonstrating ongoing value to its key partners, essential for successfully renewing the existing MOU with Providence Ministries upon its expiration.

The University has an existing MOU with Providence Ministries for financial support of \$8.5 million per fiscal year. This MOU is in effect until the end of the fiscal year ending June 30, 2028. While the two organizations maintain an ongoing dialogue about potential collaborations, they are committed to formally reviewing the University's financial position and future needs *no later than June 30, 2027, a full year before the current MOU expires*.

To ensure a smooth transition, the following timeline will be adhered to for establishing a new MOU:

- No later than December 31, 2027 (6 months before the MOU expires): Both parties will develop and review a draft MOU.
- No later than March 31, 2028 (3 months before the MOU expires): The new MOU will be finalized and signed.

This process allows ample time for discussion, negotiation, and finalization of the agreement, ensuring continued support for the University.

In summary, the University acknowledges the critical importance of maintaining proactive measures to drive sustainability and ensure the continuation of an active MOU with the health system. These efforts are fundamental to the long-term financial health and stability of the institution and demonstrate a commitment to continuous improvement and mutually beneficial partnerships. The University recognizes that ongoing actions in areas, such as right-sizing, strategic enrollment, and strategic planning, are crucial to fulfilling its obligations within the MOU and ensuring its successful renewal.

2.G.6. 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 and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Type 1 Finding: While the institution provides adequate evidence to support its advising processes and documents responsibilities in its faculty handbook, **there does not appear to be any evidence to support advising evaluation.**

In response to the NWCCU Type 1 Finding regarding Standard 2.G.6, the University *acknowledges the need* for improvements in evaluating its academic advisement program to ensure all students receive accurate and timely guidance in pursuit of their educational goals. This self-study section outlines the comprehensive actions to address the identified concern, demonstrating the institution's commitment to providing a systematic and effective advisement program that supports student development and success.

Action Plan: To *evaluate* and enhance its academic advising program, in Spring of 2025, the University will conduct a comprehensive standards-based assessment using the [National Academic Advising Association](#) (NACADA) Excellence in Academic Advising (EAA) Self-Assessment Tool. This work is being led by the Dean of Student Success, Ashley Koepke. This in-depth review will holistically examine the University's advising services from a teaching and learning perspective, with guidance from academic advising and organizational change experts. This process will inform evidence-based decisions and action plans, leading to sustainable improvements, such as updated advising materials and enhanced advisor training. Ultimately, this initiative aims to cultivate a proactive and informed advising culture that empowers students to thrive. Through this initiative, the University seeks to:

- **Identify Strengths and Weaknesses.** Identify what the University is doing well and where there's room for improvement.
- **Promote Continuous Improvement.** Encourage ongoing reflection and development of advising services to enhance student success.
- **Align with Best Practices.** Ensure that the University's advising practices align with nationally recognized standards and benchmarks.

Through this CQI process, the University in direct partnership with NACADA will perform the following:

- **Self-Study.** Conduct a *thorough self-evaluation of its advising program*, gathering data and evidence through various methods (ex., surveys, document review). To be completed in the Spring 2025.
- **External Review.** An external consultant (trained by NACADA) will review the self-study report and provide feedback and recommendations. To be completed in the Summer 2025.
- **Action Plan.** Develop an action plan based on the findings of the self-assessment and external review, outlining specific steps for improvement by Summer 2025. The action plan includes timelines, deliverables, and accountable persons.
- **Implement and Evaluate Action Plan.** Implement the CQI process to support sustained performance and adjust as needed to ensure the effectiveness of the advising program.
- **Ongoing Monitoring.** Once successful initiatives are implemented, assessment will be ongoing to ensure continued success.

To further enhance the University's assessment capabilities, Dean of Student Success Ashley Koepke will be attending the NACADA conference in early 2025. This conference will support Dean Koepke to develop the knowledge, skills, and professional network necessary to conduct high-quality assessments of student support services and academic advising programs. This investment in professional development demonstrates the institution's commitment to building internal capacity and utilizing best practices to ensure its assessment efforts effectively support student success, retention, and graduation.

Expected Outcomes: This comprehensive self-assessment, informed by the [EAA framework](#), will provide a valuable foundation for establishing a robust CQI process for

academic advising. By actively participating in the NACADA community, the University gains access to knowledge, professional development opportunities, and innovative strategies that can inform and enhance its evaluation efforts. The commitment to ongoing assessment and improvement fosters a culture of reflection and growth within the University's advising program, ultimately leading to more effective support for student success.

In summary, the Action Plan (led by Dean Koepke) presented in response to this Type 1 Finding demonstrates the University's commitment to providing a comprehensive and effective academic advising program that supports student success. This commitment includes:

- **Systematic Approach.** Implementing a structured advising program with clear goals, advisor roles, and student expectations.
- **Advisor Knowledge.** Ensuring advisors are knowledgeable about curriculum, graduation requirements, and institutional resources.
- **Accessibility.** Making advising resources and information readily available to students.
- **Evaluation and Improvement.** Regularly evaluating the advising program and making data-driven improvements to enhance its effectiveness.

2.H.1. Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Type 2: While providing evidence of utilization from stakeholders, **there do not appear to be policies or procedures concerning collection evaluation or planning beyond an annual survey.**

Library Policies. The University of Providence has developed and now maintains comprehensive **policies and procedures** for collecting, evaluating, and planning library and information resources to ensure they effectively support the institution's mission, programs, and services. These policies, available to all stakeholders via the library website, address the following key areas:

- **Collection Development.** Provide guidelines for selecting and acquiring resources, considering factors, such as relevance to academic programs, diverse learning styles, and emerging information needs.
- **Resource Evaluation.** Regularly assess the library's collection to ensure its currency, quality, and relevance, utilizing usage statistics, user feedback, and faculty consultations.
- **Planning and Budgeting.** Implement strategic planning processes for library resources, aligning with the institution's overall strategic plan, and incorporate budget allocation for acquisitions, technology, and staffing.

These policies ensure the library remains a dynamic and responsive resource that effectively supports student learning and faculty research.

Currency, Depth, and Breadth of Resources. The library prioritizes providing access to current resources. Subscriptions to databases like Academic Search Complete (EBSCO), updated daily, and eBook Central, updated quarterly, ensure access to the latest information. All e-book and database subscriptions are regularly reviewed to align with current programs and scholarship. Scholarly journals are maintained in print and electronic formats for comprehensive access to research. The collection also provides in-depth resources to support advanced research in the institution's key areas, ranging from the arts and humanities to nursing and biology. This is achieved through subscriptions to specialized databases such as Arts and Humanities, Biological Science, and CINAHL Complete. Overall, the library collection covers a broad range of disciplines, effectively supporting the diverse academic programs offered by the institution.

Ongoing Evaluation of Collection. The library is committed to ongoing assessment and improvement. It regularly evaluates its collections, services, and user satisfaction through a semesterly [Microsoft Forms Survey](#) and ongoing dialogue with students, faculty, and patrons. These findings inform collection development decisions, service improvements, and resource allocation. Furthermore, the library engages in strategic planning to ensure its continued alignment with the institution's goals and to address evolving information needs.

Current Initiatives Under Development. To further support student success and foster information literacy, the University Library is developing a series of programs covering the following key areas:

- **Academic Success.** Workshops and seminars will be offered to equip students with essential skills for academic achievement, including time management, effective notetaking, and test preparation strategies.
- **Study Strategies.** Programming will develop effective learning strategies tailored to diverse learning styles, including critical thinking skills, active reading techniques, and research methodologies.
- **Library Literacy and Resources.** Sessions will be designed to familiarize students with the library's vast resources, including database navigation, research tools, and information literacy concepts.

These programs will be integrated into student orientation activities, embedded in relevant courses, and promoted through various channels to ensure accessibility and maximize student participation. This initiative aims to enhance the student learning experience and cultivate essential skills for academic and lifelong success.

This proactive approach ensures the library remains a dynamic and relevant resource for the entire institution.

In summary, the University demonstrates its commitment to NWCCU Standard 2.H.1 through a multifaceted approach to library services. The library provides access to a diverse and current collection of resources, including extensive online databases, e-journals, physical books, and streaming media, curated through a systematic collection development policy. Accessibility is prioritized through extended hours, ADA compliance, 24/7 online access, and assistive technologies. Qualified personnel ensure

user expert guidance, including a senior librarian pursuing an MSL degree and librarians engaged in ongoing professional development. The library actively supports the institution's mission and strategic goals by collaborating with faculty and providing resources that empower students to succeed academically and beyond. Ongoing assessment and strategic planning initiatives ensure the library remains aligned with the evolving needs of the institution.

Distance Education Policy: Verification of Student Identity and Regular and Substantive Interaction

As a part of the EIE Report, the NWCCU has requested information from all institutions regarding institutional compliance with its Distance Education Policy: Verification of Student Identity and Regular and Substantive Interactions (RSI). Evidence related to the following four areas is required to demonstrate compliance with this policy:

1. Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course or receives credit;
2. Policies and procedures make it clear that these processes protect student privacy;
3. Notification to students at the time of registration of any additional charges associated with verification procedures, and;
4. Academic policies and procedures for instructors to implement RSI requirements in Distance Education courses or programs.

Institutions also need to address the following:

1. The institution's Distance Education programs are consistent with the mission and educational objectives of the institutions ([Standard 1.C.1](#))
2. Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities ([Standard 1.C.6](#)).

This addendum outlines how the University ensures RSI between instructors and students in all distance education courses, as required by NWCCU and federal regulations. The University recognizes the importance of RSI in fostering a dynamic and engaging learning environment that promotes student success and mirrors the quality of its on-campus instruction. This document details the strategies, technologies, and assessment methods used to achieve meaningful interaction in online courses, ensuring that all students receive timely and effective support, feedback, and guidance from qualified instructors.

Distance Education and Mission. The University strives to meet its mission and values by providing quality education across all learning modalities. Courses are created with approved course outcomes, as noted earlier in this report, and these outcomes are expected to be met no matter how the classes are taught. The institution incorporates methods of meeting the stated institutional and programmatic goals for the student experience into its online learning programs. Program descriptions inform how online programs may be completed and how the online learning environment is supported.

The University has a multi-layered approach to ensuring quality in online course design and delivery, specifically surrounding issues of RSI. The University is a member of the [National Council for State Authorization Reciprocity Agreement \(NC-SARA\)](#) and is in full compliance with its 21st Century Distance Education Guidelines, which include providing necessary institutional capacity, institutional transparency and disclosures, academic programs, student support, program review and assessment, and academic and instructional integrity.

Verification of Student Identity. All departments and offices at the University utilize the same identity verification process for on-campus and distance-learning students. Upon matriculation, students are assigned an ID number to identify them across institutional databases. The University currently addresses the distance education requirement of the Higher Education Opportunity Act (HEOA) by issuing unique student usernames and passwords for all students using Lightweight Directory Access Protocol (LDAP), an industry-wide standard authentication technology. Students use their student username and network password to access campus electronic resources, including the University portal and Moodle, the Learning Management System (LMS).

During the initial account activation process, students must acknowledge the University's Computer and Network Use Policy, which explicitly states that students are responsible for all activity on their computer accounts and instructs them not to share their credentials with others. As an additional security measure, the University uses multi-factor authentication, which is required when a user attempts to access the institution's systems from a new device, a different geographic location, or after 60 days since the last verification.

Online Student Orientation. Upon creating a new account, each student is enrolled in an online orientation "[StartUP](#)" course that explains how to access the systems and resources necessary to be successful at the University.

Online Academic Integrity. Students in online and distance courses must adhere to the same academic integrity standards as on-campus students. This policy is outlined in the [Undergraduate](#) and [Graduate](#) Catalogs.

While some programs within the School of Health Professions (SHP) utilize program-specific proctoring solutions (e.g., Assessment Technology Institute), the University does not have a universal online proctoring requirement. Instead, most programs opt for a course design that emphasizes:

- **Formative assessments.** Frequent quizzes to gauge understanding and track progress.
- **Applied projects.** Culminating projects that demonstrate mastery of course objectives.

Instructors also have the flexibility to:

- Proctor exams in real-time using video conferencing tools like Microsoft Teams.



- Utilize testing centers: Request students to take exams at approved testing centers near their location.

This approach aims to maintain academic integrity while offering flexibility and diverse assessment methods in online and distance learning environments.

Turnitin. Instructors and students use Turnitin as a plagiarism detection tool, providing additional protection for identity verification. Turnitin analyzes papers for similarities with published work and student work at the University and other Turnitin institutions. The use of Turnitin tools contributes to the University's confidence that students who work in all courses, including distance education courses, represent everyone's unique efforts.

Online Educator Resources. Instructional Design and Technology (IDT) provides online instruction with valuable resources and guidance for effective online teaching. These offerings include an online course syllabus template, directions to help organize courses on the Moodle platform, strategies for creating engaging online assignments, topics for efficient grading, instructions for developing and recording video lectures, ideas for facilitating productive class discussions, and tips for effectively communicating with students in a virtual environment. In addition, new instructors must complete an Online Facilitator Training (OFT) course in Moodle before they are assigned an online course section.

Course Approval and Development. All courses go through a course approval process no matter the intended modality for delivery ([Standard 1.B.2](#)). The institution's LMS, Moodle, provides tools and features that encourage student-to-student and student-to-faculty interactions. Faculty are provided access to training templates and other resources that share best practices for teaching online and hybrid courses. Faculty are advised to complete the orientation course before teaching online to develop the necessary knowledge and skills to use the institution's LMS. Faculty are encouraged on an ongoing basis to refresh their knowledge and skills for teaching online via iterative training and faculty development workshops.

Online Course Evaluation. The Distance Learning Committee, comprised of instructional design staff and Quality Matters-certified faculty, conducts regular internal reviews of online and hybrid courses at the University of Providence. Each semester, a random selection of course sections undergo this review process. To ensure a comprehensive evaluation over time, the committee adheres to two key principles:

- **No repeat reviews.** Courses are excluded from the random selection pool for the semester immediately following a review.
- **Representational sampling.** The final selection of courses reflects the diversity of online disciplines offered, aiming to review most online courses over a one-year period.

This process utilizes a subset of 10 standards from the Quality Matters Higher Ed Rubric, focusing on key aspects of online course design and delivery. Further details regarding the review process and findings, including the [Review of Online Standards](#) and [Course Design Audit Trends](#), are provided.

Student Support. The University Service Desk and Instructional Design Departments provide technical support to students via phone, drop-in, and by-appointment office visits, emails, and an electronic ticketing system. Students can submit tickets 24/7. Online students have access to an online student orientation course within the LMS, which they can access 24/7. In all courses, online students have the “Student Support” link that takes them to student support services available to all students.

Regular and Substantive Interaction. The University is committed to ensuring regular and substantive interaction (RSI) in online courses. All online instructors must actively engage with students throughout the course duration, adhering to established expectations for login frequency, timely grading, and responsive communication, as outlined within the policy. The University has drafted a comprehensive [RSI policy and procedures](#) that is currently being reviewed by academic leadership for formal adoption. This policy will provide detailed guidance and further support instructors in fostering meaningful interactions and engagement in the online learning environment.

As Requirements for Instructors outlines, instructors must log into the course regularly from Monday to Friday and check email daily. Instructors are also responsible for regularly reviewing student posts and activities while providing constructive feedback to enhance students’ understanding and application of course concepts. For courses that have online discussion forums, instructors are expected to facilitate meaningful discussions and actively engage in the forums. Additionally, instructors must maintain consistent communication with students by posting weekly announcements and responding to questions in discussion forms and emails within 24 hours, Monday through Friday.

In summary, the University prioritizes regular and substantive interaction (RSI) in online courses to ensure a quality learning experience for all students. The University mandates active instructor engagement throughout each course, with clear expectations for login frequency, timely grading, and responsive communication outlined in the Requirements for Instructors. A comprehensive RSI policy, currently under review by Academic Leadership, will provide further guidance and support for faculty in fostering meaningful interactions and engagement in online learning environments. This commitment to RSI reflects UP's dedication to creating a dynamic and supportive online learning community.

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 CONCLUSION

COMMITTEE MEMBERS

Fr. Oliver Doyle, Joel Bluml, Brittany Budeski, Kylie Carranza, Jamie Coles-Duff, Ron Dorn, James Gretch, Will Hander, Matthew Redinger, Bryan Slavik, Sarah Spangler, Mackenzie Stick, Kari Thurston, Cathy Day-Facilitator

Introduction

In January of 2023, the University of Providence Board of Trustees directed Father Oliver Doyle, President, to develop a new 5-year strategic plan for the University to be presented to the Board during the April 2023 meeting at the close of the academic year. Inspired by the rich heritage and values of the Sisters of Providence as well as the rich foundation flowing from the mission of the University “to provide students with the opportunity to obtain a liberal arts education for living and for making a living” a planning committee, representative of campus stakeholders, was convened to craft a plan.



Process Overview

The Strategic Planning Committee met throughout 2023 to work collaboratively to draft a vision statement, strategic pillars, objectives and outcomes while soliciting input from members of the community. The new vision statement imagines a university that “empowers students to flourish through an innovative student-centered experience within our inclusive, mission- inspired community, preparing them to make a positive difference.”

This strategic plan received final approval by the Board of Trustees on December 14, 2023. The plan embodies the mission and vision statement as it presents a blueprint for action and change to make this vision a reality as the University of Providence progresses towards its 100th anniversary.

Mission

As an expression of the teaching mission of Jesus Christ, the mission of the University of Providence is to provide students with the opportunity to obtain a liberal arts education for living and for making a living.

Core Values

Compassion

We reach out to those in need and offer comfort as Jesus did. We nurture the spiritual, emotional and physical well-being of one another and those we serve. Through our healing presence, we accompany those who suffer.

Dignity

We value, encourage and celebrate the gifts in one another. We respect the inherent dignity and worth of every individual. We recognize each interaction as a sacred encounter.

Justice

We foster a culture that promotes unity and reconciliation. We strive to care wisely for our people, our resources and our earth. We stand in solidarity with the most vulnerable, working to remove the causes of oppression and promoting justice for all.

Excellence

We set the highest standards for ourselves and our ministries. Through transformation and innovation, we strive to improve the health and quality of life in our communities. We commit to compassionate, safe and reliable practices for the care of all.

Integrity

We hold ourselves accountable to do the right things for the right reasons. We speak the truth with courage and respect. We pursue authenticity with humility and simplicity.

Vision Statement

The University of Providence empowers students to flourish through an innovative student-centered experience within our inclusive, mission-inspired community, preparing them to make a positive difference.

Strategic Pillars

Broad aspirational statement that describes desired future in alignment with vision. Three pillars have been identified within this plan.



**Academic
Excellence**



**Student
Enrollment
& Engagement**



**Sustainability,
Stability,
Viability**

Objectives

Clear, achievable short-term goals necessary to reach aspirational strategic pillars.

**Strategic Pillar
- Objectives
- Goals**

Goals

Specific goals and tactics for achieving outcomes that indicates success.

Pillar 1 – Academic Excellence

The University of Providence educates a diverse range of communities and individuals in programs ranging from certificates to advanced graduate degrees. We form graduates who serve their professions and communities with knowledge, compassion and understanding in pursuit of the common good.

Objective 1: Academic Mission Integration

Our programs and degrees draw on our heritage and mission as a Catholic liberal arts university to meet the changing needs and faces of our community.

GOALS with TACTICS

1. Demonstrate ways in which all academic programs align with our mission and values, including through curricular design, marketing materials, assessment reports, and program review.
 - ▣ Develop rubric or identify appropriate sections of Program Review Handbook that focus on mission alignment.
 - ▣ Assess Marketing budget directed towards mission-aligned programs.
 - ▣ Assess programs' adherence to assessment process and remediate where necessary.
 - ▣ Since existing program review guidelines are applied only every 5-7 years, develop quick annual process for programs to demonstrate their approach to mission.
 - ▣ Develop mission alignment rubric for graduate programs and certificates.
2. Highlight flagship programs from the Schools of Liberal Arts and Sciences and Health Professions which include well-developed mission-distinctive features, especially with respect to compassion, service, and concern for common good.
 - ▣ Define “flagship” in terms of mission, compassion, service.
 - ▣ Identify how "compassion" and "concern for the common good" can be demonstrated.
 - ▣ Conduct study on mission in academics based on reports required above to develop plan for deeper development.
3. Create advisory boards for professions serving local and regional communities to keep program faculty engaged in shifting needs of local and regional markets.
 - ▣ Create common criteria for community advisory boards. (These would look very different for different professions and disciplines. Some programs already have this, but the population served and nature of profession or discipline would be very different - consider Paralegal vs. Business Administration.
 - ▣ Survey current community workforce to assess effectiveness of current community advisory boards.
 - ▣ Survey university community to determine current membership on established community boards/encourage increased participation where possible.

- Engage program faculty in shifting needs of local and regional markets to be able to demonstrate value-added nature of degrees to employers, students, and potential students.
- Develop expectation for faculty outreach to employers who would potentially hire graduates; establish criterion.

4. Identify, define, and build assessment instruments to measure parts of curricula and co-curriculars that develop capacities for discernment, reflection, self-awareness, vocation, and professional pathways.

- Develop a faculty self-reflection assessment survey that the faculty will take with a peer.
- Develop common understanding of place of discernment, reflection, self-awareness, vocation, and professional pathways.
- Identify and define parts of curricula and co-curriculars that develop capacities of discernment, reflection, self-awareness, vocation, pathways – look at assessment instruments measuring mission-related outcomes to diversify academic mission-oriented success/progress.

5. Encourage and support initiatives to create certificates, tracks, and interdisciplinary programs blending Catholic identity, the Catholic Intellectual Tradition, and service.

- Develop service certificate; minor, major, social justice track or certificate; and medical humanities track or certificate.

Objective 2: Program Academic Quality

Our quality academic programs form students to be professionally prepared, career-ready, resilient, reflective, and able to adapt to an ever-changing world.

GOALS with TACTICS

1. Formulate programs to help students develop resiliency and self-care skills.
 - Develop communal understanding of what resiliency is and how self-care can be integrated.
 - Develop a rubric to measure programs' focus on resiliency and the value of self-care.
 - Survey students on their confidence in how programs have developed resiliency and the value of self-care.
2. Identify and articulate ways in which programs prepare students for career-readiness and awareness of multiple career pathways.
 - Task programs to identify and articulate ways in which they prepare students for career-readiness AND awareness of multiple career pathways.
 - Develop alumni survey to assess resiliency, skill transfer, flexibility (programs can add specific questions but survey would be based on common questions across the board).
 - Administer survey to alumni from a set number of years in the past (1, 5 or 10) to determine how their University of Providence education prepared them to begin in their fields, grow into different positions, or switch to professions that better align with their gifts and values.

3. Identify and articulate ways in which programs and the core prepare students with a broad range of transferrable skills to support future shifts within professions or into other professions.

- Define "transferable skills" institutionally, and have programs develop own perspectives on transferable skills cultivated in their programs.
- Survey alumni about specific elements of their programs and/or core that prepared them with transferable skills.

4. Integrate reflective practice methods and strategies into curricula as it pertains to programs, disciplines, professions, and life beyond the particularities of a profession.

- Define "reflective practice" and emphasize importance of it in University of Providence curricula.
- Research impact of reflective practice on graduates nationally (presumably through the American Association of Colleges and Universities (ACCU)) and prioritize for importance to University.
- Implement top priority reflective practices.

5. Identify discipline and profession-specific indicators of "success" based on external measures proper to the field or profession. These indicators will include the development of measurable standards and valid and reliable assessment plans for programs which are not externally accredited.

- Define discipline- and profession-specific indicators of "student success" based on external measures, i.e., program-specific accreditation requirements appropriate to the field or profession (as in Nursing, Education, Paralegal, etc.).
- Programs which do not already use external benchmarks (accreditation) will develop measurable standards of "student success" assessed through valid and reliable plans.

6. Inventory and prioritize investment in High Impact Practices (HIPs) by developing a strategy to support existing practices such as undergraduate research, study abroad, service learning, diversity/global learning, and program capstone experiences, while investing in additional High Impact Practices.

- Assess the number of HIPs already in place at the University, and community's understanding of their importance.
- Support existing strong HIPs - WAC, ILC, COD, internships, etc.
- Identify current struggling HIPs and include in '24-'25 budgeting processes resources for investment to ameliorate identified weaknesses.
- Conduct research of ACCU best practices in which new HIPs would have the most impact at the University of Providence. Based on ACCU research, present options to program faculty and as a community decide which we want to prioritize and support.
- Based on ACCU research and faculty collaboration, fiscal resources are deployed to introduce new HIPs to the University of Providence.

Objective 3: Achievement Gaps

Through a comprehensive network of student support services, we serve the underserved by attending to students' academic, personal, and spiritual needs.

GOALS with TACTICS

1. Uphold academic quality and standards building infrastructure to elevate student achievement.
 - Establish community standards for academic quality.
 - Develop assessment instrument based on defined standards.
 - Use assessment instrument to survey/assess programmatic quality of existing UP programs.
 - Survey/assess state of infrastructure at the University to support academic and co-curricular programs.
2. Conduct a needs assessment of academic gaps related to placement, reading, writing, math and other skills in order to develop bridge programs or enhanced infrastructure for providing accessible and compelling student services.
 - Assess success of current placement activities as a measure of student success in successive courses to identify achievement gaps.
 - Systematize the use of placement instruments in reading, writing, and math.
 - Use a needs assessment instrument for placement and bridge programs to identify gaps.
 - Develop adequately funded bridge program.
 - Reassess successful implementation of revised placement protocols.
3. Aim to be regionally recognized university that inspires under-performing students to reach their potential and realize academic success.
 - Examine and analyze schools that are successful at serving underprepared students to determine strategy and tactics that can help the University improve in this area.
 - Use research to establish criteria by which University of Providence programs demonstrate their focus on underprepared students.
 - Determine investment needed to meet established criteria.
 - Implement new programs to meet the needs of underprepared students.
4. Strengthen student accountability in academics by examining factors that impede success.
 - Investigate factors that mitigate against success and determine impact of non-cognitive factors.
 - Analyze why students are on probation multiple semesters in a row.
 - Revise probation and suspension policies to include focus on student accountability based on analysis of current practices.
5. Enhance student support services beyond academics by inviting faculty to work with Student Engagement staff to support a shared vision and strategies for student support.

- Survey/analyze student support services at the University of Providence.
- As result of analysis, identify areas important to student success that have not been sufficiently supported.
- Invest in areas important to student success that have not been sufficiently supported.

6. Address achievement gaps and graduation rates for students at risk as measured against other small, faith-based liberal arts schools to create opportunities for success.

- Define parameters around achievement gaps.
- Define peer institutions based on size and faith orientation.
- Analyze achievement gaps vis-à-vis peer institutions.
- Develop and implement strategies to address identified gaps vis-à-vis peer institutions.

Objective 4: Community Outreach and Education

Responding as the Sisters of Providence did to meet human needs as they presented themselves in the communities in which they served, the University of Providence engages with both local and regional communities in mutually enriching partnerships.

GOALS with TACTICS

1. Build community adult continuing education programs with their own policies, processes, and management for the advancement of both the university and the community.

- Conduct needs assessment in the community and among our community partners (i.e, GFC-MSU, Benefis, etc.) for adult continuing education/community enhancement programs to avoid unsustainable duplication.
- Assess available adult education certifications and CEUs that can contribute to continuing education infrastructure.
- Based on results of these assessments, develop adult continuing education programs that fill gaps in available services.
- Engage in marketing campaign to publicize programs' availability.
- Identify policies needed to support a University of Providence Center for Career Advancement and Continuing Education.

2. Create opportunities for faculty, staff, alumni, and students, to participate in local and/or distance immersion service experiences that meet the standards of the offices of Mission Integration and Campus Ministry.

- Define Mission Integration and Campus Ministry standards for immersion experiences.
- Develop array of immersion experiences in which the University of Providence community can participate.
- Develop a university communication and marketing plan designed to cultivate affinity for, importance of, and interest in participation of the University of Providence community in local and distant immersion experiences.

3. Develop partnerships with Providence Health and other institutions that facilitate continuing education and other service-based initiatives for the benefit of the entire university community.

- As a result of the needs assessment in the first goal of this objective, identify appropriate partnerships to advance goal of expanding community continuing ed opportunities.
- Where the needs assessment indicates that a partnership with an existing community institution could advance the goal of offering CEUs, cultivate that partnership.

4. Create professional certificates and degree programs with stackable credits that are responsive to local and regional needs and partnerships.

- As a result of the needs assessment in the first goal of this objective, identify appropriate areas needing development of professional certificates and degree programs.
- Develop a practice such that when faculty members plan a new degree program, they are required--whenever possible--to consider marketable constituent stackable credentials.

5. Develop, based on research and analysis of solutions that are right for the University of Providence, alternative paths and opportunities for continuing education that respond to the needs of adult learners.

- Investigate the feasibility, cost, and benefits of offering alternative credentials such as badges, stackable credits, and opportunities for continuing education.
- Develop and offer these alternative credentials if justified by results of investigation.
- Investigate the feasibility of adding alternative academic terms of entry and determine the return on investment of such a change in the academic calendar.
- Develop alternative terms if justified by results of investigation.
- Determine the current Credit for Prior Learning Policy; clarify if necessary, and market.
- Investigate the University of Providence transfer policies to determine if there are barriers for enrollment as well as best practices in regional transfer policies.
- Develop, based on results of the investigation, transfer policies that remove perceived and real barriers and are more closely aligned with best practices.
- Determine current existing, active articulation agreements at the University of Providence and develop, if feasible, additional agreements for new markets.

Pillar 2 – Student Enrollment and Engagement

The University of Providence embraces strategies and practices, aligned with its mission, vision, and core values, which are designed to support the University of Providence student experience. We recruit, retain, and develop students to achieve favorable enrollment outcomes for the university and enhance the overall student experience.

Objective 1: Academic Excellence and Program Development

We grow and support student enrollment through academic excellence and program development.

GOALS with TACTICS

1. Define and market the liberal arts at the University of Providence for our target audiences and key stakeholders in a way that will promote added value and outcomes, as well as entice, engage, and promote success for a new generation of high achieving and mission-minded students who represent the best qualities of a University of Providence graduate.
 - Define the value-added elements of the liberal arts.
 - Leverage student outcomes data and feedback to create marketing materials that illustrate the value of a liberal arts education.
 - Create and promote a narrative that intentionally connects the unique partnership between School of Liberal Arts and Sciences and School of Health Professions and market for potential interdisciplinary opportunities.
 - Survey alumni and recent graduates on perception of the degree to which UP liberal arts programs prepared them for post-graduate success.
2. Invest in programs of strategic focus that respond to market demand on a compressed timeline.
 - Identify liberal arts programs that are "strategically focused." Rely on market research and community feedback to help determine array of programmatic offerings by assessing sustainability of programs offered on a compressed timeline.
 - Identify health sciences programs that are "strategically focused." Rely on market research and community feedback to help determine array of programmatic offerings by assessing sustainability of programs offered on a compressed timeline.
 - Conduct international academic program needs assessment to identify market opportunities for program expansion.
 - Identify appropriate resources for programs identified in the above three tactics.
 - Create project plans/begin implementation in programs that have been allocated resources.
3. Expand and enrich a co-curricular engagement portfolio to augment student learning, increase student retention and bolster marketable skills development.

- Assess the state of current co-curricular programming and link specific programs to retention and skills development.
- Identify new possible co-curricular programs that research indicates are optimal for increasing retention and skills development.
- Survey students to assess their perception of impact of co-curricular programs on skills development or desire to remain at the University of Providence.
- Determine if identified co-curricular programs are sufficiently resourced. If not resourced and deemed critical, adjust budgets directed toward those co-curricular programs.

Objective 2: Co-Curricular Programs and Student Support Services

We develop and assess co-curricular programs and student support services to ensure that offerings enrich the university community, assist students in becoming independent and confident learners, foster a sense of belonging, support enrollment growth for all students, and contribute to whole-person formation.

GOALS with TACTICS

1. Develop programs and physical and virtual spaces that promote a sense of belonging, socialization, and community development and support physical, emotional, intellectual, and spiritual formation in all those we serve, including students from minority and marginalized groups.
 - Create intentional designs for New Student Orientation to meet the onboarding needs of specific populations, distance learners, campus learners, adult learners, traditional aged students, and addressing the needs of specific programs, i.e. health science students.
 - Survey current and incoming students (and parents if applicable) to assess specific needs and interests.
 - Re-envision the Corps of Discovery (University of Providence's First Year Experience course) in a way that fosters awareness of opportunities and builds deliberate pathways toward engagement and service.
 - Provide regular, ritualized program and education opportunities to create a community committed to human flourishing, such as additional faith formation opportunities (Catholic and ecumenical), Argo Weekend (spirit week), recreation opportunities (outdoor and on-campus), student activities, arts and culture, to meet the needs of campus and distance learners.
 - Diversify on-campus dining options that increase and enhance opportunities for socialization.
 - Conduct a needs assessment to ensure the campus facilities are designed to support the holistic needs of students and increased enrollment (living space, activity space, dining space, office space, support service space, classroom).
2. Develop a formal process of promoting and tracking student engagement, establish benchmarks, and assess programs offered.
 - Explore technology designed to promote student engagement and success. Assess the capabilities of the new SIS (Jenzabar) to assist in tracking student engagement.

- Identify most effective channels for student communication (email, text, apps, social media) for all University of Providence -student populations and ensure use of these channels.

3. Increase the number of students engaged in creative activities within and beyond the classroom.

- Seek out best practice strategies for engaging distance learners in co-curricular events and activities.
- Partner with community businesses and programs to offer activities and events.
- Develop opportunities for students to be involved in the arts: Music, theater, painting, pottery, photography, etc. Example: Partnership with the Great Falls Theatre Company.

4. Review and revise, as necessary, all institutional policies impacting the University of Providence student experience to ensure that policies and practices are student-centered, promote student success and retention, and are in compliance with current laws and regulations.

- Complete full assessment of student code of conduct and residential life policies.
- Complete full assessment of Title IX, alcohol and drug prevention, sexual assault prevention, and accommodation services.
- Review policies for academic probation and suspension, academic holds (including financial holds), to determine barriers to enrollment.

Objective 3: Well-being and Holistic Health

We value and understand the importance of student well-being and holistic health. The community works to identify and address gaps in mental, physical, emotional, and spiritual health and offers programs and services that promote well-being.

GOALS with TACTICS

1. Institute programs and services designed to identify and provide on-going support to students in achieving and maintaining well-being and holistic health.

- Articulate the dimensions of well-being and holistic health.
- Design programs to support students in achieving and sustaining well-being and holistic health throughout their academic career at the university and beyond.
- Engage at-risk students in programming and services designed to provide peer-to-peer mentorship and support.

2. Implement practices designed to identify academically at-risk students in time for intervention.

- Identify opportunities to either leverage new SIS (Jenzabar) or explore additional resources to create an effective and robust early alert system.
- Establish a Campus Assessment, Risk, and Evaluation Team (CARE Team)
- Offer Mental Health First Aid, requiring completion by key faculty and staff members (Student Engagement and Athletics directors, coaches, academic advisors, Corps of Discovery faculty, TRIO staff, Campus Ministry team.

3. Identify intervention strategies designed to provide wrap-around support services to students and help make data-informed decisions to improve retention and completion rates.

- Review current strategies and resources to identify gaps, barriers, and needs related to providing appropriate levels of support.
- Create programs and services that focus on supporting the mentoring, advising, tutoring, service referrals, and health needs of all University of Providence students.
- Explore the feasibility of creating a theory-based, four-year, student experience centering student employment as a resource for increased enrollment, student success, retention, career exploration, and career readiness.
- Create student-to-student peer mentoring opportunities.

4. Provide student access to on-campus mental and physical health services.

- Create on-campus services that provide counseling, basic health services, and advocacy with a defined scope of care.
- Identify a model that allows distance students to access mental and physical health services with a defined scope of care.
- Create relationships with community partners, including a referral process, to address the needs of UP students outside the defined scope of care for on-campus services.

Objective 4: Marketing, Admissions, and Financial Aid

We improve the effectiveness of marketing, admissions, and financial aid programs that also address affordability for our students.

GOALS with TACTICS

1. Implement an integrated, university-wide strategic enrollment management plan (SEP) that addresses current enrollment challenges, identifies optimal long-term enrollment of all student populations, and focuses on prospective students who will embrace and live out the University of Providence mission.
 - Identify and define optimal long-term enrollment targets with attention given to physical space, staffing, and technology resource needs.
 - Leverage RNL partnership to complete the project proposal/business plan phase of the Strategic Enrollment Planning (SEP) process.
 - SEP Board selects business plans that will move forward based on likelihood of enrollment growth, institutional capacity, faithfulness to the mission, cost, and feasibility.
 - SEP process: Plan resource allocation and implementation.
 - Improve upon campus visit program to include innovative visit options and spring/summer admitted student information days to showcase a more robust student life element of University of Providence.
 - Assess current and potential athletic and other cocurricular offerings that provide opportunities for enrollment growth and align with the University's mission, academic programs, and provide quality opportunities for competition/participation.

2. Implement both a robust cross-media marketing plan that highlights success stories within the University of Providence community and a content marketing strategy which identifies members of the university community as subject matter experts capable of increasing brand awareness and market positioning.

- Conduct public perception survey to determine outside view of our brand and image. Create content strategy based on these results, and conduct survey 2 -3 years post content strategy implementation to assess results.
- Review current web partners, assess performance, and identify areas for improvement, with potential to explore new partnerships.
- Increase presence on video platforms.
- Leverage Lightcast Data to Highlight Student Outcomes in Marketing and Admissions.
- Build on current content marketing strategy for both School of Health Professions and School of Liberal Arts and Sciences.

3. Reduce the average net out-of-pocket expense (what students pay after scholarship) for our students to an amount equal to or less than regional, competitor institutions with like profiles that are private, mission-centric and faith-based.

- Secure financial resources needed to increase availability and value of funded/endowed scholarships.
- Leverage current market data on student discounting and develop strategy to make current packaging more competitive.
- Formally shift focus to a net tuition revenue model.
- Build on current initiatives that address affordability for first-generation college and lower income college students, as well as financial literacy and education.
- Implement a Health Professions Tuition Incentive Program that extends current School of Health Professions Providence employee tuition rates to all healthcare professionals.
- Identify partnerships and areas of opportunity to build scholarship programs within the School of Health Professions outside of Providence Health and Services.

4. Develop a formal process designed to re-enroll stopped out local and regional community members, former University of Providence students who have withdrawn (without a degree) or who have had their studies disrupted for a period of time, and track data to inform retention strategies.

- Assess the Great Falls community to determine the number of residents who have some college experience but no credential of completion.
- Create a flexible interdisciplinary degree structure, that values prior credit attainment and professional training and experience so individuals can earn a credential as efficiently as possible.
- Survey withdrawn students to determine motivation for withdrawal, and explore opportunities for continuous engagement with those who have withdrawn for personal or financial resources, such as a re-entry contact form.

Pillar 3 – Sustainability, Stability, and Viability

The University of Providence implements support practices that demonstrate our understanding of and commitment to the university's objectives and goals of providing education and formation. This is achieved by focusing on future viability by cultivating collaboration and creating structures within and across academic and institutional areas to support a culture and operating model that is mission-inspired, innovative, adaptable, and committed to a fiscal responsibility that respond to the signs and needs of the times.

Objective 1: Resource Allocation

We create an intentional plan for the allocation of resources centered in stewardship.

GOALS with TACTICS

1. Optimize resources to ensure quality and efficiency in all university operations by implementing baseline budgeting focused on strategic initiatives and strengthening programs.
 - Redefine as an institution how we use the 3-year plan and annual budgeting process for better forecasting and planning for implementation of strategic initiatives by allocating the resources necessary to move forward.
 - Focus on long term growth plans to build our campus into what is needed rather than what is needed right now, i.e. residence hall capacity.
2. Expand and diversify revenue sources to enhance the university through grants and contracts from federal and state agencies, corporations, and foundations.
 - Utilize the opportunity for federal grants for growth opportunities in new programs that could bring additional enrollments to the university.
3. Evaluate and prioritize deferred building maintenance and renovation as well as technological upkeep and innovations to ensure the university does not incur greater costs in the future.
 - Create a culture that recognizes the long-term impact of deferred maintenance to invest in our facilities.
 - Conduct a facility condition assessment to effectively manage facilities for long-range plan budgeting.
 - Establish a review process and an oversight committee to identify, assess, and prioritize the capital needs of campus (e.g. Providence Hall, stained glass, technology, heating / cooling, card swipe, Emilie Hall, etc.).
4. Create a comprehensive infrastructure growth plan (master plan) to allow for capacity in future development such as residence halls, classrooms, technology, additional facilities, etc.
 - Update the University of Providence Campus Master Plan to reflect on the current state of the university to link infrastructure growth to revenue opportunities (e.g. 10 acres of land, residential facilities, classroom equipment / design, sim lab, etc.)

Objective 2: Employee Recruitment, Development and Retention

We recruit and develop University of Providence faculty and staff, with a focus on the unique talents and needs of our student population to become a unified, mission-led community.

GOALS with TACTICS

1. Recruit competent faculty and staff who are disposed to embrace our mission and heritage.
 - Implement seamless recruitment of prospective employees by utilizing industry standard Human Resources software to post vacant positions across a network of recruiting sites.
 - Continue to utilize proactive, mission-focused, and intentional principles for recruiting, interviewing, screening, and selecting applicants.
2. Develop a strategic, consistent, flexible, and proactive approach to the recruitment, development, and retention of our employees, both faculty and staff.
 - Implement relevant and industry standard software to support Human Resources functions (e.g. removing manual processes, recruiting, employee engagement surveys, etc.).
 - Review and respond to turnover and retention rates of employees utilizing comprehensive reporting tools and data.
3. Develop and retain a diverse campus community with appropriate professional development in alignment with our Catholic mission and values.
 - Explore new ways of surveying faculty and staff to better understand and improve their experience at the University of Providence.
 - Continue and evaluate the professional development strategy and process for faculty and staff to intentionally invest in the university community.
 - Implement seminars and development focused on the Catholic mission and values for our employees, both faculty and staff.

Objective 3: Community and Partner Engagement

We devise and execute a collaborative and multi-level outreach and engagement strategy to positively position the University of Providence.

GOALS with TACTICS

1. Form and strengthen new and existing relationships for promoting professional and continuing education, service and partnership with Providence Health, local community organizations and corporate entities.
 - Leverage innovation and entrepreneurship to provide talent and to attract new industries and businesses to the region.
 - Create relevant partnerships with private sector companies and organizations to assist with and facilitate research, educational, employment, and developmental needs.
 - Address community identified issues through civic and community engagement.

2. Reconnect and strengthen alumni, donor and community relationships to gather support for the university's mission, vision, and strategic goals.
 - Establish and maintain a centralized database of target audiences and community partners.
 - Deploy campaigns and promotions with stakeholder-specific messaging, goals, and intended outcomes.
3. Leverage technology and campus facilities for the digital and physical transformation of the university and service to society.
 - Increase access for the region to University of Providence's facilities and intellectual capital.

Objective 4: Branding

We understand and stay true to the University of Providence brand image and strengthen our character by promoting and celebrating past, current, and future success.

GOALS with TACTICS

1. Promote the university's rich history and lasting significance to all of our constituents (e.g., prospective students, alumni, potential donors, potential employees, the regional civic and ecclesiastical community, etc.).
 - Elevate the visibility of educational, alumni, cultural, athletics, and service events and programs through story telling.
 - Encourage alumni to reflect on and share their own University of Providence story, including how campus life has evolved over the years.
2. Devise and execute a platform and strategy that clearly establishes our distinct university brand for positioning visibility among our peers.
 - Initiate a comprehensive review of the University's current marketing and activities, including defining the audience for each strategy and tool.
 - Review, reestablish and enforce the University of Providence-Brand Use Standard Guide.
 - Enhance the university's web and social media presence, design, and content.
 - Engage both internal and external constituents to effectively communicate the University of Providence brand and advance the university marketing plan.
3. Enhance our reputation for excellence by continuously showcasing notable achievements associated with the university including faculty and staff highlights, current student accomplishments, athletic teams, alumni success and impact on the communities we serve.
 - Work with internal and external partners to share content that informs and engages prospective students and their families.
 - Highlight impact that the University of Providence students have in their communities, and share stories about successful alumni outcomes, including careers and personal passions.
 - Reflect the University of Providence's diverse community by highlighting staff and faculty and their achievements.



CORE CURRICULUM ASSESSMENT
OFFICE OF INSTITUTIONAL RESEARCH
MARCH 2023

Grade Comparisons

The following summarizes the differences in mean GPAs between core courses and all other courses (statistically significant differences at $p \leq 0.05$ are indicated with an asterisk and $p \leq 0.01$ are indicated with two asterisks). Letter grades from fall 2018 to fall 2022 were converted to numeric values. Independent studies, directed studies, field experiences, internships, etc. were excluded.

- A statistically significant difference in mean GPAs between core only courses (2.61) and all other courses (3.31) was observed.**
- A statistically significant difference in mean GPAs between 300-level ILCs/PHL/TRL (2.86) and all other courses (3.12) was observed.**
- There is no statistically significant difference in PHL301 grade distributions between those that took the UP PHL101 or transferred in PHL101. The mean GPA for UP PHL101 students is 2.55 and 2.22 for the PHL101 transfers. There is no statistically significant difference in these means. In sum, students that transfer in a PHL101 equivalent are as successful in PHL301 as students that took PHL101 at UP.

Grades in the core foundation courses and corresponding (by student) entry courses in the large majors were examined. Paired foundation courses were also examined. Students that are not successful in a foundation course are not successful in the major course or other foundation course (e.g., Students earning Ds and Fs in ENG117 are likely to earn the same in BUS201).

MCIA, CLA, and NSSE

MCIA findings indicate differences between first-year students and seniors. This may partially be attributed to the core curriculum. However, we could also argue that program curriculums, and the University's overall focus on mission in welcoming and graduation ceremonies and campus ministry may also have an effect.

Regarding NSSE findings, the UP senior means in higher-order learning, reflective and integrative learning, learning strategies, and quantitative reasoning have decreased over the last two-years (2020 to 2022) on all NSSE engagement indicators.

UP senior CLA+ scores have decreased from 1077 in 2017 to a 1046 in 2019.

Core Loads

During fall and spring, SLAS faculty either teach exclusively core courses (e.g., PHL and TRL) for contract load or their contributing core courses count toward their contract load. With an 8-student minimum class size and a 96 SCH minimum toward load (SCH method), most SLAS faculty need the core course offering for load (i.e., program courses do not meet minimum). This explains the low percentage of overload core SCH.

Core Curriculum Exceptions

Nine hundred and eighty-nine (989) exceptions to associate and bachelor degree requirements have been processed through the Registrar's Office from September 2018 to March 2023. Sixty-five percent (65%) of these exceptions have been related to the core curriculum. Excluding exceptions for old core to new core conversions, 621 core exceptions were processed from September 2018 to March 2023. Of these 621 exceptions, 2% were Corp of Discovery, 6% communications, 7% computer science, 8% English, 1% writing across the curriculum, 5% history, 4% integrated learning communities, 1% math, 9% philosophy, 10% theology, and 47% related to distribution requirements.

SERVICE LEARNING MINOR

In Workflow

1. Proposal Impact ()
2. Preliminary Review ()
3. Depts/Division Chairs ()
4. LA Curriculum Committee Chair ()
5. LA Curriculum Committee Voting ()
6. Faculty Chair ()
7. Provost ()
8. Registrar ()
9. Banner ()

Approval Path

1. Mon, 08 Apr 2024 20:39:41 GMT
Kerri Koteskey (kerri.koteskey): Approved for Proposal Impact
2. Mon, 08 Apr 2024 20:47:43 GMT
Kerri Koteskey (kerri.koteskey): Approved for Preliminary Review
3. Mon, 08 Apr 2024 20:48:05 GMT
Kerri Koteskey (kerri.koteskey): Approved for Depts/Division Chairs
4. Wed, 24 Apr 2024 14:55:31 GMT
Kelly Quick (kelly.quick): Approved for LA Curriculum Committee Chair
5. Wed, 08 May 2024 16:30:28 GMT
Kerri Koteskey (kerri.koteskey): Approved for LA Curriculum Committee Voting
6. Wed, 08 May 2024 16:31:19 GMT
Kerri Koteskey (kerri.koteskey): Approved for Faculty Chair
7. Fri, 10 May 2024 16:07:29 GMT
Deb Kottel (deborah.kottel): Approved for Provost

Service Learning Minor

Course

- PHL 499: SERVICE & CST SENIOR SEMINAR
- SVL 495: SERVICE LEARNING INTERNSHIP
- TRL 325: DISCERNMENT
- TRL 399: SERVICE & CST SENIOR SEMINAR

Program

- 40: Minor Service Leadership & Catholic Social Teaching

New Program Proposal

Date Submitted: Fri, 05 Apr 2024 20:40:50 GMT

Viewing: 40 : Minor Service Leadership & Catholic Social Teaching

Last edit: Mon, 08 Apr 2024 18:43:09 GMT

Changes proposed by: Sarah Spangler (sarah.spangler)

Proposal Name

Minor Service Leadership & Catholic Social Teaching

Date for Next Revision

Fall 2024

Are you sponsoring this proposal?

Yes

Faculty Sponsor(s)

Faculty Sponsor

Sarah Spangler

Effective Date

Fall 2024

Summary of Proposal**Summary – Need and Plan**

Background & Need: As we have rolled out Service Learning in the last two years, students from a wide range of majors have expressed interest in doing more together after particular courses, immersion trips, or service projects have ended. Many are also ready to organize and lead service initiatives themselves (and some have organized an run initiatives already). This minor gives them a cohort or community anchor in academics, ways to do service internships, and opportunities for inter-disciplinary dialogue.

Curricular Design – Conceptual Framework: While we envision service activities continuing to grow at UP out of many departments (e.g. athletics, campus ministry), we wanted to create an additional space in academics for students to reflect on service experiences in connection to their respective majors, fields, or disciplines. We also wanted to further anchor “service” in UP’s heritage as a ministry of the Sisters of Providence. To that end, we have used principles and foundations of Catholic Social Teaching to frame the curriculum, designing outcomes to align with central principles and requiring courses from a broad range of disciplines.

Interdisciplinary Dialogue: Catholic Social Teaching is grounded in particular beliefs about human nature and human development that are intrinsically tied to social, political, and economic systems. At its best, therefore, Catholic Social Teaching is best understood (indeed, developed) through interdisciplinary dialogue. We have designed this program to facilitate constructive, substantive dialogue amongst students, faculty, and the many communities of which we are a part.

Integration of CST & Service: We also see CST and Service Learning as informing each other. Service Learning that is not grounded in principles of human dignity, autonomy, solidarity, justice, and subsidiarity would be inconsistent with central tenets and values of our mission and heritage as a Catholic liberal arts university. At the same time, fundamental vision and purpose of CST can be lost when relegated to merely a set of ideas if not tethered to acts of solidarity and immersion in real communities and first hand experience.

Looking forward: Though the program as designed here reflects the particular input of faculty with expertise in Sociology, Psychology, Biology, Business, Economics, Theology, Philosophy, we hope to engage faculty from other fields and disciplines who are interested. We expect this minor to be relatively easy to fit in next to any major or program because it adds few additional credits beyond existing requirements and draws on many courses already required in the Core or existing majors.

Division

Arts and Humanities

College

Liberal Arts & Sciences

Academic Level

Undergraduate

Program Type

Minor

Program Level

Undergraduate

Credential Type

Bachelor or Arts

CIP Code

39.0699 - Theological and Ministerial Studies, Other.

How is the program consistent with the goals and mission of UP?

1. The minor as a program has three program outcomes and 9 course level indicators that align directly with Bachelors Degree Outcomes 1, 2, 4, 5, and 6
 - o Cultivate intellectual skills and dispositions necessary for the pursuit of truth and common good; (BDO 1)
 - o Learn and engage with the living Catholic Intellectual Tradition; (BDO 3)
 - o Engage with diverse cultures and consider the inherent value in all creation; (BDO 4)
 - o Demonstrate familiarity with major moral and ethical theories in order to act with sound ethical judgement in contemporary contexts; (BDO 5)
 - o Reflect, learn, and live lives of integrity and compassion (BDO 6)

2. The minor is designed around the 7 principles of Catholic Social Teaching as defined on the USCCB (U.S. Conference of Catholic Bishops) website. Courses and outcomes are directly aligned with these principles with special emphasis on Life & Dignity of the Human Person, Solidarity, Call to Participation, Option for the Poor and Vulnerable, Rights and Responsibilities, and Care for Creation.

3. The minor's conceptual framework, outcomes, and courses are anchored in the heritage and commitments of UP and the Sisters of Providence insofar as their values, history, and current works are also rooted in principles and traditions of Catholic Social Teaching.

SEE SECTION ON OUTCOMES AND GRIDS

Does this program impact the Core?

No

Catalog Description (as it would display in the catalog)

Service Leadership and Catholic Social Teaching

In keeping with UP's mission and the heritage of the Sisters of Providence, The Service Leadership and Catholic Social Teaching (CST) minor provides opportunities for students to learn, reflect, and serve with faculty and students from a wide variety of disciplines. The minor is anchored in the principles and framework of CST, integrating course-work and service experiences to better understand CST principles like human dignity, solidarity, participation in community, rights and responsibilities, care for the Earth, and concern for the poor and vulnerable. The minor offers opportunities to:

- Serve and reflect together in local and regional communities and immersion trips
- Organize and lead service initiatives for other students in collaboration with Campus Ministry, faculty, and other members of the UP community.
- Build on service experiences begun in COD, ILCs, and other courses in Core and majors.
- Learn the key principles of CST and participate in interdisciplinary dialogue with other students and faculty
- Reflect and connect service experiences and CST to disciplines, majors, and future professions, and disciplines.

Program Outcomes:

Students who complete the minor will:

1. Develop Awareness of needs of others, community and society
 - a. Demonstrate awareness of personal strengths, gifts, and vulnerabilities through reflection on service experiences and studies
 - b. Demonstrate awareness of the emotions, vulnerabilities, and needs of others
 - c. Explain how social and communal factors can support or undermine respect for human dignity and flourishing
1. Understand Catholic Social Teaching as a **dialogue amongst various disciplines**
 - a. Explain the **theological** and **philosophical** foundations and basic principles of CST and apply them to real-world economic, social, and ecological problems.
 - b. Explain and apply concepts of the human person inherent to CST including human dignity, solidarity, and the call to participation
2. Explain how real-world social, economic, and ecological issues affect humans and communities.
3. **Integrate:** Synthesize, **Discern**, Respond
 - a. **Explain** the ramifications and applications of CST principles through the lens of particular disciplinary expertise [will vary depending on student's major]
 - b. Drawing on CST, and disciplinary expertise, **identify and assess needs** of a particular community encountered through service
 - c. Discern and **respond** to the needs of particular individuals or communities through community engagement, presence, reflection, and action.

Impact of the proposal on current Faculty workload (credits, classes, rotation):

–The minor is primarily built on courses already existing in core and majors (BUS, PSY, SOC, BIO, PHL, etc). Because these courses are already offered in regular rotations, they would not create additional workload in terms of course sections offered

–Two new "required" courses are being created :

1. SVC Service Learning Internship (1-6 credits total) --> SVC internships may be offered by faculty in any discipline (but they have to be approved as fulfilling outcomes, description, and assessment requirements of the director of the minor).
2. TRL/PHL 499 Service & CST Senior Seminar (3 cred). The Seminar will add 1 course/year to a PHL or TRL faculty member's teaching load.

–courses not already in rotation will be offered every other year or as needed for "approved electives" --e.g. TRL 320 Christian Vocation to Justice

Workload Impact:

The minor will live in the Arts & Humanities department, with coordination, scheduling of minor-only courses, and assessment managed as necessary by a Service Learning Curricular Director accountable to the Provost.

Due to the fact that only two new courses will be offered (SL Internships and Senior Synthesis), we do not anticipate a need for additional hires of adjuncts or faculty. If the program were to grow to a size requiring more than 1 Senior Synthesis Seminar per year we would need to revisit question of how this affects loads.

Impact on students (past, present, future):

DEMAND: Many students who have been participating in Service Learning courses from a variety of majors have expressed interest in taking more SL courses and participating in Service activities beyond classroom requirements. We have also had students who have done service work or gone on service trips who would like to help lead other students in some of these projects.

OPPORTUNITIES: This would provide students with 1) **SERVICE COMMUNITY:** opportunities to work alongside faculty, staff, and other students in service projects in the local community, in areas related to their majors or future professions, 2) **INTERDISCIPLINARY COMMUNITY** - this creates a multidisciplinary pathway that allows students to pursue their current majors (including BUS, BIO, PSY) while connecting with faculty and students in other disciplines through dialogue, collaboration, and reflection. 3) **REFLECTION** - the multi disciplinary design will give students opportunities to reflect on CST and Service experiences as related to their personal and professional goals. 4) **INTEGRATION** - multidisciplinary dialogue, reflection on CST, and reflection on how social problems need to be approached from a wide range of fields of expertise helps students integrate their experience, career aspirations, and coursework.

Few additional Credits: All required courses except SVC Internship and Senior Seminar can double dip in core or majors. Students taking this minor may add as few as 7 credits to their existing required credits.

See "Supporting Documents" for an overview of the details

Methods Faculty will use to assess the effects of the proposal:

Assessment data marking both final achievement and progressive development across multiple years will be drawn from three main course areas. Courses specific to the minor (TRL 499, PHL 499, and SVC internship) will include artifacts for assessment to be collected and reported by the SL Curriculum Director/Coordinator

1. Courses already existing in the Core that already include some of these outcomes. Those courses include: ILC 350, COD 100, TRL 2XX, TRL 301,
2. Courses already taught in existing majors that already include or teach to these outcomes including PSY, SOC, BIO, CRJ and ECN. These courses do not need to adopt new outcomes as they are already designed to meet some of the outcomes in the minor.
3. Courses specifically designed for the minor including the SL Capstone, the SL Internship and SL designated courses.

SEE ASSESSMENT GRID IN SUPPLEMENTARY DOCUMENTS

Program Requirements

Code	Title	Credits
CST & SL Foundations		3
PHL 301	ETHICS	
Poor & Vulnerable Populations: 1 of the Following		3
PSY 220 or SOC 366	SOCIOCLTRL & INTERNTL AWRENESS POVERTY AND INEQUALITY	
Economics & Social Systems		3
ECN 201	MACROECONOMICS	
Sustainability, Conservation, & Ecology: 1 of the Following		4
BIO 110	THE LIVING ENVIRONMENT	
BIO 111	ENVIRONMENTAL GEOLOGY	
BIO 115	ENVIRONMENTAL ECOLOGY	
Approved Electives: 1 of the Following		3-4
BIO 422	CONSERVATION ECOLOGY	
BUS 315	ETHICS & ENTERPRISE	
CRJ 315	RESTORATIVE JUSTICE	
PSY 340	HELPING SKILLS	
TRL 320	CHRISTIAN VOCATION TO JUSTICE	
TRL 325	DISCERNMENT	
PSY 396	CHILD ABUSE AND NEGLECT	
Service & CST Integration		
TRL 399 or PHL 499	SERVICE & CST SENIOR SEMINAR SERVICE & CST SENIOR SEMINAR	3
SVL 495	SERVICE LEARNING INTERNSHIP	1

Two Service Learning (SL Designated Courses)	6
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Total Credits Required:	26-27
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Suggested Plan of Study

Because this is a minor, courses should be taken when required for core or existing major, double dipping where possible and planning for any electives outside of existing major or core. Our only scheduling restriction is that Senior Seminar needs to be taken Spring of Senior year.

Does your program have or (intend to pursue) programmatic accreditation?

No

Program Learning Outcomes

Program Learning Outcomes	
1	1. Develop Awareness of needs of others, community and society A. Demonstrate awareness of personal strengths, gifts, and vulnerabilities through reflection on service experiences and studies B. Demonstrate awareness of the emotions, vulnerabilities, and needs of others C. Explain how social and communal factors can support or undermine respect for human dignity and flourishing
2	2. Understand Catholic Social Teaching as a dialogue amongst various disciplines A. Explain the theological and philosophical foundations and basic principles of CST and apply them to real-world economic, social, and ecological problems. B. Explain and apply concepts of the human person inherent CST including human dignity, solidarity, and the call to participation C. Explain how real-world social, economic, and ecological issues affect humans and communities.
3	3. Integrate: Synthesize, Discern, Respond A. Explain the ramifications and applications of CST principles through the lens of particular disciplinary expertise [will vary depending on student's major] B. Drawing on CST, and disciplinary expertise, identify and assess needs of a particular community encountered through service C. Discern and respond to the needs of particular individuals or communities through community engagement, presence, reflection, and action.

Learning Outcomes Display (show only)

Course Code	PLO 1	PLO 2	PLO 3
Warning! Unable to parse program body. Data Invalid: Area header row cannot be followed by indented row.			

Attach Pro Forma

Attach Pro Forma.docx

Attach Supporting Documentation

2024-04-02 Dept Meeting Minutes.docx

concurrence notes Sciences Humanities BUS.docx

Service Leadership Minor Overview in Word for CC or CIM.docx

Key: 40

New Course Proposal
Viewing: SVL 495 : SERVICE LEARNING INTERNSHIP
Last edit: Mon, 08 Apr 2024 16:20:05 GMT

Are you sponsoring this proposal?
Yes

Faculty Sponsor(s)

Faculty Sponsor
Sarah Spangler

Who is being supported?
Service Leadership & Community Engagement

Effective Term
Fall 2024

Academic Level
Undergraduate

Subject Code
SVL - Service Learning

Course Number
495

Department/Division
Arts and Humanities

School
Liberal Arts & Sciences

Course Title
SERVICE LEARNING INTERNSHIP

Course Description
Building on service experiences in Service Learning classes, immersion trips, or other forms of service-based community immersion, students will create, organize, or assist in a service-related project or program with an approved community agency or the University of Providence. Internship will include written reflections as assigned by faculty supervisor offering the course and must demonstrate consistency with principles of Catholic Social Teaching and the University Mission and Values.

Course Credit
1

Prerequisites
1 SL designated course

Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
	(	ENG 117	D	UG		
Or		EN17	Y			
Or		T1	Y		)	

Default Grade Mode
P - Pass/Fail

Is this course repeatable for credit?
Yes
Maximum credits available

6

Mode(s) of Delivery

Directed Study
 Hybrid
 IN/FE/Rsrch/Thsis/Prjct/Capstn
 Independent Study
 Lecture
 Web Based

Course Learning Outcomes

Course Learning Outcome(s)	
1	Demonstrate awareness of personal strengths, gifts, and vulnerabilities through reflection on service experiences and studies
2	Demonstrate awareness of the emotions, vulnerabilities, and needs of others
3	Discern and respond to the needs of particular individuals or communities through community engagement, presence, reflection, and action

Supporting Documentation**Impact on students (past, present, future)?**

See Service Leadership Minor proposal. Provides way to build on Service experience in a creative or more involved way that support or involves others

Statement of change and how it will affect quality of program

Essential to the concept of the Service Leadership minor because it requires active creation, planning, or leadership of a service activity.

Supporting Assessment Data, evidence of best practices

CC new course Supporting Assessment Data.docx

Description of how change is consistent with goals and mission of UP

Consistent with principles outlined in proposal for Service Leadership minor (see that document) and provides opportunities for students to move from participation in outreach to conceiving of, developing, and leading service initiatives themselves

Impact on current faculty workload (credits, classes, rotation)

CC Load Impact on current faculty workload.docx

Methods Faculty will use to assess effects of change

Assigned reflections with written responses required throughout internship assessment artifacts; go into a portfolio that is assessed after student complete Senior Synthesis class.

If you have prepared a syllabus, please attach it here.

CC Course Proposal Syllabus statement.docx

Key: 2813

New Course Proposal

Viewing: TRL 325 : DISCERNMENT

Last edit: Mon, 08 Apr 2024 16:24:48 GMT

Are you sponsoring this proposal?

No

Faculty Sponsor(s)

Faculty Sponsor
Sarah Spangler

Who is being supported?

SL CST Minor ; TRL minor

Effective Term

Fall 2024

Academic Level

Undergraduate

Subject Code

TRL - Theology and Religion

Course Number

325

Department/Division

Arts and Humanities

School

Liberal Arts & Sciences

Course Title

DISCERNMENT

Course Description

This course explores a range of Christian spiritual traditions and practices with a focus on tools and practices of discernment. Foundational texts from early Christian monastic and ascetical communities will lay the groundwork for understanding the intellectual, emotional, spiritual, and social dimensions of discernment. We will focus on the philosophical and theological frameworks underlying these spiritual traditions in order to understand how they apply to contemporary practice.

Course Credit

3

Prerequisites

Core TRL 100 or 200
 PHL 100 or 200 from core

Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
	(	ENG117	D			
Or		EN17	Y			
Or		T1	Y		)	

Default Grade Mode

S - Standard Letter

Is this course repeatable for credit?

No

Mode(s) of Delivery

Hybrid

Lecture
Web Based

Course Learning Outcomes

Course Learning Outcome(s)	
1	5. Demonstrate, orally and in writing, how theological discourse, as the interpretation and articulation of matters of faith and morals, incorporates and employs various sources – Scripture, human reason, and religious experience.
2	7. Explain, orally and in writing, central Christian and Catholic Doctrines in terms of the historical contexts in which they were formulated, the details of their formulation (including Scriptural and philosophical components), and how they developed in history
3	8. Demonstrate, orally and in writing, how spirituality is the personal dimension of Christian faith. Read and analyze the works of those great figures in Christian history (including the theological sources for their works – Scriptures and spiritual traditions) who serve as guides to personal development.
4	A. Demonstrate awareness of personal strengths, gifts, and vulnerabilities through reflection on service experiences and studies

Supporting Documentation

Impact on students (past, present, future)?

This is an elective for the Service Leadership minor and will be offered every other year if there is sufficient demand from students. There seems to be a need for it as students ask about it a lot and it fits with the goals of the new SL minor.

Statement of change and how it will affect quality of program

Adds to courses in catalog for TRL. TRL still has a minor, but few if any take it. This course fits in with the service minor as an approved elective so it is an option if there is sufficient demand.

Supporting Assessment Data, evidence of best practices

CC new course Supporting Assessment Data.docx

Description of how change is consistent with goals and mission of UP

Adds a course in TRL that fits with goals and outcomes of new SL minor. Aligns with existing TRL outcomes which align with mission

Impact on current faculty workload (credits, classes, rotation)

CC Load Impact on current faculty workload.docx

Methods Faculty will use to assess effects of change

assessment will be conducted as part of SL minor. If students are in TRL minor, assessment would happen there. Course will include written reflections, essays, and exams that will produce artifacts for assessing outcomes

If you have prepared a syllabus, please attach it here.

CC Course Proposal Syllabus statement.docx

Key: 2816

New Course Proposal
Viewing: TRL 399 : SERVICE & CST SENIOR SEMINAR
Last edit: Mon, 08 Apr 2024 16:28:11 GMT

Are you sponsoring this proposal?
Yes

Faculty Sponsor(s)

Faculty Sponsor
Sarah Spangler

Who is being supported?
Service Leadership Minor

Effective Term
Fall 2024

Academic Level
Undergraduate

Subject Code
TRL - Theology and Religion

Course Number
399

Department/Division
Arts and Humanities

School
Liberal Arts & Sciences

Course Title
SERVICE & CST SENIOR SEMINAR

Course Description
This course serves as a culminating experience for students in the Service Leadership & Community Engagement Minor. Students will (1) read and discuss theological writings that are foundational to CST, (2) synthesize disciplinary expertise, principles of Catholic Social Teaching, and service experiences and (3) participate in a dialogue with students and faculty from multiple disciplines. Students will complete a final project in which they identify and respond to the needs of a particular community they came to know through service experience and present their project at the Undergraduate Research Symposium.

Course Credit
3

Prerequisites
SVL 495 Service Learning Internship

Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
		SVL495	D			
And	(	ENG117	D			
Or		EN17	Y			
Or		T1	Y		)	

Restrictions

Campus Only

Default Grade Mode
S - Standard Letter

Is this course repeatable for credit?

No

Mode(s) of Delivery

Hybrid
Lecture
Web Based

Course Learning Outcomes

Course Learning Outcome(s)	
1	Explain the theological and philosophical foundations and basic principles of CST and apply them to real-world economic, social, and ecological problems.
2	Explain and apply concepts of the human person inherent CST including human dignity, solidarity, and the call to participation
3	Drawing on CST and disciplinary expertise, identify and assess needs of a particular community encountered through service
4	Discern and respond to the needs of particular individuals or communities through community engagement, presence, reflection, and action

Supporting Documentation**Impact on students (past, present, future)?**

Essential to the concept of the Service Leadership minor because it connects multiple disciplines to CST and Service experiences.

Statement of change and how it will affect quality of program

Consistent with principles outlined in proposal for Service Leadership minor (see that document) and provides opportunities for students to synthesize different courses taken throughout minor in an organized, interdisciplinary dialogue with other students, faculty, and communities served. Because most of minor is taken in different disciplines, this integrates all of that with CST and Service Experiences

Supporting Assessment Data, evidence of best practices

CC new course Supporting Assessment Data.docx

Description of how change is consistent with goals and mission of UP

Addition synthesizes multiple courses in different disciplines with Catholic Social Teaching and Service as described in mission alignment section of proposal for minor

Impact on current faculty workload (credits, classes, rotation)

CC Load Impact on current faculty workload.docx

Methods Faculty will use to assess effects of change

Assigned reflections with written responses required throughout courses in minor; course will produce assessment artifacts go into a portfolio that is assessed after student complete Senior Synthesis class. Artifacts will include reflections and final project in course used in Undergrad Research Symposium.

If you have prepared a syllabus, please attach it here.

CC Course Proposal Syllabus statement.docx

Key: 2814

New Course Proposal
Viewing: PHL 499 : SERVICE & CST SENIOR SEMINAR
Last edit: Mon, 08 Apr 2024 16:17:59 GMT

Are you sponsoring this proposal?
Yes

Faculty Sponsor(s)

Faculty Sponsor
Sarah Spangler

Who is being supported?
Service Leadership

Effective Term
Fall 2024

Academic Level
Undergraduate

Subject Code
PHL - Philosophy
Course Number
499

Department/Division
Arts and Humanities

School
Liberal Arts & Sciences

Course Title
SERVICE & CST SENIOR SEMINAR

Course Description
PHL 499 Service & CST Senior Seminar
This course serves as a culminating experience for students in the Service Leadership & Community Engagement Minor. Students will (1) read and discuss philosophical writings that are foundational to CST, (2) synthesize disciplinary expertise, principles of Catholic Social Teaching, and service experiences and (3) participate in a dialogue with students and faculty from multiple disciplines. Students will complete a final project in which they identify and respond to the needs of a particular community they came to know through service experience and present their project at the Undergraduate Research Symposium.

Course Credit
3

Prerequisites
SLX 495 Service Learning Internship

Prerequisites

And/Or	(	Course/Test Code	Min Grade/Score	Academic Level	)	Concurrency?
	(	ENG 117	D	UG		
Or		EN17	Y			
Or		T1	Y		)	

Restrictions
campus only

Default Grade Mode
S - Standard Letter

Is this course repeatable for credit?

No

Mode(s) of Delivery

Hybrid
Lecture
Web Based

Course Learning Outcomes

Course Learning Outcome(s)	
1	Explain the theological and philosophical foundations and basic principles of CST and apply them to real-world economic, social, and ecological problems.
2	Explain and apply concepts of the human person inherent CST including human dignity, solidarity, and the call to participation
3	Explain the ramifications and applications of CST principles through the lens of particular disciplinary expertise
4	Drawing on CST, and disciplinary expertise, identify and assess needs of a particular community encountered through service
5	Discern and respond to the needs of particular individuals or communities through community engagement, presence, reflection, and action

Supporting Documentation**Impact on students (past, present, future)?**

Essential to the concept of the Service Leadership minor because it connects multiple disciplines to CST and Service experiences.

Statement of change and how it will affect quality of program

Consistent with principles outlined in proposal for Service Leadership minor (see that document) and provides opportunities for students to synthesize different courses taken throughout minor in an organized, interdisciplinary dialogue with other students, faculty, and communities served.

Supporting Assessment Data, evidence of best practices

CC new course Supporting Assessment Data.docx

Description of how change is consistent with goals and mission of UP

course that synthesizes multiple courses in different disciplines with Catholic Social Teaching and Service as described in mission alignment section of proposal for minor

Impact on current faculty workload (credits, classes, rotation)

CC Load Impact on current faculty workload.docx

Methods Faculty will use to assess effects of change

Assigned reflections with written responses required throughout courses in minor; course will produce assessment artifacts go into a portfolio that is assessed after student complete Senior Synthesis class. Artifacts will include reflections and final project in course used in Undergrad Research Symposium.

If you have prepared a syllabus, please attach it here.

CC Course Proposal Syllabus statement.docx

Key: 2815

What is Service Learning? What does it mean at the University of Providence?

Is all service or volunteer time Service Learning?

- No. “Service Learning” in an educational context (Higher Ed and K-12) refers to a high impact practice in teaching and learning—it enriches learning by facilitating things like integration of ideas and experience, reflection, creative problem solving, and other high-level activities in connection with a particular course, major, or discipline. Community service is completed as a *component* of the overall learning goals—much like a project, assignment, reading, or activity is part of a course.
 - Community Service – can refer to any kind of work in the community, whether voluntary or connected to membership in an organization.
 - Service – may be a value or disposition that belongs to a personal outlook, a value in a profession, a priority in an organization, etc.

Can students get academic credit for completing service hours?

- No. Academic credit is earned in Service Learning for the *course* linked to the service activities. It is **not** credit for completion of volunteer hours.

Can any course be designated as Service Learning?

- Yes, through a proposal process that shows how an existing or new course fits the SL Course Description and/or meets the SL outcomes included in the 2017 Core Proposal.

Is Service Learning the same at all universities?

- Different kinds of courses and programs around experiential learning, civic engagement, and service exist at most colleges and Universities through student employment, student affairs, athletics, career services, and academics. “Service Learning” almost always refers to the academic component linked to service.
- How service or community outreach is understood and facilitated aligns to the particular missions, histories, or values of a given college or university. Many faith-based colleges link service programs to their faith and heritage.
- Service Learning at UP is grounded in Catholic Social Teaching in general, and in our our values, mission, and heritage including the vision of service held by PHS, the Sisters of Providence.

Course Information

Service learning Integration Seminars are taken alongside 15 or more hours of service work in a local community agency or other qualified context. Seminar credit is received for completion of minimum service hours plus completion of 15 semester hours of course material designed to facilitate students’ development in three areas: (1) Awareness of personal strengths, gifts, and vulnerabilities through reflection; (2) awareness of the emotions, vulnerabilities, and needs of others; and (3) increased understanding of how communal and social factors support and/or undermine respect for human dignity through reflection on real-world problems in a service environment. Credits: 1-3.

Service Learning Course - Core Outcomes:

- 2.2 demonstrate the skills and dispositions necessary for respectful dialogue
- 6.1 demonstrate developing awareness of personal strengths, gifts, and vulnerabilities through reflection
- 6.2 develop awareness of the emotions, vulnerabilities and needs of others
- 6.3 demonstrate an increased understanding of how communal and social factors support and/or undermine respect for human dignity through reflection on real-world problems

Service & Service Learning Course Questions

Are all UP undergraduates *required* to take SL courses for graduation?

- Yes. All undergraduates are required to take ILC 350: “What is the Common Good,?” a course that requires service hours connected to course topics and elements of Catholic Social Teaching. Students who are required to take Corps of Discovery also have introductory experiences of service learning.

Are there additional opportunities for Service and Service Learning at UP?

- **Yes!** Students may participate in *service activities* through a variety of university wide options—athletics, campus ministry, clubs, career services, etc. Some study abroad courses are also service oriented.
- Students also have a lot of *service learning* options through individual SL courses, Service Internships, COD, SL designated courses in the Core and a variety of majors and minors, and the Service Leadership & CST minor.

Advising Guidelines

How do students sign up for a SL course?

- A student can register for an SL designated (or GEN 205) course—beginning in Fall 2022, courses will be designated SL in the course schedule much like WAC, COM, or other distributions.
- Once enrolled in a SL course, students will be instructed to submit a SL Placement Application to the Office of . It asks questions about preferred placement and specifies any required training, background checks, etc. that students have to complete in order to go to service sites.

Can a student take an SL designated course and *not* do the Service part?

- No. SL designated courses are designed in a way that integrates reflection and reporting on the service experience into assignments and graded components. Normally, it is not possible to pass a SL designated course without completing the minimum service (12-15 hours/semester).

How will instructors know if students have attended and completed service hours?

- We have a software or other system that will help site supervisors, students, and the SPC track and verify hours. This information will be shared or made available to instructors.

Service Site & Placement Related Questions

How do I set up a service site for a particular course? Can I recommend potential sites for service?

- All site set-up goes through Campus Ministry.

How do we know if a site is safe or appropriate for our students? What if a student needs special accommodations?

- These are the kinds of questions that will be addressed through Campus Ministry. They will also have resources set up for students to contact if they have difficulty at a site, encounter unsafe environments, or otherwise need support in their placements.
- Sites will have to be screened and registered through the SPC in order to determine the different kinds of supports students may need in different environments.

Do students have to be screened for some sites?

- University requirements are under development. Service sites have a variety of requirements related to the populations they serve. This will mean a variety of things may be required for service at some sites. Examples:
 - Anyone who works with minors and vulnerable populations in a diocesan organization have to complete Safe and Sacred/Virtus training
 - Many sites (especially those where we work with minors) require fingerprint-based background checks to be on-site.
 - Some sites have few or no restrictions on volunteers but may involve working with people in detention, prison, or pre-release treatment programs
 - Some sites may require special skills, certifications, or trainings— e.g. CPR, Mental Health Crisis Intervention, advanced accounting skills (e.g. tax clinics), mandatory reporting requirements, tutor training, etc.

Appendix 04

RSI Policy and Procedure

Policy on Regular and Substantive Interaction in Online and Hybrid Courses

I. Purpose

- Establish clear expectations for Regular and Substantive Interaction (RSI) between instructors and students in online and hybrid courses.
- Ensure all online/hybrid courses maintain the same academic rigor, engagement, and quality as traditional in-person courses.
- Enhance student learning outcomes and foster meaningful student-instructor relationships.
- Support an active learning environment that promotes academic success.
- Ensure compliance with the University's mission of accessible, transformative education.
- Align with accreditation standards set by the Northwest Commission on Colleges and Universities (NWCCU).
- Address unique challenges in the digital/distance learning environment (isolation, technological barriers, time management).
- Ensure compliance with federal requirements for defining distance education and distinguishing it from correspondence courses.

II. Definitions

- Regular and Substantive Interaction (RSI):
 - Instructor-initiated, purposeful engagement with students.
 - Directly relates to course content and promotes critical thinking and student progress.
 - Must include direct instruction, academic guidance, and assessments.
- Online Course:
 - 100% virtual course delivery.
 - All activities, assignments, and interactions take place online using platforms like Moodle, video conferencing, etc.
- Hybrid Course:
 - Combines online and in-person instruction.
 - Mix of on-campus sessions and online learning activities.

III. Requirements for Instructors

- Purpose: To initiate proactively interaction with students, beyond just responding to inquiries.
 - Consistent engagement at key points in the course to support learning.
- Types of Interactions:
 - Planned: Scheduled interactions (e.g., weekly check-ins, announcements) aligned with course progression.
 - Unplanned: Responsive to student needs (e.g., extra support for struggling students).
- Implementation:
 - Announcements: Regular updates in Moodle, reflections on key concepts, and assignment reminders.
 - Discussion Forums: Active participation to guide discussions and connect course content to real-world applications.
 - Feedback on Assignments: Timely, constructive, and personalized feedback, especially within the first two weeks of class.

- Individual Communication: Timely responses (24–48 hours) via email, addressing student queries and providing support.
- Office Hours: Virtual office hours for online courses, in-person office hours for hybrid courses.

IV. Student-to-Student Interaction

- Peer Reviews:
 - Purpose: To encourage reflective learning through student assessment of peer work and include clear evaluation criteria and time for revisions.
 - Implementation:
 - Group Projects:
 - Develop collaboration, communication, and problem-solving skills.
 - Provide clear goals, timelines, and rubrics for assessment.
 - Moderated Online Discussions:
 - Encourage critical thinking through debates, application of concepts, and reflective discussions.
 - Interactive Learning Tools:
 - Utilize breakout rooms, quizzes, polls, and other interactive tools to foster engagement.

V. Accessibility

- Purpose: To ensure an inclusive learning environment where instructors design and deliver content that accommodates the diverse needs of all students in accordance with the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act.
- Implementation:
 - Quality Matters (QM) Best Practices: Ensures course accessibility through consistent layout, clear navigation, and easily accessible materials (e.g., Headings/Subheadings, Font readability, etc.).
 - Academic Success Center (ASC): Supports instructors in implementing accessible course designs (e.g., assistive technologies, extended time on assignments, etc.).
 - TRIO Programs: Assist low-income, first-generation, and disabled students by offering resources (e.g., learning tools, textbooks, ongoing evaluation and support.)
 - Captions for Videos: All instructional videos should have accurate, synchronized captions, benefiting students with hearing impairments or those studying in non-ideal environments.
 - Alt-Text for Images: Every image, diagram, or chart must include concise descriptions to ensure students using screen readers can understand the visual content.
 - Screen Reader Compatibility: Documents must be in text-based formats with properly labeled headings, lists, and tables. Hyperlinks should have descriptive text (e.g., "Visit the research guide" instead of "Click here").
 - Keyboard Navigation: Course platforms and tools should allow for full functionality using keyboard commands. Test the design to ensure accessibility for all students.
 - Accessible Color Contrast: Use high-contrast color schemes (e.g., black text on white background) and avoid using color alone to convey information.

VI. Documentation of RSI

- Course Syllabus:
 - Purpose: To include a clear, detailed descriptions of Regular and Substantive Interaction (RSI) methods in the course that helps students understand how engagement will occur and what is expected.
 - Implementation:

- Weekly Announcements: Instructors are required to post weekly announcements in the course's learning management system (e.g., Moodle).
 - Provide an overview of the week's content, objectives, and key assignments.
 - Include important reminders about deadlines or upcoming assessments.
 - Offer reflections on recent class discussions or feedback from previous assignments.
 - Highlight areas where students may need additional focus or review.
 - Indicate method of communication.
 - Provide email, or other appropriate messaging systems.
 - Note the expected response time (e.g., within 24–48 hours for emails) to ensure timely support for students.
 - Outline the best times and methods to reach the instructor for questions or additional assistance (e.g., virtual office hours, scheduled appointments).
- Communicate Participation Guidelines for Discussion Forums.
 - Purpose: Clearly defines how students are expected to participate in online discussions, and offers opportunities for real-time feedback, clarification of difficult concepts, or interactive learning exercises.
 - Implementation:
 - Minimum number of posts per discussion topic (e.g., one original post and two responses to peers).
 - Provide guidelines for the quality of contributions. Examples:
 - Encourage students to make evidence-based arguments or to relate personal experiences to course material.
 - Require posts to move the conversation forward by posing questions or offering different perspectives.
 - Establish deadlines for both initial posts and responses to ensure a dynamic, ongoing dialogue (e.g., initial posts by Wednesday and responses by Friday).
 - Define how the instructor will participate. Examples:
 - Frequency of instructor feedback in discussions (e.g., responding to key points or clarifying misunderstandings).
 - Use of instructor posts to deepen analysis or to link student discussions back to course objectives.
 - Schedule for Live Sessions. Examples:
 - If the course includes synchronous (live) sessions, these must be clearly outlined in the syllabus, including:
 - A schedule of live meetings with dates, times, and the platform used (e.g., Class Collaborate, Microsoft Teams, or Zoom).
- Communicate Student Role in RSI Participation
 - Purpose: To indicate how participation in RSI will be demonstrated in the course.
 - Implementation:
 - Grading rubrics for discussion forum participation.
 - Offering points awarded for the timeliness of posts and the quality of contributions.
 - Explaining whether attendance and active participation in live sessions are mandatory or optional.
 - Describing how contributions during live sessions will be assessed (e.g., thoughtful responses, collaboration with peers).

- Grading participation in live sessions or interactive activities.
- Communicate Instructor Role in RSI Participation
 - Purpose: To explain how instructor feedback will be part of the learning process and how students are expected to engage with the feedback (e.g., through revisions, discussions, or follow-up questions).
 - Implementation: include any additional instructional participation components, such as peer reviews, group projects, or one-on-one meetings, and explain how they will be evaluated.

VII. Responsibilities

- Instructors:
 - Purpose: to support and play a crucial role in fostering an engaging and supportive learning environment in online and hybrid courses.
 - Implementation:
 - Develop Ongoing Engagement Strategies tailored to their students' needs.
 - Document RSI activities that help track student engagement, provides data for assessment of course effectiveness, and ensures accountability in delivering quality education.
 - Provide ongoing student support to ensure they have access to necessary resources and assistance.
 - Participate in professional development that helps instructors stay current with emerging trends in online education and improve their instructional effectiveness.
- Department Chairs/Program Coordinators:
 - Purpose: To oversee the implementation of policies and ensuring the success of online and hybrid programs.
 - Implementation:
 - Clearly communicate policy to ensuring that all faculty members are aware of institutional expectations regarding accessibility, engagement strategies, and student support.
 - Monitor accountability to ensure adherence to best practices in online education and institutional commitments.
 - Provide resources that support instructors' success and help to facilitate access to professional development opportunities.
 - Gather feedback regularly from both instructors and students to help identify strengths and weaknesses within the program, allowing for informed decision-making and policy adjustments.
- Academic Affairs (Provost and Deans)
 - Purpose: To oversee the strategic direction for online and hybrid education at the institutional level.
 - Implementation:
 - Provide resource and training to ensure that instructors have the necessary resources and training to succeed in delivering high-quality online education.
 - Continuously assess policy around effectiveness of online and hybrid education and recommend policy adjustments or new initiatives to improve educational outcomes.
 - Communicate with clarity and support to establish avenues for ongoing discussion that seeks clarification on policies, share challenges, and exchange best practices. Regular communication helps build a collaborative culture that supports innovation and professional growth among faculty members.

VIII. Policy Review

- **Summary:** To ensure the ongoing relevance and effectiveness of this policy, a structured review process will be implemented, reviewed and updated in a collaborative manner between all stakeholders.
- **Purpose:** to focus on alignment with best practices and accreditation standards to address emerging issues and ongoing challenges.
- **Implementation:**
 - **Periodic Review:** Engage in a comprehensive review every three years that emerges from annual interim reviews.
 - **Review Process:** Collect data regularly regarding implementation and feedback with the goal of ongoing assessment inclusive of stakeholder input, including faculty, students, and academic support staff.
 - **Alignment with Accreditation Standards:** Ensure compliance with relevant accreditation standards with the appropriate stakeholders of accreditation and assessment.
 - **Report and Recommend:** After completing necessary review, a report outlining findings and recommendations for policy modifications will be produce and presented to university leadership.
 - **Communication of Updates:** Updates regarding approval and ongoing recommendations will be communicated to the university.
 - **Ongoing Monitoring:** Mechanisms for continuous monitoring will be established that include regular check-ins regarding student outcomes and assessment so that it becomes a part of the natural rhythm of the university.

University of Providence Athletic Department Review March 17-19, 2024

Executive Summary

Over the course of two days, twenty in person interviews were conducted with UP senior leaders, head coaches and senior athletic administrators as well as five students representing three athletic teams. The interviews focused on how the athletic department can be integrated into the recently developed University of Providence Strategic Plan. Per the school's website there are 307 individual student athletes (multi-sport student athletes counted once) and 480 total undergraduates. Student athletes comprise 64% of the student body.

Athletic Policies, Procedures and Practices Review

Several best practices were identified as in need of development by the Athletic Director. These included the following:

- Student-Athlete Handbook- needs to be completed by summer 2024 for implementation for fall 2024 semester. Consultant provided examples of other small college student handbooks to VP for Student Engagement.
- Athletic Staff Operations Manual- needs completed by summer 2024 for implementation for fall 2024 semester. Consultant provided examples of other small college student handbooks to VP for Student Engagement.
- Formation of a Student Athlete Advisory Committee (SAAC)- representation from all athletic teams to be supervised by Senior Women's Administrator (SWA) and Faculty Athletics Representative (FAR). To be completed for fall semester 2024.
- Need to clearly define role of Senior Women's Administrator by fall semester 2024.
- Formation of a Retention Committee. Dual responsibility of Athletic Director and VP for Enrollment Management. To have in place for fall semester 2024.
- Annual Title IX review is required, but I was not able to find the latest report.
- Onboarding process for new coaches needs developed and implemented prior to fall 2024 fall semester.
- Review of Athletic Department Hiring Practices- to be included in Operations Manual
- Evaluation of team travel policies- to be included in Operations Manual.
- Development of policy for Camps/Clinics- to be included in Operations Manual
- Development of Formal Evaluation for Coaches- to be included in Operations Manual

Operational Budget Review

- University-funded operational budgets for some athletic teams are not sufficient based on team size and team activity. Currently, coaches are fundraising to fund the gap between allocated and actual expenses. It is my opinion that this policy is not a sustainable model.
- The overall budget process needs a complete overview, and a department-wide review of the current funding model needs to take place. Team size, conference guidelines and scheduling parameters need to be part of the evaluation. A detailed revenue and cost analysis would be worthwhile as well.

Jay DeFruscio
University of Providence Athletic Department Review
March, 2024

- Because team fundraising is done on a team-by-team basis, clearly defined Athletic Fundraising Policies need to be developed by the VP for Advancement in consultation with the Athletic Director. Guidelines should be in place by the fall 2024 semester.

Communication Issues

- There seems to be a concern on behalf of several head coaches as to communication with senior management and a feeling of “not being heard” They cited an example of the new financial aid awarding policies implemented in December 2024.
- The Athletic Director must be the main communicator representing the interest of the head coaches as it relates to the senior leadership team, most especially the direct supervisor VP for Student Engagement. There is a clear chain of command based on the Organization Chart and the reporting lines need to be adhered to so that there is effective two-way communication.

Miscellaneous Considerations

- I was told by several coaches that a campus Athletics Facilities Master Plan was developed. It would be worthwhile for the VP for Student Engagement to get a copy for future reference.
- I recommended several mission driven initiatives for the coaching staff. An example is an Opening Year Athletic Prayer Service.
- There needs to be a planned, concerted effort for student athletes and coaches to be more visible in the local community.
- There needs to be consideration of an Athletic Open House to open new recruitment areas.
- Coaches need to be more visible on campus at nonathletic events. An example is recommendation that all head coaches participate by processing at both baccalaureate and graduation exercises.

Athletic Department supporting University of Providence Strategic Plan

The vision statement of the Strategic Plan refers to an innovative student-centered experience within a mission-inspired community that prepares students to make a positive difference. The Athletic Department needs to be engaged in empowering students and intentionally an active participant in the strategic planning process.

Pillar One: Academic Excellence

- How do student-athlete GPA's compare to non-student-athletes?
- How do student-athlete graduation rates compare with non-student-athletes?
- What is the Unique Academic Value Proposition that UP offers student-athletes in the recruiting process?
- A survey of student-athletes through FAR could be helpful in compiling data on student-athlete academic issues such as the need for support services. (i.e., need for tutoring services, class attendance policies, etc.)

Pillar Two: Student Enrollment and Engagement

- Student-athlete survey data as to why student-athletes chose UP.
- How does student-athlete retention compare to non-student-athlete retention?
- The Athletic department needs to be more intentional in interaction with the university community.
- Annual review of financial aid awarding policies to ensure that school is leveraging financial aid to create incremental student enrollment growth.
- Analysis of current resources allocated for mental health and student athlete support services to make sure mental, physical, and emotional needs of student-athlete are met.
- Defined role of campus ministry is necessary.

Pillar Three: Sustainability, Stability and Viability

- A detailed review of the current financial model is needed. This includes a revenue and expense comparison of individual sports. Can athletics be a revenue center and not just a cost center for UP?
- Athletic fundraising and development efforts cannot be used solely for budget relief. This model is not sustainable.
- Development of an Athletic Facilities Master Plan would aid in future planning.
- Development of a Brand Manual is recommended. Who can use the UP brand? How can the brand be used? When can it be used? Where can it be used?

Appendix 06

Shared Governance - Policy Manual Vol. I

3. Active support of the President and participation in Providence Saint Joseph Health's annual review of the President's performance;
4. Significant funds contributed and raised;
5. Effective oversight of financial and physical resources;
6. Effective oversight of academic resources;
7. Assurance of successful implementation of the strategic plan;
8. Promotion of the well-being of faculty, students, staff, and alumni;
9. Visible participation in campus events; and
10. Efficiency and productivity of Board and standing committee meetings.

RELATED POLICIES

Amended and Restated Bylaws of the University of Providence
Trustees Duties and Responsibilities Policy

1.4 Organizational Structure of the University of Providence

The administrative organization and lines of responsibility and authority at the University of Providence are set forth in the University's organization chart, which is posted online at [Insert Link].

1.5 Governance of the University of Providence

This section defines the University's shared governance structure. The governance structure of the University provides clear and reasonable lines of responsibility, authority and communication among the components of the community: its faculty, students, staff, administration, and Board of Trustees. Nothing herein shall be construed as usurping the statutory rights of the Member or the Board of Trustees of the University of Providence or negating the delegated responsibilities and authority of the President and the administrative officers to whom the President designates specific duties and responsibilities.

1.5.1 Institutional Governance

4.5.1.1 Board of Trustees

The Board of Trustees is the legal governing body and the chartered legal entity of the University of Providence. As such, it is the final institutional authority and grants all degrees awarded by the institution, upon the recommendation of the President. Its primary responsibility is the articulation of general educational policies and academic goals. In so doing, it is obligated to protect the financial resources, of the University, to plan and direct the financial resources and to relate them to the needs of the present and future. While maintaining a general overview, the Board entrusts the conduct of administration of the University to the President and through the President to other administrative officers of the institution. The Board entrusts to the Faculty the conduct of teaching, scholarship, research, and recommending and advising on the curriculum. When ignorance or ill-will threatens the institution, the Board is available for support of the President, the faculty, and

the student body, thereby defending the vested interest of society in the educational integrity of the University of Providence.⁷

4.5.1.2 President

The President is appointed by the Board of Trustees, with involvement of the Faculty and staff in the selection process. As the chief executive officer of the University, the President supervises and directs its affairs. It is the duty of the President to assure that the standards and procedures in operational use within the institution conform to the policies established by the Board of Trustees and to standards of sound academic practice. The President shares responsibility for the definition and attainment of institutional goals and for fostering communications linking all constituencies of the University. The President is responsible for the maintenance of existing institutional resources and for the creation of new resources. The President is the chief spokesperson and representative of the University. In all these areas, the responsibilities of the President are to plan, organize, direct, and represent. The President is an *ex-officio* member of all standing committees of the Board and University and is a member of the Faculty of the University, with voice, but not vote.

The responsibilities of the President include executing the acts and policies of the Board; responsibility for all operations of the University; general responsibility for the intellectual and social life of the University; and responsibility to assure the fulfillment of the Mission of the University. The President is empowered to hire, retain, dismiss, and determine the compensation for all University employees.⁸

4.5.1.3 Provost

Reporting directly to the President, the Provost ranks second to the President and in the President's absence assumes responsibility for the well-being of the University. The Provost is the chief academic officer and, working with Faculty, oversees the development, implementation, and evaluation of academic policies and programs; recommends to the President the allocation of resources among all academic units; recommends to the President all appointments, promotion, tenure, and sabbaticals of academic personnel; coordinates the academic planning and budgeting process; and represents the President inside and outside the University community.⁹ The Provost is a member of the Faculty of the University, with voice, but not vote.

4.5.1.4 Vice President for the School of Health Professions

I will insert a description upon receipt.

4.5.1.4.1 Academic Deans

The Academic Deans are responsible for each of the academic divisions of the institution. The Academic Deans report to the Provost and Vice President for the School of Health Professions, respectively and are assisted in the administration of the instructional divisions by the Associate Deans.

⁷ University of Providence Faculty Handbook (2014), Section 1, pages 9-10.

⁸ University of Providence Faculty Handbook (2014), Section 1, page 10.

⁹ University of Providence Faculty Handbook (2014), Section 1, page 10.

The Academic Deans have primary responsibility for the management of the instructional programs of the Academic Programs in their respective schools, including curriculum development, assessment, course scheduling, academic assignments for Full-Time, Part-Time and adjunct faculty. In collaboration with other areas of the University, the Deans works to enhance the overall teaching-learning environment and resources in their respective schools.

In collaboration with the Associate Deans of the Academic Divisions, the Academic Deans are responsible for evaluating all Faculty members in the Academic Programs in their respective schools, and for making recommendations to the Provost and Vice President for the School of Health Professions as applicable in faculty appointments. The Deans shall appoint Adjunct Faculty and approve teaching assignments on the recommendation of the Associate Deans.

The Academic Deans are members of the Faculty of the University, with both voice and vote.¹⁰

4.5.1.5 Vice President for Administration

I will insert a description upon receipt.

4.5.1.6 Vice President for Finance

The Vice President for Finance serves as the chief financial officer of the University with primary responsibility to maintain the fiscal health of the University and its programs while increasing the quality and efficiency of services provided in support of the strategic plan. The Vice President is responsible for overseeing the University's business and financial operations, investments, ~~human resources, safety and security,~~ institutional and instructional technology services, financial aid operations, capital projects, physical plant operations, and auxiliary enterprises including ~~food services~~ and the bookstore. The Vice President is responsible for leadership, strategic and annual planning, supervision and evaluation of all divisional personnel, policies, services and programs. The Vice President collaborates in positioning the University, managing University-wide resources, and advancing the University's distinctive mission, programs and services.

4.5.1.7 Vice President Accountable for Human Resources

Reporting to the President, the vice president accountable for human resources is responsible for leadership of the Human Resources department, including oversight and long- and short-term goal development for training and development, compensation, talent acquisition, employee relations, personnel records, and benefits. The vice president also ensures that the University is following Federal and State regulations and laws pertaining to human resources and payroll processing including Federal Wage and Hour Law, FMLA, Workers' Compensation, and Unemployment.

4.5.1.8 Vice President for Enrollment

Reporting to the President, the Vice President for Enrollment supports the mission of the University by providing leadership in administering the University's undergraduate and graduate admissions programs in accordance with established policies and prescribed practices. The Vice President is responsible for recommending and implementing the marketing and recruiting strategies that are used to attract students to the University; enhancing the University's visibility and market position; identifying and maintaining effective relationships with all major feeder high

¹⁰ University of Providence Faculty Handbook (2014), Section 1, pages 10-11.

schools and community colleges; overseeing the production of admissions publications, videos, and other promotional material used in the student recruitment program; overseeing a campus visit program that encourages students to attend the University; improving retention and graduation rates; and overseeing the admissions program within approved budget allocations.

4.5.1.9 Vice President for Student Affairs

Reporting to the President, the Vice President for Student Affairs provides leadership to, and management of student services functions University-wide. The Vice President is responsible for leadership, strategic and annual planning, supervision, development, and evaluation of all student services personnel, policies, services and programs. ~~As a senior officer,~~ The Vice President collaborates in managing University-wide student resources, programs, and services.

4.5.1.10 Vice President for Mission Integration

The Vice President for Mission Integration reports to the President and exercises executive and administrative direction over the areas of mission that include the University's mission and core values, campus ministry and co-curricular community service programs. The Vice President for Mission Integration advises and assists the President and executive colleagues on matters related to the Catholic identity and heritage of the University.

4.5.1.11 Vice President for Athletics

The Vice President for Athletics is responsible for providing administrative oversight and direction for all 19 intercollegiate athletics programs. That includes, but is not limited to staffing, facilities, policies and activities, and the development and sustainability of a culture of student-athlete academic excellence and well-being. This position oversees the budget, the allocation of resources, all marketing efforts, and cultivates and develops external constituency relationships that will lead to the growth of athletics funding. In addition the VP for Athletics plays an integral role in driving undergraduate enrollment, and must ensure strict compliance with regulations governing intercollegiate athletics and all College, federal and state, and conference guidelines. Current affiliations include the Frontier Conference and the Cascade Conference in the National Association of Intercollegiate Athletics (NAIA), the Men's Collegiate Lacrosse Association (MCLA), as well as the National Intercollegiate Rodeo Association (NIRA).

1.5.2 University Faculty Governance

The Faculty at the University of Providence consists of persons holding the ranks of instructor, Assistant Professor, Associate Professor, Professor, and Associate Faculty.¹¹ In addition, Administrators with Faculty Status (see Section 4.3.2.2) and Distinguished Faculty (see Section 4.3.2.3) are members of the Faculty. See Section 2 of the Faculty Handbook for additional information.

The Faculty is responsible for ~~setting~~ recommending academic, educational, and faculty status policies (~~including admissions, scholarships, student conduct, and the library~~) subject to the approval of the Board of Trustees.¹² In those instances where the judgment of the Board of Trustees conflict for compelling reasons with a Faculty recommendation in these areas, the President will meet with the Faculty to discuss the decision and reasons not to accept the recommendation. It is desirable that the Faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the President.

The Faculty also plays a role in the governance of the institution by recommending policies and initiatives to the administration in such areas as determinations of budget, tuition, and fees.

The Faculty Governance Structure consists of the Chair, Vice Chair, Executive Committee, and six standing committees.¹³ Descriptions of these committees are set forth in the Faculty Handbook.

1.5.3 University Staff Governance

The staff at the University of Providence support the administration and faculty in fulfilling the University's mission. Staff members conduct the day-to-day affairs of the University under the direction of senior administrators. Staff participate in the policy direction of the University via representative membership on the Campus Advisory Council, the **Staff Advisory Council**, and various University-wide standing committees, as well as by participating in departmental staff meetings.

1.5.4 University Student Governance

Through the University of Providence Student Government, as well as representation on the Board of Trustees, the Campus Advisory Council, and select university standing committees, *ad hoc* committees, and task forces, the students of the University of Providence may articulate student perspectives regarding issues and policies of importance to the student body.

The Associated Students of the University of Providence is the representative body of the student body and is responsible for selecting students to serve on shared governance committees and councils. Its composition and responsibilities are outlined in its Constitution.

¹¹ University of Providence Faculty Handbook (2014), Section 2, page 6.

¹² University of Providence Faculty Handbook (2014), Section 2, pages 5-6.

¹³ University of Providence Faculty Handbook (2014), Section 1, page 11.

Organizational Structure

January 13, 2025

Appendix 07

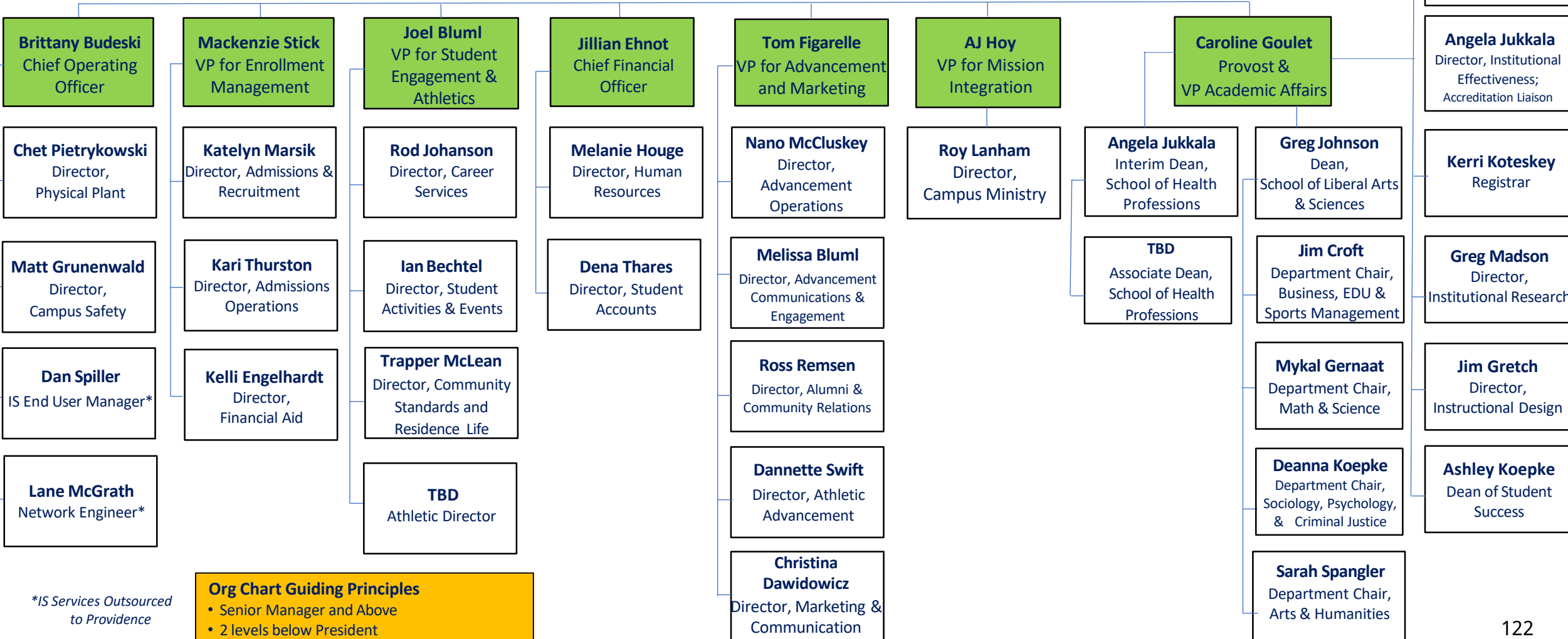
UP Organizational Structure rev. January 2025

Michael Mulvey
Special Assistant
to the President

Kylie Carranza
Chief of Staff

Fr. Oliver Doyle
President

TBD
Executive Personal
Assistant to the
President & Board



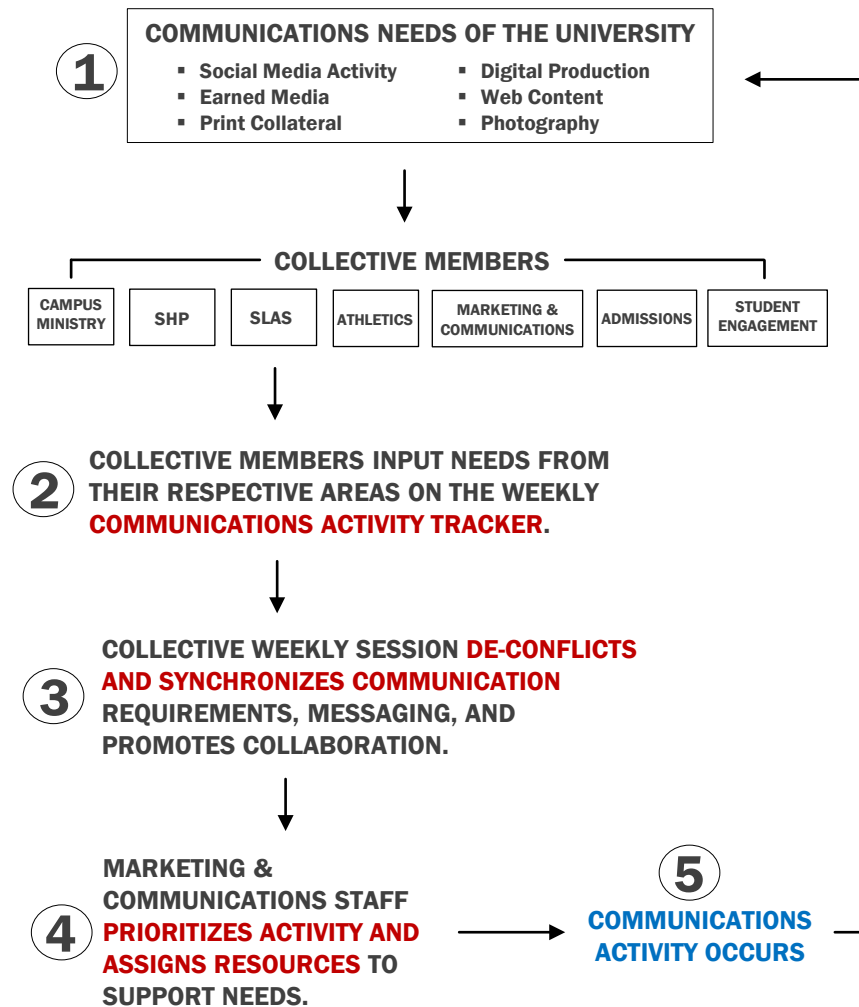
*IS Services Outsourced
to Providence

COMMUNICATIONS COLLECTIVE

OBJECTIVE: Cross-departmental collaboration ensures institutional messaging is synchronized and external communications align with the university's mission and priorities. This collective approach informs effective marketing and advancement strategies, fosters strategic partnerships, and enhances the university's reputation while promoting academic programs and strengthening stakeholder engagement.

STRATEGIC FOCUS:

- **Identifying Key Communications:** Collaborate to define messaging themes that reflect the university's mission, values, and strategic priorities.
- **Providing Insight:** Offer perspectives and feedback from respective departments or areas to ensure communication needs are known, categorized, and thoroughly planned.
- **Ensuring Alignment:** Review and recommend messaging strategies to align academic programs, campus operations, and university initiatives with the University of Providence mission and core values.
- **Collaborating on Priorities:** Assist in prioritizing communication needs across campus to support effective resource allocation and outreach strategies.
- **Promoting Consistency:** Advocate for consistent branding and messaging across various university platforms and audiences.



Actions:

- Affirm the collective's purpose and scope in shaping messaging themes, priorities, and mission alignment for academic programs, departments, and campus operations.
- Engage key faculty and staff representatives from various departments to ensure diverse perspectives and expertise in communications and marketing.
- Activate a framework for messaging consistency, branding alignment, and content priorities to support effective marketing and advancement efforts.
- Implement feedback and reporting mechanisms, establishing processes for gathering input from faculty, staff, and leadership while providing regular updates and recommendations to university administration.

COMMUNICATIONS COLLECTIVE

The Communications Collective at the University of Providence is responsible for ensuring consistent, strategic, and mission-aligned messaging across academic programs, departments, and campus operations. This committee collaborates to identify communication needs, refine messaging themes, and support branding compliance to enhance marketing and advancement efforts. By fostering cross-departmental coordination, the collective strengthens the university's voice, promotes engagement, and ensures effective communication with internal and external audiences.

Responsibilities:

Identify Campus-Wide Communication Needs: Ensure messaging consistency, branding compliance, and collaboration across departments.

Develop and Align Messaging Strategies: Refine key messaging to align with the university's mission and brand.

Enhance Cross-Departmental Collaboration: Streamline efforts, reduce redundancy, and amplify priority messaging.

Evaluate and Provide Strategic Guidance: Assess initiatives and recommend best practices for engagement.

Collective Membership:

- Marketing & Communications staff
- Designated representatives from Campus Ministry, SLAS, SHP, Student Engagement, Admissions, and Athletics.

Expectations:

- Active Participation – Attend meetings regularly, contribute insights, and engage in discussions on messaging strategies and priorities.
- Collaboration & Advocacy – Work with departments to align communications, promote consistency, and foster a culture of shared messaging.
- Adherence to University Standards – Ensure all communications comply with branding, style, and strategic guidelines.
- Proactive Communication – Identify emerging needs, share relevant updates, and recommend improvements for institutional messaging.
- Continuous Improvement – Stay informed on best practices, assess effectiveness, and support ongoing refinement of communication efforts.

Member Qualifications:

- Institutional Knowledge – Familiarity with the university's mission, values, and strategic priorities.
- Strong Communication Skills – Ability to craft, review, and refine messaging for clarity, consistency, and impact.
- Collaboration & Teamwork – Willingness to engage with faculty, staff, and leadership to ensure unified communication efforts.
- Attention to Branding & Compliance – Understanding of university branding, style guidelines, and communication standards.
- Strategic & Creative Thinking – Ability to identify communication opportunities, enhance engagement, and adapt to emerging trends.

COMMUNICATIONS ACTIVITY TRACKER

The Communications Activity Tracker is updated on a weekly basis, with the Communications Collective reviewing, de-conflicting dates/content, and collaborating on mutual support. All university staff and faculty are eligible to submit communications requests.

COMMUNICATIONS PRODUCTION NEEDED	OVERVIEW		ALIGNMENT		VOICES / PERSONS FEATURED			MISCELLANEOUS			
	INTENT	What is required (brief detail) and deadline requested.		How does this align with the UP mission/Providence 100 Plan		Who is featured, by name, if there is a photo or interview required			Essential specifics to support proper planning and production.		
	REQUIREMENT DETAIL	SUMMARY	DATE NEEDED	MISSION ALIGNMENT SUMMARY	STRATEGIC GOAL ALIGNMENT	PRIMARY VOICE FEATURED	STUDENT INVOLVEMENT (if any)	FACULTY/STAFF INVOLVEMENT (if any)	TARGETED AUDIENCE	POINT OF CONTACT FOR PRODUCTION	LOCATION (if applicable)
	SOCIAL MEDIA ACTIVITY										
	EARNED MEDIA										
	PRINT COLLATERAL										
	DIGITAL PRODUCTION										
WEB CONTENT											
PHOTOGRAPHY											

By fostering cross-departmental collaboration, the Communications Collective ensures that the University of Providence communicates a cohesive and compelling narrative to students, alumni, donors, and the broader community

IMPLEMENTATION STRATEGY

ACTION 1: SUBMIT CONCEPT FOR APPROVAL

Present the Communications Collective proposal to senior leadership.

Gather feedback and refine the concept as needed.

ACTION 2: DEFINE STRUCTURE & MEMBERSHIP

Outline roles, responsibilities, and expectations for members.

Identify key faculty and staff to participate.

FINALIZE CONCEPT

PHASE 1

ACTION 5: PREPARE INITIAL AGENDA & RESOURCES

Draft the first meeting agenda, discussion topics, and supporting materials.

Develop a strategy for gathering input from stakeholders.

ACTION 6: COMMUNICATE LAUNCH TO CAMPUS COMMUNITY

Announce the formation of the Communications Collective.

Outline how departments can engage and contribute.

ACTION 7: FINAL PREPARATIONS & PRE-MEETING COORDINATION

Confirm logistics for the first session (date, time, location, or virtual setup).

Share pre-meeting materials with members.

ANNOUNCE COLLECTIVE

PHASE 3

WK 1

WK 2

WK 3

WK 4

WK 5

WK 6

WK 7

WK 8

FEBRUARY

MARCH

6

8

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12

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PHASE 2

PHASE 4

ALIGN & PREP LAUNCH

ACTION 3: SECURE MEMBERSHIP & CONFIRM PARTICIPATION

Invite selected members and confirm their commitment.

Share an overview of the committee's purpose and goals.

ACTION 4: DISSEMINATE FRAMEWORK & GUIDELINES

Establish meeting cadence, workflow, and decision-making processes.

Create initial messaging priorities and guidelines for consistency.

ACTIVATE COLLECTIVE

ACTION 7: CONDUCT FIRST COMMUNICATIONS COLLECTIVE SESSION

Hold the inaugural meeting, establish goals, and discuss initial priorities.

Gather feedback to refine future sessions and operations.

Staff Advisory Council Charter 2017

I. Purpose Statement

The purpose of the Staff Advisory Council (SAC) is to: Enhance the mission of the University of Providence by improving working conditions for all staff through creating productive and respectful dialogue among staff of all levels, refining the processes of the University, encouraging communication, and providing equal representation of all staff with each member representing a specific area, in accordance with our core values.

It is the responsibility of the council to provide insight and advice to the President and Leadership Team on matters that directly affect employees and their respective abilities to accomplish their work with proper support, and in accordance with our mission and core values.

This council operates under the authority of the President of the University.

II. Membership

Composition: The SAC shall consist of members from across campus, who are not members of Faculty, and who are not members of the Leadership Team. Membership will consist of full-time staff who have preferably completed their 6-month probationary period. Each member will be voted into their seat by their peers of the departments/areas they are representing. If there is an issue with nominations of someone from an area due to staff shortages or lack of volunteers, the SAC may elect a member they feel would be a suitable alternative to represent the said area. There will be 2 additional "at large" membership positions.

Term: Members of the council are expected to serve as long as their position falls under the aforementioned criteria and they remain within the departments for which they were elected. If a member moves to a position outside of the area for which they were elected to represent, the member's seat will be open to the remaining staff in that area within the guidelines of the composition above.

The 2 "at large" positions will be a renewable academic year term.

Attendance and Dismissal:

Members are expected to attend all meetings, with the understanding that other priorities arise that conflict with meeting times. Absences will be considered excused if notification has been made to a committee member prior to the meeting.

The council may call for the dismissal of a member who is repeatedly absent from meetings, disruptive to the productivity of the council, or breached the confidence of council members, their opinions, or sensitive topics of discussion. A vote for dismissal must be an 80% majority of a quorum of members and called for by an officer. A dismissed member may be readmitted by petition of their supervisor accepted by a simple majority vote of a quorum of members.

Individual Responsibilities: Members are responsible to carry out tasks assigned by the committee including membership of subcommittees. Additionally, members are expected to conduct themselves as professionals consistent with the code of conduct.

III. Organizational Structure

Officers: The SAC has a Chair, Vice Chair, and Secretary who are elected for one-year terms by the membership of the council. Annual terms will follow the academic calendar and begin in August of each year. Elections will be held at the final meeting of each academic year (in May), a three-year term limit exists for all officers. Officers are expected to meet regularly to ensure the council meetings are supported and efficient.

Chair: The responsibilities of the chair are to call meetings, set the agenda for the meetings and to represent the council in making recommendations to the President or the Leadership team as needed.

Vice Chair: The responsibilities of the vice chair are to facilitate council meetings and to perform the duties of the chair in their absence. The vice chair is the deciding vote in a tie.

Secretary: The responsibilities of the secretary are to keep minutes of the meetings to be distributed to the council, keep record of council member attendance at meetings, and to communicate to campus appropriately any business of the meetings the SAC wishes to share.

Leadership Liaison Officer: A representative from the leadership team will be the liaison between the SAC and the President or the Vice Presidents. This position will be filled for as long as the SAC deems necessary. The Chair may ask the Leadership Liaison Officer to leave the meeting at any moment during any meeting.

IV. **Process Management**

Public Announcements: While council members are expected and encouraged to discuss items of the agenda within the community, members shall not report individual opinions expressed at meetings. Additionally, some topics of discussion and agenda items are only appropriate for SAC discussion before they are ready for distribution throughout campus and those topics shall not be shared outside of the council meetings. Such items will be labeled as such in the meetings.

Council Communication: The primary method of communication will be email using the "uprovidence.edu" email account for each member. Members are expected to check their email often enough to be informed.

Decision Making: When necessary the council will make decisions by vote. A vote will be considered valid if a quorum of members are present and the vote passes by a 50% +1 majority. In the event of a tie the vice chair will settle the vote. Any member can call for a vote on any topic as long as their motion is seconded by another member. A member may also call for a majority vote of all members to make certain decisions.

Yearly Assessment: The SAC effectiveness shall be assessed annually. Adjustments will be made based upon feedback from members and should address the changing operational needs of the University.

V. **Ratification**

This charter shall be ratified by an 80% vote of all members and approval of the President of the University. The council shall not conduct any other business until a ratified charter exists.

Ratified by all members present on January 15, 2021

_____	_____	Chair
Date	Signature	Position

Appendix 10

Rubric- Evaluating Mission Effectiveness

4/6/2023 review

Components of the internal self-study include the following:

I. Mission Effectiveness

In this section of the self-study, the program should analyze and reflect on how well it supports and carries out the University of Providence Mission. Provide evidence of the following from the past seven years:

- a. **Overall alignment of program with the UP Mission** (including degrees, majors, minors, core and certificates)
 - Distinct ways the program teaches to and/or magnifies the UP mission.
 - Program's impact on surrounding communities.
- b. **Student/Alumni engagement with UP Mission**
 - Mission and Catholic Identity Assessment (MCIA) data summary from institutional research regarding the program, if available.
 - Information on student service learning undertaken in the program, if applicable.
- c. **Faculty Engagement with UP Mission**
 - Faculty service on and off campus that furthers the Mission.
 - Faculty participation in Mission Office Events/Catholic Social Teaching Seminars and other University events.
- d. **Sustainability of Program**
 - Demand for the program - include information regarding community needs; and, trends with enrollment and retention from institutional research.
 - Allocation of Resources - including sufficient faculty support, student/faculty ratio, professional development opportunities, library resources, student support, lab resources, time for course design and research.
 - Fiscal stewardship – an accounting of how the program meets the budget, acts on grant opportunities, and creates opportunities to generate revenue.
 - Cost per credit hour and instructional full time equivalent employees; obtain this information from institutional research. .

II. Academic Excellence

In this section of the self-study, the program should analyze and reflect on the quality of its curriculum design, the ability of its faculty to deliver effective and engaging instruction, and, the extent to which students meet the program outcomes.

- e. **Quality of Curriculum**
 - Evidence courses outcomes align with program and University outcomes. Programs may use maps they have already developed; or the template that is provided in Teams UCC forms file.

Appendix 11

2024-25 Board of Trustees

Chair: Terry Cosgrove

Vice Chair: Mr. Tom Hier

Emeritus:

Fr. Oliver J. Doyle, UP President

Bishop Jeffrey Fleming

Mr. Roger Witt (Emeritus)

Ms. Heather Hoyer, GFPS Superintendent

Dr. Hoda Asmar

Ms. Carol Bronson

Mr. Dexter Busby

Mr. Chris Christiaens

Ms. Maria J. Christiaens

Mr. Ed Coghlan

Mr. Bryan Fox

Mr. Eric J. Hinebauch

Sr. Rosalie Locati, SP

Ms. Bethann McGregor

Fr. Dan Shea

Dr. Stuart F. Van Horn, Ed.D.

Ms. Rose Whitney (Providence)

Mr. Curtis Yarlott

Ms. Cari Yturri

Faculty Representative: Dr. Michelle Hill, Associate Professor of Psychology

Student Representative: Kayla-Marie Gumeson

Appendix 12

SPOC Dashboard for Board Report

Pillar 1 - Academic Excellence

Objective 1: Academic Mission Integration

Our programs and degrees draw on our heritage and mission as a Catholic liberal arts university to meet the changing needs and faces of our community.

GOALS with TACTICS

Date	Info	Own	1.	Demonstrate ways in which all academic programs align with our mission and values.	Constraints
	10/24	Doc	Prvst	a. Develop rubric that focuses on mission alignment.	
				b. Assess Marketing budget directed towards mission-aligned programs.	
	10/24	Cmnt	Prvst	c. Assess programs' adherence to assessment process and remediate where necessary.	
	10/24	Cmnt	Prvst	d. Develop quick annual process to demonstrate their approach to mission.	
	10/24	Cmnt	Prvst	e. Develop mission alignment rubric for graduate programs and certificates.	

Date	Info	Own	2. Highlight flagship programs from the Schools of Liberal Arts and Sciences and Health Professions.		Constraints
	10/24	Cmnt	Prvst	a. Define "flagship" in terms of mission, compassion, service.	
	10/24	Cmnt	Prvst	b. Identify how "compassion" and "concern for the common good" can be demonstrated.	
				c. Conduct study on mission in academics based on reports for deeper development.	

Date	Info	Own	3.	Create advisory boards for professions serving local and regional communities.	Constraints
	10/24	Doc	Prvst	a. Create common criteria for community advisory boards.	
				b. Survey current community workforce to assess effectiveness.	
				c. Survey university community to determine current membership.	
	?	Cmnt	Prvst	d. Engage program faculty in shifting needs of local and regional markets.	
				e. Develop expectation for faculty outreach to employers; establish criterion.	

Date	Info	Own	4.	Identify, define, and build assessment instruments to measure parts of curricula and co-curriculars.	Constraints
	10/24	Cmnt	Prvst	a. Develop a faculty self-reflection assessment survey.	
				b. Develop common understanding of place of discernment, reflection, self-awareness, vocation, and professional pathways.	
				c. Identify and define parts of curricula and co-curriculars that develop capacities of discernment, reflection, self-awareness, vocation, pathways.	

Date	Info	Own	5. Encourage and support initiatives to create certificates, tracks, and inter- disciplinary programs blending Catholic identity, the Catholic Intellectual Tradition, and service.	Constraints
10/24	Cmnt	Prvst	a. Develop service certificate; minor, major, social justice track or certificate; and medical humanities track or certificate.	

Objective 2: Program Academic Quality

Our quality academic programs form students to be professionally prepared, career-ready, resilient, reflective, and able to adapt to an ever-changing world.

GOALS with TACTICS

Date	Info	Own	1.	Formulate programs to help students develop resiliency and self-care skills.	Constraints
				a. Develop communal understanding of what resiliency is and how self-care.	
	10/24	Cmnt	Prvst	b. Develop a rubric to measure programs' focus on resiliency and the value of self-care.	
	10/24	Cmnt	Prvst	c. Survey students on their confidence in how programs have developed resiliency and the value of self-care.	

Date	Info	Own	2.	Identify and articulate ways in which programs prepare students for career- readiness.	Constraints
				a. Task programs to identify and articulate ways in which they prepare students.	
	5/24	Doc		b. Develop alumni survey to assess resiliency, skill transfer, flexibility.	
	10/24	Cmnt	Prvst	c. Administer survey to alumni from a set number of years in the past (1, 5 or 10).	

Date	Info	Own	3. Identify and articulate ways in which programs and the core prepare students.	Constraints
			a. Define "transferable skills" institutionally.	
			b. Survey alumni about specific elements of their programs and/or core.	

Date	Info	Own	4. Integrate reflective practice methods and strategies into curricula.	Constraints
			a. Define "reflective practice" and emphasize importance of it in curricula.	
			b. Research impact of reflective practice on graduates nationally and prioritize for importance.	
05/24	Doc		c. Implement top priority reflective practices.	

Date	Info	Own	5. Identify discipline and profession-specific indicators of "success" based on external measures proper to the field or profession.	Constraints
			a. Define discipline- and profession-specific indicators of "student success".	
			b. Programs develop measurable standards of "student success".	

Date	Info	Own	6. Inventory and prioritize investment in High Impact Practices (HIPs).	Constraints
10/24	Cmnt	Prvst	a. Assess the number of HIPs already in place at the University.	
			b. Support existing strong HIPs - WAC, ILC, COD, internships, etc.	
			c. Identify current struggling HIPs and include in '24-'25 budgeting processes resources.	
			d. Conduct research of ACCU best practices in which new HIPs would have the most impact at the University of Providence.	
			e. Based on ACCU research and faculty collaboration, fiscal resources are deployed to introduce new HIPs to the University of Providence.	

Objective 3: Achievement Gaps

Through a comprehensive network of student support services, we serve the underserved by attending to students' academic, personal, and spiritual needs.

GOALS with TACTICS

Date	Info	Own	1. Uphold academic quality and standards building infrastructure to elevate student achievement.	Constraints
10/24	Cmnt	Prvst	a. Establish community standards for academic quality.	
			b. Develop assessment instrument based on defined standards.	
			c. Use assessment instrument to survey/assess programmatic quality.	
			d. Survey/assess state of infrastructure to support academic and co-curricular programs.	

Date	Info	Own	2. Conduct a needs assessment of academic gaps related to placement, reading, writing, math and other skills.	Constraints
			a. Assess success of current placement activities as a measure of student success.	
			b. Systematize the use of placement instruments in reading, writing, and math.	
10/24	Cmnt	Prvst	c. Use a needs assessment instrument for placement and bridge programs to identify gaps.	
			d. Develop adequately funded bridge program.	
			e. Reassess successful implementation of revised placement protocols.	

Date	Info	Own	3. Aim to be regionally recognized university that inspires under-performing students.	Constraints
			a. Examine and analyze schools that are successful at serving underprepared students.	
			b. Use research to establish criteria demonstrating focus on underprepared students.	
			c. Determine investment needed to meet established criteria.	
09/24	Cmnt	Prvst	d. Implement new programs to meet the needs of underprepared students.	

Date	Info	Own	4. Strengthen student accountability in academics by examining factors that impede success.	Constraints
			a. Investigate factors against success and determine impact of non-cognitive factors.	

				b. Analyze why students are on probation multiple semesters in a row.	
09/24	Cmnt	Prvst		c. Revise probation and suspension policies to include focus on student accountability.	

Date	Info	Own		5. Enhance student support services beyond academics.	Constraints
				a. Survey/analyze student support services at the University of Providence.	
				b. As result of analysis, identify areas important to student success.	
				c. Invest in areas important to student success that have not been sufficiently supported.	

Date	Info	Own		6. Address achievement gaps and graduation rates for students at risk.	Constraints
				a. Define parameters around achievement gaps.	
				b. Define peer institutions based on size and faith orientation.	
				c. Analyze achievement gaps vis-à-vis peer institutions.	
				d. Develop and implement strategies to address identified gaps vis-à-vis peer institutions.	

Objective 4: Community Outreach and Education

Responding as the Sisters of Providence did to meet human needs as they presented themselves in the communities in which they served, the University of Providence engages with both local and regional communities in mutually enriching partnerships.

GOALS with TACTICS

Date	Info	Own		1. Build community adult continuing education programs.	Constraints
09/24	Cmnt	Prvst		a. Conduct needs assessment in the community and among our community partners.	
				b. Assess available adult education certifications and CEUs.	
				c. Based on results of these assessments, develop adult continuing education programs.	
				d. Engage in marketing campaign to publicize programs' availability.	
				e. Identify policies needed to support a UP Center for Career Advancement.	

Date	Info	Own		2. Create opportunities for faculty, staff, alumni, and students, to participate in local and/or distance immersion service experiences.	Constraints
09/24	Cmnt	Prvst		a. Define Mission Integration and Campus Ministry standards for immersion.	
				b. Develop array of immersion experiences in which the UP community can participate.	
09/24	Cmnt	Prvst		c. Develop a university communication and marketing plan designed to cultivate affinity.	

Date	Info	Own		3. Develop partnerships with Providence Health and other institutions.	Constraints
				a. Identify appropriate partnerships to advance goal of expanding community continuing ed opportunities.	
				b. Cultivate partnerships where the needs assessment indicates goal advancement.	

Date	Info	Own		4. Create professional certificates and degree programs with stackable credits.	Constraints
				a. Identify appropriate areas needing development of professional certificates & degree programs.	
				b. Develop a practice for planning a new degree program considering credentials.	

Date	Info	Own		5. Develop alternative paths and opportunities for continuing education of adult learners.	Constraints
09/24	Cmnt	Prvst		a. Investigate the feasibility, cost, and benefits of offering alternative credentials.	
09/24	Cmnt	Prvst		b. Develop and offer these alternative credentials if justified by results of investigation.	
09/24	Cmnt	Prvst		c. Investigate the feasibility of adding alternative academic terms.	
				d. Develop alternative terms if justified by results of investigation.	
05/24	Cmnt			e. Determine the current Credit for Prior Learning Policy; clarify if necessary, and market.	
				f. Investigate UP's transfer policies to determine if there are barriers for enrollment.	

				g. Develop transfer policies that remove perceived and real barriers.	
09/24	Cmnt	Prvst		h. Determine current existing, active articulation agreements at UP.	

Pillar 2 - Student Enrollment and Engagement

The University of Providence embraces strategies and practices, aligned with its mission, vision, and core values, which are designed to support the University of Providence student experience. We recruit, retain, and develop students to achieve favorable enrollment outcomes for the university and enhance the overall student experience.

Objective 1: Academic Excellent and Program Development

We grow and support student enrollment through academic excellence and program development.

GOALS with TACTICS

Date	Info	Own	1. Define and market the liberal arts at UP for our target audiences.	Constraints
08/24	Cmnt		a. Define the value-added elements of the liberal arts.	
08/24	Cmnt		b. Leverage student outcomes data and feedback to create marketing materials.	
08/24	Cmnt		c. Create and promote a narrative that connects the partnership between SLAS & SHP.	
			d. Survey alumni & recent graduates on perception for post-graduate success.	

Date	Info	Own	2. Invest in programs of strategic focus that respond to market demand.	Constraints
			a. Identify liberal arts programs that are "strategically focused."	
			b. Identify health sciences programs that are "strategically focused."	
			c. Conduct international academic program needs assessment to identify market opportunities.	
			d. Identify appropriate resources for programs identified in the above three tactics.	
			e. Create project plans/begin implementation in programs with allocated resources.	

Date	Info	Own	3. Expand and enrich a co-curricular engagement to augment student learning, retention and marketable skills development.	Constraints
			a. Assess the state of current co-curricular programming and link specific programs to retention and skills development.	
05/24	Cmnt		b. Identify new possible co-curricular programs.	
			c. Survey students to assess their perception of impact of co-curricular programs at UP.	
			d. Determine if identified co-curricular programs are sufficiently resourced.	

Objective 2: Co-Curricular Programs and Student Support Services

We develop and assess co-curricular programs and student support services to ensure that offerings enrich the university community, assist students in becoming independent and confident learners, foster a sense of belonging, support enrollment growth for all students, and contribute to whole-person formation.

GOALS with TACTICS

Date	Info	Own	1. Develop programs and physical and virtual spaces that promote a sense of belonging.	Constraints
			a. Create intentional designs for New Student Orientation to meet the onboarding needs.	
			b. Survey current & incoming students (and parents) to assess specific needs and interests.	
08/24	Cmnt		c. Re-envision the Corps of Discovery (UP's First Year Experience course).	
08/24	Cmnt		d. Provide regular, ritualized program and education opportunities to create a community committed to human flourishing.	
08/24	Cmnt		e. Diversify on-campus dining options that increase and enhance opportunities for socialization.	
			f. Conduct a needs assessment to ensure the campus facilities are designed to support the students.	

Date	Info	Own	2. Develop a formal process of promoting and tracking student engagement, establish benchmarks, and assess programs offered.	Constraints
			a. Explore technology designed to promote student engagement and success. Assess capabilities.	
			b. Identify most effective channels for student communication (email, text, apps, social media).	

Date	Info	Own	3. Increase the number of students engaged in creative activities within and beyond the classroom.	Constraints
			a. Seek out best practice strategies for engaging distance learners in co- curricular events and activities.	
08/24	Cmnt		b. Partner with community businesses and programs to offer activities and events.	
08/24	Cmnt		c. Develop opportunities for students to be involved in the arts.	

Date	Info	Own	4. Review and revise all institutional policies impacting UP student experience.	Constraints
08/24	Cmnt		a. Complete full assessment of student code of conduct and residential life policies.	
08/24	Doc		b. Complete full assessment of Title IX, alcohol and drug prevention, sexual assault prevention, and accommodation services.	
08/24	Cmnt		c. Review policies for academic probation and suspension, academic holds (including financial holds), to determine barriers to enrollment.	

Objective 3: Well-being and Holistic Health

We value and understand the importance of student well-being and holistic health. The community works to identify and address gaps in mental, physical, emotional, and spiritual health and offers programs and services that promote well-being.

GOALS with TACTICS

Date	Info	Own	1. Institute programs and services designed to identify and provide on-going support to students.	Constraints
08/24	Doc		a. Articulate the dimensions of well-being and holistic health.	
08/24	Cmnt		b. Design programs to support students in achieving and sustaining well- being and holistic health.	
08/24	Cmnt		c. Engage at-risk students in programming and services designed to provide peer-to-peer mentorship and support.	

Date	Info	Own	2. Implement practices designed to identify academically at-risk students in time for intervention.	Constraints
08/24	Cmnt		a. Identify opportunities to either leverage Jenzabar or explore additional resources.	
08/24	Doc		b. Establish a Campus Assessment, Risk, and Evaluation Team (CARE Team)	
08/24	Cmnt		c. Offer Mental Health First Aid, requiring completion by key faculty and staff members.	

Date	Info	Own	3. Identify intervention strategies designed to provide wrap-around support services to students.	Constraints
08/24	Cmnt		a. Review current strategies and resources to identify gaps, barriers, and needs related to support.	
08/24	Doc		b. Create programs and services that focus on supporting the mentoring, advising, tutoring, service referrals, and health needs of all students.	
08/24	Cmnt		c. Explore the feasibility of creating a theory-based, four-year, student experience centering student employment.	
08/24	Doc		d. Create student-to-student peer mentoring opportunities.	

Date	Info	Own	4. Provide student access to on-campus mental and physical health services.	Constraints
08/24	Doc		a. Create on-campus services that provide counseling, basic health services, and advocacy.	
08/24	Doc		b. Identify a model that allows distance students to access mental and physical health services.	
08/24	Cmnt		c. Create relationships with community partners, including a referral process, to address the needs of UP students.	

Objective 4: Marketing, Admissions and Financial Aid

We improve the effectiveness of marketing, admissions, and financial aid programs that also address affordability for our students.

GOALS with TACTICS

Date	Info	Own	1. Implement an integrated, university-wide strategic enrollment management plan (SEP) that addresses enrollment challenges embracing UP mission.	Constraints
08/24	Cmnt		a. Identify and define optimal long-term enrollment targets.	
08/24	Cmnt		b. Leverage RNL partnership to complete the project proposal/business plan.	
08/24	Cmnt		c. SEP Board selects business plans based on enrollment growth, institutional capacity, faithfulness to the mission, cost, and feasibility.	

	08/24	Cmnt		d. SEP process: Plan resource allocation and implementation.	
	08/24	Cmnt		e. Improve campus visit program, innovative visit options and spring/summer admitted student.	
	08/24	Cmnt		f. Assess current and potential athletic and cocurricular offerings that provide opportunities for enrollment growth.	

Date	Info	Own	2. Implement a robust cross-media marketing plan that highlights success stories within UP community.	Constraints
	08/24	Cmnt	a. Conduct public perception survey to determine outside view of our brand and image.	
	08/24	Cmnt	b. Review current web partners, assess performance, and identify areas for improvement to explore new partnerships.	
	08/24	Cmnt	c. Increase presence on video platforms.	
	08/24	Cmnt	d. Leverage Lightcast Data to Highlight Student Outcomes in Marketing and Admissions.	
	08/24	Cmnt	e. Build on current content marketing strategy for both SHP and SLAS.	

Date	Info	Own	3. Reduce the average net out-of-pocket expense for our students to an amount equal to or less than regional, competitor institutions.	Constraints
	08/24	Cmnt	a. Secure financial resources to increase availability and value of funded/endowed scholarships.	
	08/24	Cmnt	b. Leverage current market data on student discounting and develop strategy to make current packaging more competitive.	
	08/24	Cmnt	c. Formally shift focus to a net tuition revenue model.	
	08/24	Cmnt	d. Build on current initiatives that address affordability for first-generation college and lower income college students, as well as financial literacy and education.	
	08/24	Cmnt	e. Implement a Health Professions Tuition Incentive Program that extends current SHP.	
	08/24	Cmnt	f. Identify partnerships and areas of opportunity to build scholarship programs within SHP.	

Date	Info	Own	4. Develop a formal process designed to re-enroll stopped out local and regional community members and track data to inform retention strategies.	Constraints
	08/24	Cmnt	a. Assess the Great Falls community to determine residents who have some college experience.	
			b. Create a flexible interdisciplinary degree structure, that can earn a credential as efficiently as possible.	
			c. Survey withdrawn students to determine motivation for withdrawal and explore opportunities.	

Pillar 3 - Sustainability, Stability and Viability

The University of Providence implements support practices that demonstrate our understanding of and commitment to the university's objectives and goals of providing education and formation. This is achieved by focusing on future viability by cultivating collaboration and creating structures within and across academic and institutional areas to support a culture and operating model that is mission-inspired, innovative, adaptable, and committed to a fiscal responsibility that respond to the signs and needs of the times.

Objective 1: Resource Allocation

We create an intentional plan for the allocation of resources centered in stewardship.

GOALS with TACTICS

Date	Info	Own	1. Optimize resources to ensure quality and efficiency in all university operations.	Constraints
	08/24	Cmnt	a. Redefine as an institution the 3-year plan and annual budgeting process for forecasting.	
			b. Focus on long term growth plans to build our campus into what is needed.	

Date	Info	Own	2. Expand and diversify revenue sources to enhance the university through grants and contracts from federal and state agencies, corporations, and foundations.	Constraints
	09/24	Cmnt	a. Utilize the opportunity for federal grants for growth opportunities in new programs that could bring additional enrollments to the university.	

Date	Info	Own	3. Evaluate and prioritize deferred building maintenance and renovation as well as technological upkeep and innovations to ensure the university does not incur greater costs in the future.	Constraints
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	05/24	Cmnt		a. Create a culture that recognizes the long-term impact of deferred maintenance in our facilities.	
	05/24	Cmnt		b. Conduct a facility condition long-range plan assessment to effectively manage facilities.	
				c. Establish a review process and an oversight committee to identify, assess, and prioritize the capital needs of campus.	

Date	Info	Own		4. Create a comprehensive infrastructure growth plan capacity in future development.	Constraints
	05/24	Cmnt		a. Update UP Campus Master Plan to reflect on the current state of the university.	

Objective 2: Employee Recruitment, Development and Retention

We recruit and develop University of Providence faculty and staff, with a focus on the unique talents and needs of our student population to become a unified, mission-led community.

GOALS with TACTICS

Date	Info	Own		1. Recruit competent faculty and staff who are disposed to embrace our mission and heritage.	Constraints
	02/24	Cmnt		a. Implement seamless recruitment of prospective employees by utilizing HR industry standard software.	
	09/24	Cmnt		b. Continue to utilize proactive, mission-focused, and intentional principles for recruiting.	

Date	Info	Own		2. Develop a strategic, consistent, flexible, and proactive approach to the recruitment, development, and retention of our employees.	Constraints
	06/24	Cmnt		a. Implement relevant and industry standard software to support HR functions.	
	09/24	Cmnt		b. Review and respond to turnover and retention rates of employees.	

Date	Info	Own		3. Develop and retain a diverse campus community with appropriate professional development aligned with our Catholic mission and values.	Constraints
	05/24	Cmnt		a. Explore new ways of surveying faculty and staff to better understand and improve their experience.	
	09/24	Cmnt		b. Continue and evaluate the professional development strategy and process for faculty and staff.	
				c. Implement seminars and development focused on the Catholic mission and values.	

Objective 3: Community and Partner Engagement

We devise and execute a collaborative and multi-level outreach and engagement strategy to positively position the University of Providence.

GOALS with TACTICS

Date	Info	Own		1. Form and strengthen new and existing relationships for promoting professional and continuing education, service and partnership with Providence Health, local community organizations and corporate entities.	Constraints
				a. Leverage innovation and entrepreneurship to provide talent and to attract new industries.	
				b. Create relevant partnerships with private sector companies and organizations.	
				c. Address community identified issues through civic and community engagement.	

Date	Info	Own		2. Reconnect and strengthen alumni, donor and community relationships to gather support for the university's mission, vision, and strategic goals.	Constraints
				a. Establish and maintain a centralized database of target audiences and community partners.	
				b. Deploy campaigns and promotions with stakeholder-specific messaging, goals, and intended outcomes.	

Date	Info	Own		3. Leverage technology and campus facilities for the digital and physical transformation of the university and service to society.	Constraints
	05/24	Cmnt		a. Increase access for the region to University of Providence's facilities and intellectual capital.	

Objective 4: Branding

We understand and stay true to the University of Providence brand image and strengthen our character by promoting and celebrating past, current, and future success.

GOALS with TACTICS

Date	Info	Own		1. Promote the university's rich history and lasting significance to all of our constituents.	Constraints
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				a. Elevate the visibility of educational, alumni, cultural, athletics, and service events and programs.	
				b. Encourage alumni to reflect on and share their own UP story.	

Date	Info	Own		2. Devise and execute a platform and strategy that clearly establishes our distinct university brand.	Constraints
				a. Initiate a comprehensive review of the University's current marketing and activities.	
				b. Review, reestablish and enforce the University of Providence-Brand Use Standard Guide.	
				c. Enhance the university's web and social media presence, design, and content.	
				d. Engage both internal and external constituents to effectively communicate UP brand.	

Date	Info	Own		3. Enhance our reputation for excellence by continuously showcasing notable achievements.	Constraints
				a. Work with internal and external partners to share content that informs and engages prospective students and their families.	
				b. Highlight impact that the UP students have in their communities, and share stories about successful alumni outcomes, including careers and personal passions.	
				c. Reflect UP's diverse community by highlighting staff and faculty and their achievements.	

Pillar 1	Ex. Comp	Status	Pillar 1	Ex. Comp	Status	Pillar 1	Ex. Comp	Status	Pillar 2	Ex. Comp	Status	Pillar 2	Ex. Comp	Status	Pillar 3	Ex. Comp	Status
P1.O1.G1.A	Mar-24	M-24	P1.O2.G6.A	May-24	M-24	P1.O4.G1.A	Dec-24	S-24	P2.O1.G1.A	Apr-24	A-24	P2.O3.G2.A	May-24	A-24	P3.O1.G1.A	Aug-24	A-24
P1.O1.G1.B	May-25		P1.O2.G6.B	May-24		P1.O4.G1.B	Dec-24		P2.O1.G1.B	Jan-25	A-24	P2.O3.G2.B	Oct-23	A-24	P3.O1.G1.B	Aug-24	
P1.O1.G1.C	Feb-24	S-24	P1.O2.G6.C	May-25		P1.O4.G1.C	May-25		P2.O1.G1.C	Jun-25	A-24	P2.O3.G2.C	Dec-24	A-24	P3.O1.G2.A	Oct-24	S-24
P1.O1.G1.D	Mar-24	S-24	P1.O2.G6.D	May-25		P1.O4.G1.D	Dec-25		P2.O1.G1.D	Jun-25		P2.O3.G3.A	May-24	A-24	P3.O1.G3.A	Oct-24	M-24
P1.O1.G1.E	May-24	S-24	P1.O2.G6.E	May-28		P1.O4.G1.E	May-26		P2.O1.G2.A	Jan-25		P2.O3.G3.B	May-24	A-24	P3.O1.G3.B	Aug-24	M-24
P1.O1.G2.A	May-24	S-24	P1.O3.G1.A	Apr-24	S-24	P1.O4.G2.A	Dec-24		P2.O1.G2.B	Jan-24		P2.O3.G3.C	Oct-25	A-24	P3.O1.G3.C	Oct-24	
P1.O1.G2.B	May-24	S-24	P1.O3.G1.B	Dec-24		P1.O4.G2.B	May-25		P2.O1.G2.C	Jan-25		P2.O3.G3.D	Dec-24	A-24	P3.O1.G4.A	May-25	M-24
P1.O1.G2.C	May-25		P1.O3.G1.C	May-25		P1.O4.G2.C	May-25	S-24	P2.O1.G2.D	Jun-25		P2.O3.G4.A	May-24	A-24	P3.O2.G1.A	May-25	F-24
P1.O1.G3.A	May-24	M-24	P1.O3.G1.D	May-24		P1.O4.G3.A	Dec-24		P2.O1.G2.E	Jan-26		P2.O3.G4.B	Oct-25	A-24	P3.O2.G1.B	Oct-25	S-24
P1.O1.G3.B	May-24		P1.O3.G2.A	May-24		P1.O4.G3.B	Dec-24		P2.O1.G3.A	Jun-25		P2.O3.G4.C	May-24	A-24	P3.O2.G2.A	May-25	J-24
P1.O1.G3.C	May-24		P1.O3.G2.B	May-24		P1.O4.G4.A	May-26		P2.O1.G3.B	Jun-25	M-24	P2.O4.G1.A	Jul-24	A-24	P3.O2.G2.B	May-25	S-24
P1.O1.G3.D	May-24	S-24	P1.O3.G2.C	May-25	S-24	P1.O4.G4.B	May-24		P2.O1.G3.C	Oct-25		P2.O4.G1.B	Jan-24	A-24	P3.O2.G3.A	May-24	M-24
P1.O1.G3.E	May-24		P1.O3.G2.D	May-25		P1.O4.G5.A		S-24	P2.O1.G3.D	Dec-25		P2.O4.G1.C	Jan-25	A-24	P3.O2.G3.B	May-25	S-24
P1.O1.G4.A	May-24	S-24	P1.O3.G2.E	May-27		P1.O4.G5.B		S-24	P2.O2.G1.A	Sep-24		P2.O4.G1.D	Mar-25	A-24	P3.O2.G3.C	May-25	
P1.O1.G4.B	May-25		P1.O3.G3.A	May-25		P1.O4.G5.C		S-24	P2.O2.G1.B	Jul-24		P2.O4.G1.E	Sep-24	A-24	P3.O3.G1.A	Aug-24	
P1.O1.G4.C	May-25		P1.O3.G3.B	May-26		P1.O4.G5.D			P2.O2.G1.C	May-24	A-24	P2.O4.G1.F	Jun-25	A-24	P3.O3.G1.B	Aug-25	
P1.O1.G5.A	May-25	S-24	P1.O3.G3.C	May-26		P1.O4.G5.E			P2.O2.G1.D	May-24	A-24	P2.O4.G2.A	Jun-25	A-24	P3.O3.G1.C	Aug-24	
P1.O2.G1.A	May-25		P1.O3.G3.D	May-27	S-24	P1.O4.G5.F			P2.O2.G1.E	May-24	A-24	P2.O4.G2.B	Jan-24	A-24	P3.O3.G2.A	May-25	
P1.O2.G1.B	May-25	S-24	P1.O3.G4.A	May-25		P1.O4.G5.G			P2.O2.G1.F	May-25	M-24	P2.O4.G2.C	Jun-24	A-24	P3.O3.G2.B	May-25	
P1.O2.G1.C	May-25	S-24	P1.O3.G4.B	May-24		P1.O4.G5.H		S-24	P2.O2.G2.A	Oct-23		P2.O4.G2.D	Aug-24	A-24	P3.O3.G3.A	May-25	M-24
P1.O2.G2.A	Feb-25		P1.O3.G4.C	Dec-24	S-24				P2.O2.G2.B	May-24		P2.O4.G2.E		A-24	P3.O4.G1.A	Oct-26	
P1.O2.G2.B	Feb-25	M-24	P1.O3.G4.D	May-24					P2.O2.G3.A	May-25		P2.O4.G3.A			P3.O4.G1.B	Aug-25	
P1.O2.G2.C	Feb-25	M-24	P1.O3.G5.A	May-24					P2.O2.G3.B	May-24	A-24	P2.O4.G3.B		A-24	P3.O4.G2.A	May-25	
P1.O2.G3.A	Mar-25		P1.O3.G5.B	May-25					P2.O2.G3.C	Aug-24	A-24	P2.O4.G3.C	Jun-24	A-24	P3.O4.G2.B	Aug-24	
P1.O2.G3.B	Mar-25		P1.O3.G5.C	May-26					P2.O2.G4.A	Dec-24	A-24	P2.O4.G3.D		A-24	P3.O4.G2.C	Aug-24	
P1.O2.G4.A	May-25		P1.O3.G6.A	Dec-25					P2.O2.G4.B	Dec-24	A-24	P2.O4.G3.E	Jun-24	A-24	P3.O4.G2.D	Oct-26	
P1.O2.G4.B	May-26		P1.O3.G6.B	Dec-25					P2.O2.G4.C	Dec-24	A-24	P2.O4.G3.F		A-24	P3.O4.G3.A	Oct-26	
P1.O2.G4.C	May-26	M-24	P1.O3.G6.C	May-26					P2.O3.G1.A	Jun-24	A-24	P2.O4.G4.A	Jun-26	A-24	P3.O4.G3.B	Oct-26	
P1.O2.G5.A	May-24		P1.O3.G6.D	May-27					P2.O3.G1.B	Aug-24	A-24	P2.O4.G4.B	Jun-26		P3.O4.G3.C	Oct-24	
P1.O2.G5.B	May-24								P2.O3.G1.C	Aug-24	A-24	P2.O4.G4.C	Jun-25				

Pillar	Ex. Comp	Status		Pillar 1	Ex. Comp	Status	Pillar 1	Ex. Comp	Status	Pillar 2	Ex. Comp	Status	Pillar 2	Ex. Comp	Status	Pillar 3	Ex. Comp	Status
P1.01.G1.B	May-25																	
P1.01.G2.C	May-25																	
P1.01.G4.B	May-25																	
P1.01.G4.C	May-25																	
P1.01.G5.A	May-25	S-24																
P1.02.G1.A	May-25																	
P1.02.G1.B	May-25	S-24																
P1.02.G1.C	May-25	S-24																
P1.02.G2.A	Feb-25																	
P1.02.G2.B	Feb-25	M-24																
P1.02.G2.C	Feb-25	M-24																
P1.02.G3.A	Mar-25																	
P1.02.G3.B	Mar-25																	
P1.02.G4.A	May-25																	
P1.02.G6.C	May-25																	
P1.02.G6.D	May-25																	
P1.03.G1.C	May-25																	
P1.03.G2.C	May-25	S-24																
P1.03.G2.D	May-25																	
P1.03.G3.A	May-25																	
P1.03.G4.A	May-25																	
P1.03.G5.B	May-25																	
P1.03.G6.A	Dec-25																	
P1.03.G6.B	Dec-25																	
P1.04.G1.C	May-25																	
P1.04.G1.D	Dec-25																	
P1.04.G2.B	May-25																	
P1.04.G2.C	May-25	S-24																
P2.01.G1.B	Jan-25	A-24																
P2.01.G1.C	Jun-25	A-24																
P2.01.G1.D	Jun-25																	
P2.01.G2.A	Jan-25																	
P2.01.G2.C	Jan-25																	
P2.01.G2.D	Jun-25																	
P2.01.G3.A	Jun-25																	
P2.01.G3.B	Jun-25	M-24																
P2.01.G3.C	Oct-25																	
P2.01.G3.D	Dec-25																	
P2.02.G1.F	May-25	M-24																
P2.02.G3.A	May-25																	
P2.03.G3.C	Oct-25	A-24																
P2.03.G4.B	Oct-25	A-24																
P2.04.G1.C	Jan-25	A-24																
P2.04.G1.D	Mar-25	A-24																
P2.04.G1.F	Jun-25	A-24																
P2.04.G2.A	Jun-25	A-24																
P2.04.G4.C	Jun-25																	
P3.01.G4.A	May-25	M-24																
P3.02.G1.A	May-25	F-24																
P3.02.G2.A	May-25	J-24																
P3.02.G2.B	May-25	S-24																
P3.02.G3.B	May-25	S-24																
P3.02.G3.C	May-25																	
P3.03.G1.B	Aug-25																	
P3.03.G2.A	May-25																	
P3.03.G2.B	May-25																	
P3.03.G3.A	May-25	M-24																
P3.04.G1.B	Aug-25																	
P3.04.G2.A	May-25																	

Pillar 1	Ex. Comp	Status		Pillar 2	Ex. Comp	Status		Pillar 3	Ex. Comp	Status
P1.O1.G1.A	Mar-24	M-24		P2.O1.G1.A	Apr-24	A-24		P3.O1.G1.A	Aug-24	A-24
P1.O1.G1.C	Feb-24	S-24		P2.O1.G2.B	Jan-24			P3.O1.G1.B	Aug-24	
P1.O1.G1.D	Mar-24	S-24		P2.O2.G1.A	Sep-24			P3.O1.G2.A	Oct-24	S-24
P1.O1.G1.E	May-24	S-24		P2.O2.G1.B	Jul-24			P3.O1.G3.A	Oct-24	M-24
P1.O1.G2.A	May-24	S-24		P2.O2.G1.C	May-24	A-24		P3.O1.G3.B	Aug-24	M-24
P1.O1.G2.B	May-24	S-24		P2.O2.G1.D	May-24	A-24		P3.O1.G3.C	Oct-24	
P1.O1.G3.A	May-24	M-24		P2.O2.G1.E	May-24	A-24		P3.O2.G3.A	May-24	M-24
P1.O1.G3.B	May-24			P2.O2.G2.B	May-24			P3.O3.G1.A	Aug-24	
P1.O1.G3.C	May-24			P2.O2.G3.B	May-24	A-24		P3.O3.G1.C	Aug-24	
P1.O1.G3.D	May-24	S-24		P2.O2.G3.C	Aug-24	A-24		P3.O4.G2.B	Aug-24	
P1.O1.G3.E	May-24			P2.O2.G4.A	Dec-24	A-24		P3.O4.G2.C	Aug-24	
P1.O1.G4.A	May-24	S-24		P2.O2.G4.B	Dec-24	A-24		P3.O4.G3.C	Oct-24	
P1.O2.G5.A	May-24			P2.O2.G4.C	Dec-24	A-24				
P1.O2.G5.B	May-24			P2.O3.G1.A	Jun-24	A-24				
P1.O2.G6.A	May-24	M-24		P2.O3.G1.B	Aug-24	A-24				
P1.O2.G6.B	May-24			P2.O3.G1.C	Aug-24	A-24				
P1.O3.G1.A	Apr-24	S-24		P2.O3.G2.A	May-24	A-24				
P1.O3.G1.B	Dec-24			P2.O3.G2.C	Dec-24	A-24				
P1.O3.G1.D	May-24			P2.O3.G3.A	May-24	A-24				
P1.O3.G2.A	May-24			P2.O3.G3.B	May-24	A-24				
P1.O3.G2.B	May-24			P2.O3.G3.D	Dec-24	A-24				
P1.O3.G4.B	May-24			P2.O3.G4.A	May-24	A-24				
P1.O3.G4.C	Dec-24	S-24		P2.O3.G4.C	May-24	A-24				
P1.O3.G4.D	May-24			P2.O4.G1.A	Jul-24	A-24				
P1.O3.G5.A	May-24			P2.O4.G1.B	Jan-24	A-24				
P1.O4.G1.A	Dec-24	S-24		P2.O4.G1.E	Sep-24	A-24				
P1.O4.G1.B	Dec-24			P2.O4.G2.B	Jan-24	A-24				
P1.O4.G2.A	Dec-24			P2.O4.G2.C	Jun-24	A-24				
P1.O4.G3.A	Dec-24			P2.O4.G2.D	Aug-24	A-24				
P1.O4.G3.B	Dec-24			P2.O4.G3.C	Jun-24	A-24				
P1.O4.G4.B	May-24			P2.O4.G3.E	Jun-24	A-24				

Pillar 1	Ex. Comp	Status		Pillar 2	Ex. Comp	Status		Pillar 3	Ex. Comp	Status
P1.O1.G1.B	May-25			P2.O1.G1.B	Jan-25	A-24		P3.O1.G4.A	May-25	M-24
P1.O1.G2.C	May-25			P2.O1.G1.C	Jun-25	A-24		P3.O2.G1.A	May-25	F-24
P1.O1.G4.B	May-25			P2.O1.G1.D	Jun-25			P3.O2.G2.A	May-25	J-24
P1.O1.G4.C	May-25			P2.O1.G2.A	Jan-25			P3.O2.G2.B	May-25	S-24
P1.O1.G5.A	May-25	S-24		P2.O1.G2.C	Jan-25			P3.O2.G3.B	May-25	S-24
P1.O2.G1.A	May-25			P2.O1.G2.D	Jun-25			P3.O2.G3.C	May-25	
P1.O2.G1.B	May-25	S-24		P2.O1.G3.A	Jun-25			P3.O3.G1.B	Aug-25	
P1.O2.G1.C	May-25	S-24		P2.O1.G3.B	Jun-25	M-24		P3.O3.G2.A	May-25	
P1.O2.G2.A	Feb-25			P2.O1.G3.C	Oct-25			P3.O3.G2.B	May-25	
P1.O2.G2.B	Feb-25	M-24		P2.O1.G3.D	Dec-25			P3.O3.G3.A	May-25	M-24
P1.O2.G2.C	Feb-25	M-24		P2.O2.G1.F	May-25	M-24		P3.O4.G1.B	Aug-25	
P1.O2.G3.A	Mar-25			P2.O2.G3.A	May-25			P3.O4.G2.A	May-25	
P1.O2.G3.B	Mar-25			P2.O3.G3.C	Oct-25	A-24				
P1.O2.G4.A	May-25			P2.O3.G4.B	Oct-25	A-24				
P1.O2.G6.C	May-25			P2.O4.G1.C	Jan-25	A-24				
P1.O2.G6.D	May-25			P2.O4.G1.D	Mar-25	A-24				
P1.O3.G1.C	May-25			P2.O4.G1.F	Jun-25	A-24				
P1.O3.G2.C	May-25	S-24		P2.O4.G2.A	Jun-25	A-24				
P1.O3.G2.D	May-25			P2.O4.G4.C	Jun-25					
P1.O3.G3.A	May-25									
P1.O3.G4.A	May-25									
P1.O3.G5.B	May-25									
P1.O3.G6.A	Dec-25									
P1.O3.G6.B	Dec-25									
P1.O4.G1.C	May-25									
P1.O4.G1.D	Dec-25									
P1.O4.G2.B	May-25									
P1.O4.G2.C	May-25	S-24								

Appendix 13
Strategic Planning Oversight Committee December 2024

Strategic Planning Oversight Committee

- Will Hander Coach
- Michael Kojetin Business Faculty
- Joel Bluml Vice President
- Jose Garrigo Operations Project Manager
- Mackenzie Stick Vice President
- Brittany Budeski Vice President
- Ivette Barera Marketing
- Cathy Day Strategic Planning Consultant
- Michael Mulvey Chair SPOC
- Rod Johanson Director Career Services
- A.J. Hoy Vice President
- Jillian Ehnot Chief Financial Officer
- Caroline Goulet Provost
- Melanie Houge Director Human Resources
- Kylie Carranza Vice President Advancement
- Kimberly Maynard Program Director Nursing

Appendix 14

2024-25 Senior Leadership

Senior Leadership

Kylie Carranza, Chief of Staff

Michael Mulvey, Specialist Assistant to the President

Joel Bluml, VP for Student Engagement & Athletics

Brittany Budeski, COO

Jillian Ehnot, CFO

Caroline Goulet, Provost & VP for Academic Affairs

A.J. Hoy, VP for Mission Integration

Mackenzie Stick, VP for Enrollment Management

Appendix 15
MHA Advisory Board Meeting 09.7.2024

HEALTH ADMINISTRATION PROGRAMS

ADVISORY BOARD MEETING

UNIVERSITY OF PROVIDENCE

NOVEMBER 7, 2024 5:00 p.m. CST/ 4:00 p.m. MST

AGENDA

1. Welcome
2. Introductions
3. Overview of Programs:

ASHA- [Associates in Healthcare Administration - University of Providence](#)

BSHA- [Bachelor of Science in Healthcare Administration - University of Providence](#)

MHA Degree – Leadership, CHI, HJ- [Healthcare Administration | University of Providence](#)

Graduate Certificates – CHI, HJ-

[Community Health Investment | University of Providence](#)

[Health Justice | University of Providence](#)

4. Open Forum Discussion for questions
5. Next Meeting – January
6. Adjournment

Appendix 16

Proposed Program Improvement Recommendations

Proposed Program Improvement Recommendations for the Healthcare Administration Degree and Certificate Programs (BSHA, MHA, CHI, HJ)

In an effort to promote quality improvement and sustainability, the following suggestions have been developed for consideration of future implementation into the Healthcare Administration program curriculum.

Dual Option

BSHA/CHI or HJ Certificate –

a dual option, which would allow students to select either one course that can be applied to either the CHI certificate or the HJ certificate (**MHA 508**) as an elective for the BSHA degree, and then complete the remaining courses for the certificate that they choose? So in essence, they would finish with a Bachelor of Healthcare Administration and a certificate in either Community Health Investment or Health Justice.

Certificate to Degree Pathway

MA to BSHA ?

1. Offering additional 8-week courses from the current ASHA/BSHA courses.
2. Create financial benefits for MA students by giving them fulltime standing.
3. Create tuition incentives through the established tuition options currently available for HCA students.
4. Combining similar classes from the MA and HCA curriculums to broaden content for both groups of students and reduce the number of current adjuncts to reduce the financial strain on both programs.
5. Creating a bridge into HCA and nursing programs to broaden the job opportunities for graduating students.
6. Possibly creating new certificate opportunities e.g. clinical management, leadership

MHA Capstone – The Capstone experience is an important milestone for students, as it allows them to put “theory into practice” and apply the knowledge that they have gained to projects under the supervision of preceptors at partner healthcare organizations. Dr. Robin Janciwiez has served as the Capstone Course Instructor since I have served in the Program Director role, but she recently announced her resignation. I believe that Dr. Katherine Y. Brown would serve well in this role, as she brings a wealth of experience with not only coordinating capstone experiences, but building and sustaining relationships with external partners.

Health Justice Program Expansion

Proposals for Changing the program format to accelerate nursing graduates

Intensive 3-day weekend workshops. Proposing three 3-day workshops across one academic year. Total of 9 credits.

MHA 504 Health Justice, MHA 508 Health Inequities & Social Epidemiology, and a new course in Health Insurance. Each day in the 3-day workshop would be focused on each class. Consider making this a single Moodle shell or three different shells based on course. Example schedule below.

Session 1A	Health Justice MLP
Session 1B	MHA 508
Session 1C	Health Insurance
Session 2A	Health Justice MLP
Session 2B	MHA 508
Session 2C	Health Insurance
Session 3A	Health Justice MLP
Session 3B	MHA 508
Session 3C	Health Insurance

Traditional degree options for Bachelor’s level Paralegal Studies

Remove Population Health, Transformational Leadership, and Evidence-Based Management for Healthcare Leaders (3). Replace with new Health Insurance course. Total of 12 credits.

Community Impacts

University of Providence has the opportunity to host the Washington Coalition for Medical-Legal Partnership quarterly conference call. This group has not met for a little over a year due to loss of funding for a MLP Coordinator position at Seattle Children’s Hospital. Ideally, the group should meet bi-monthly to facilitate growth of new medical-legal partnerships and to facilitate learning

for students involved in working cases. Traci Rooks could lead the calls and train an Administrative Assistant, or other designated person, to maintain the networking platform and membership materials.

Aiding students and practitioners in finding high quality resources and a networking platform will set up the low-income communities our students serve for success through improved medical and legal services. The Coalition would also serve as a funnel to create new student leads.

- Opportunity to monetize the Coalition calls through a membership service.
- Opportunity to fund the Coalition calls through Providence Community Benefit dollars. Community Benefit has funded medical-legal partnership operations in the past, including expansion into Montana medical-legal partnerships.
- Opportunity to demonstrate improved health outcomes, both medical and legal, to the greater UP community.

Timing

UP would need to move quickly to begin taking advantage of the vacuum that currently exists for hosting a professional platform for the WA Medical-Legal Partnership Coalition. Another law firm or university could pick this call up and UP would lose out on a great deal of good marketing for the Health Justice Certificate. Similarly, to capture new students for Fall 2025 the revamp the MHA-level certificate work must begin soon. The changes to the program to create a traditional bachelor's level degree could move at a more modest pace. However, I anticipate interest from Paralegal Studies students will grow once word about hosting the Coalition calls begins to get out.

Community Health Investment

Through an introduction from Dr. Dora Barilla who was responsible for the development of the Community Health Investment certificate and served as the Program Coordinator, several opportunities exist to build partnerships with the following organizations to both promote enrollment and create internship and fellowship opportunities for our students:

Catholic Health Association – Contact:

Partners for Better Health – Contact: Dr. Jaynie Boren

The American Hospital Association hosts an annual conference with a focus on “Accelerating Health Equity”. This year’s conference will take place May 19th – May 22nd, and I believe it would be a great opportunity for me to attend and promote the CHI program.

Appendix 17
Academic Master Plan



**UNIVERSITY OF
PROVIDENCE**

Faculty Spring Kick-Off Retreat

January 9, 2025

8:00 am	Refreshments	
8:15 am	Prayer and Reflection	Fr. Doyle
8:50 am	Introduction – Tom Figarelle, VP of Advancement, Communications, and Marketing	Tom Figarelle
9:00 am	Jenzabar Updates – Student Success	Ashley Koepke
9:30 am	Accreditation Updates • NWCCU Updates • Substantive Interactions	Angela Jukkala
10:00 am	Moodle Updates	James Gretch
10:20 am	Registrar's Updates	Kerri Koteski
10:30 am	Title IX Updates	Brittany Budeski
11:00 am	Provost Academic Updates • Providence 100 – Strategic Plan • Rize Education	Caroline Goulet
noon	<i>LUNCH</i>	
12:30 pm	Academic Master Plan (AMP) – Small groups	ALL
	• Academic Services	
	○ Registrars	Kerri K.
	○ Student Success	Ashley K.
	○ Instructional Technology	James G. and Chris N.
	○ Institutional Research	Greg M.
	• SHP Online	Angela Jukkala
	○ Nursing	Shelley G. and team
	○ Health-related Programs	
	• SLAS small groups	
	○ Arts & Humanities	Sarah S. and team
	○ Business	James L., Michael K.
	▪ Technology	Stephen M., Landon M.
	○ Math and Sciences	Mikaal G. and team
	○ Sociol., Psych., Criminal Justice	Deanna K. and team
3:30 pm	AMP – Reporting	All
4:00 pm	<i>ADJOURN</i>	

An Academic Master Plan (AMP) is a strategic document that outlines the long-term vision and goals for an institution's academic programs and activities.¹ Think of it as a roadmap guiding the institution's academic future, typically spanning 5 to 10 years.²

Purpose:

- **Strategic Direction:** Provides a clear framework for academic development, aligning with the institution's overall mission, vision, and values.³
- **Responsiveness:** Ensures the institution's academic offerings remain relevant and adapt to evolving student needs, workforce demands, and societal changes.
- **Resource Allocation:** Guides decision-making regarding program development, faculty recruitment, curriculum design, and infrastructure investments.⁴
- **Continuous Improvement:** Promotes ongoing assessment and improvement of academic quality and student success.⁵

Key Components:

- **Vision & Mission Alignment:** Clearly articulates how academic programs contribute to the institution's overall mission and strategic goals.⁶
- **Program Prioritization:** Identifies existing program strengths, areas for growth, and potential for new program development or discontinuation.
- **Curriculum Innovation:** Outlines strategies for enhancing curriculum, incorporating emerging technologies, and promoting interdisciplinary approaches.
- **Faculty Development:** Addresses faculty recruitment, retention, professional development, and support for teaching excellence.
- **Student Success:** Focuses on improving student learning outcomes, retention, graduation rates, and career readiness.
- **Assessment & Evaluation:** Establishes mechanisms for ongoing assessment of academic programs and their effectiveness.

Development Process:

- **Collaborative Effort:** Involves a wide range of stakeholders, including faculty, staff, students, administrators, and external partners.⁷
- **Data-Driven:** Utilizes data analysis, market research, and trend forecasting to inform decision-making.
- **Environmental Scanning:** Considers external factors such as demographic shifts, technological advancements, and economic conditions.
- **Regular Review & Updates:** The AMP is a living document that should be reviewed and updated periodically to ensure its continued relevance.

Benefits:

- **Enhanced Academic Quality:** Provides a framework for continuous improvement and innovation in teaching and learning.
- **Increased Student Success:** Focuses on strategies to enhance student engagement, persistence, and achievement.
- **Improved Resource Allocation:** Guides strategic investments in academic programs and infrastructure.⁸
- **Stronger Institutional Identity:** Clarifies the institution's academic priorities and strengthens its reputation.

By developing and implementing a comprehensive Academic Master Plan, institutions can ensure their academic offerings are aligned with their mission, responsive to student needs, and positioned for future success.⁹

Assignment: Create Academic Master Plan

An Academic Master Plan (AMP) is a strategic document that outlines the long-term vision and goals for an institution's academic programs and activities. Think of it as a roadmap guiding the institution's academic future.

Project 3-5 years out:

Enrollment

Curricular Changes

Accreditation

New related programs/majors

Please be specific in terms of resources (financial, space and equipment, personnel) needed to meet the needs of the program – estimate \$ amount for resources needed.

Example:

NP Trends:

Projected NP growth of 45% BLS

Need 30,000 -33,000 more geriatricians by 2030

NE Trends:

Grow 22% by 2030

Tremendous faculty shortages

MSN Enrollment

Program	In 3 years	In 5 years
AGPCNP		
NE		

Curricular Revisions:

Needed?

Desired?

Accreditation: Pending CCNE Notice

New Programs/Majors:

Resources:

Financial – Costs associated with offering the program - Include any improvements you would like to see.

Ex. Travel for practicums

Space – managing practicum sites? Will we need an employee if the course gets large?

Personnel – faculty (60-90K per year)? Practicum Site person?

Use 1.25 to 1.4 estimate employee cost



Mission & Charisms of the Sisters of Providence in University of Providence Curricula
Mission Committee of the Board of Trustees January 23, 2024

Presented by: Deb Kottel, JD, Professor of Legal Studies

Report Written by: Sarah Spangler, Ph.D, Professor of Theology & ILCs Chair, Department of Arts & Humanities;
Matthew Pietropaoli, Ph.D, Assistant Professor of Philosophy; David Gides, Ph.D., Professor of Theology

COD – Corps of Discovery (First Year Seminar)

- Revise and Focus: Michelle Hill is leading a team of faculty to revise some of the formatting and contents of our current COD course, a first-year student course that introduces students to the mission, charism, and history of UP and the Sisters of Providence. She and her team of faculty (including Kelly Quick, EXS; Deanna Koepke, SOC, Stephen Muir, MTH) have partnered with A.J. Hoy and our Academic Success Center to create a more integrated, service-oriented, and mission-based course experience for our first-year students. The team is also focused on fostering a culture of connection, community, and belonging—all elements demonstrated to increase student retention and success.

Service Learning in ILCs, Theology, and Philosophy

- In Fall 2024, we offered three Service Learning courses
 - ILC 350 (Law & Minorities – Kottel & Spangler); TRL 301 (The Christian Life – Dave Gides); PHL 301 (Philosophical Ethics – Matt Pietropaoli)
 - students are required complete and report a minimum of 15 hours of service
 - written reflections and overviews of service experiences are explicitly integrated into course materials and connected to different dimensions of Catholic Social Teaching, course outcomes, and Service Learning outcomes – ([see samples in supporting docs](#))

Service Learning in Corps of Discovery

- Many COD students engaged in 5 or more service hours. Due to uneven participation in service activities among COD students, the revisions of COD will include more emphasis on ensuring students are accompanied on service outings.

Service & Community Outreach ([see reports in supporting documents](#))

- Because all students who so Service *learning* are required to log and verify their hours in our data tracking software (x2vol), we have some estimates of service sites, hours completed, and types of activities students doing service have engaged in:

	Fall 2023	Fall 2024
Students logging hours	97	100
# Course sections with SL components	4 + COD	3 + COD
Total hours claimed	820	1100
Different sites	37	39

- Significant improvements in connecting to underserved populations:
 - In 2023 a good number of sites and events claimed as “service” activities would not fit our definition of “service” (e.g. not connected to poor and vulnerable population, no encounters with people served). In 2024 we made significant progress moving students into more community agencies
 - In 2023 few COD students completed service hours. In 2024, more than half of them did 5+ hours. We are aiming for 100% completion rates for students who pass the course.

Quotes from students in Service Learning courses:

I do feel a strong tie between service and the CST principles of solidarity and human dignity, I think when you are participating for those reasons, it makes it more authentic and creates a more meaningful experience. ...I am very thankful that students are required to take Service Learning as a requirement. The ones I was required to take led me to ones I voluntarily wanted to do, and they have all brought me close friends, impactful experiences, and memories that will continue to shape me forever. I am very thankful for the UP curriculum and its Service-Learning aspect because it makes the things you learn about realer, and it makes you stop and think about your life and what you bring to others. It ties the education to the aspects of your life and the world around you, and that is invaluable to me, it has made me a better person towards myself and towards others. Student, ILC 350 Law & Minorities, Fall 2023

I think that UP requires students to take one service-learning class to showcase to us the “real world.” I think college is like a bubble sometimes; everybody knows everyone, and you can get caught up in the same routine of going to class and playing in a team. I think service learning is here to pop the bubble and see what is outside the university and what life is like. I think service experiences affect us in the classroom as it makes us more considerate and more appreciative. ...I’m a lot more appreciative of my parents and my family for giving me the opportunity to do what I want to do. It connects me to what we learned in class as we are talking about solidarity. -- Student, ILC 350 Law & Minorities, Fall 2023

Solidarity and the accompaniment reading hit really close to home for me. I was homeless with a wife and son. The sad reality is that I was not anyone special before that, but I certainly was not homeless. It really is a series of unfortunate events that can end you up there. Once you are there people start to judge you more harshly and fail to empathize with our situation. People assume homeless and drug addicted people are there because they deserve it rather than considering the victim of circumstance aspect. My journey out of that situation was not done independently. I was helped by an amazing social justice worker and executive director that listened to my story and validated me. She stood in solidarity with me and did not enable me once. Just helped me get a small leg up. I have never forgotten that and every time we do a reading like this it reminds me of how real these situations are and how small acts of empathy go a long way. Student, ILC 350 Law & Minorities, Fall 2023

When we lose track of what it means to be human we have segregation, racism, hatred in our hearts for those who we look down on. We all fall into our biases at one point or another, but what matters at the end of the day is the fact that we come back together in hopes of a better future. When I saw those children I saw myself in them, as I was a child who lived on other people's couches as my mom couldn't put a roof over our heads at points in my and my sisters' life. She fell to her own vices at times and that left us with nothing. It was because of the kindness of others I felt secure and like I was enough. ... I feel as though it [service] is required by UP to give us the opportunity to open our hearts in ways we may not have noticed we needed. That we have the ability to connect with others. That we don't want to stand alone in this world, but rather feel as though we have someone walking in this life with us no matter our ages. By learning the deeper meaning of solidarity and human dignity it allowed me to open my heart even more to service others. I always loved serving others, but by developing the deeper meaning of what it means to be connected it allowed me to understand that there is more to serving than just giving. That it is a way for us to be able to experience life together free of judgment. Student, ILC 350 Law & Minorities, Fall 2023

Fall 2024 Report on Service & Outreach –

Prepared by: Matt Pietropaoli, Ph.D., Assistant Professor of Philosophy

“Service Learning in an educational context refers to a high impact practice in teaching and learning—it enriches learning by facilitating things like integration of ideas and experience, reflection, creative problem solving, and other high-level activities in connection with a particular course, major, or discipline. Community service is completed as a component of the overall learning goals—much like a project, assignment, reading, or activity is part of a course . . . Service Learning at the University of Providence is grounded in Catholic Social Teaching in general, and in our values, mission, and heritage including the vision of service held by the Sisters of Providence.”

The University of Providence has established ongoing partnerships with various community organizations at which students can complete their service work. Such organizations include: Eagle Mount, Renaissance Senior Care, Boys and Girls Club, Helping Hands, Cold Weather Drop-In, etc. In addition, students on their own work with local elementary schools and local service opportunities.

Here at UP, all COD and all ILC 350 classes have service-learning embedded in them. Moreover, different sections of PHIL 301, THEO 301, some EXL classes, etc. are service-learning designated. The goal is that all students at the University of Providence will have completed a set amount of impactful and meaningful service hours by the time of graduation.

During the Fall semester 2024, UP students performed 1100.5 hours of service. These were students in COD classes, ILC-350 classes, on section of Phil 301, and two sections of TRL 301. Overall, 100 students performed this work. **Hence, on average, students performed 11.005 hours of service.** Moreover, speaking specifically of COD classes: **38 students in these classes performed 217 hours of service.**

University of Providence students performed service work at the following **39 sites and programs.**

Angel Room (St. Vincent de Paul)
Argo Wrestling Academy
Beehive Assisted Living Facility
Blackfoot Little League Football
Boys and Girls Club
Cascade County EMS
Chief Joseph Elementary School
Cold Weather Drop-In at the First United Methodist Church
Eagle Mount Therapeutic Recreation
East Middle School
Evergreen Elementary School
Giant Springs Elementary

Giant Springs State Park
Great Falls Municipal Court Canned Food Drive
Great Falls Rescue Mission
Havre High Boosters Club
Helping Hands
Idaho State Veteran’s Home
Lincoln McKinley Elementary School
Lions Club
Loy Elementary School
Maclean’s Cameron Animal Adoption
Meals on Wheels
Montana Dance Arts Association



Morningside Elementary School
 New City Church
 Night Without a Bed Homeless Awareness
 Event
 North Middle School
 Ogden High School
 Renaissance Senior Care Facility
 St. Anne's Soup Kitchen
 St. Vincent De Paul Store

Salvation Army
 Sunnyside Elementary School
 United Way
 University of Providence Volleyball Camp
 University of Providence Youth Hockey
 Camp
 Whittier Elementary School
 Worlds of Work

Fall 2023 Service Outreach and Activities

Prepared by: David Gides, Ph.D., Professor of Theology

Fall 2023 Service Learning Stats Summary

- 97 students did service hours
- 820.5 total hours performed (equivalent to 164.1 8-hour work days)
- An average of 8.46 hours per student
- Students served at 37 different events/locations
- Although 97 students did service hours, there were 163 different "student visits" total to these 37 locations. This is possible because some students performed service at multiple locations (that is, not every student did all of their hours at one location)

Angel Room	Harvest Festival/Howl	Family Promise of Great Falls	United Methodist Church
Argo Kids Club	Helping Hands	Festival of Trees	United Way
Argos Kids Volley Ball Camp	Lincoln Elementary	GF Municipal Court Canned Food Drive	UP Personal Project
Battle of the Rockies	Mass of the Holy Spirit	Giant Springs Elementary	UP Soccer Field/Game
Boys and Girls Club	Mission Dinner	Great Falls Americans Hockey	UP Women's Volleyball
Camp SkyChild	Pumpkins for a Cause	Hall of Fame	UP Wrestling
Church of Christ/Salvation Army	Renaissance Senior Care	Operation Christmas Child	Winter Items Drive
Corpus Christi	Sign Gypsy	President's Dinner	World of Work
Eagle Mount	Ulm Public Schools	Providence Service Learners	YMCA
Englehardt Family			

Mission & Charisms of the Sisters of Providence in University of Providence Curricula
Mission Committee of the Board of Trustees
November 5, 2024

Key elements of mission and heritage as a Catholic Liberal Arts university in the heritage of the Sisters of Providence are embedded in our **Bachelors Degree Outcomes and Ideal Graduate** ¹statement:

- Providence Values: Compassion, Dignity, Justice, Excellence, Integrity
- Inter-disciplinary pursuit of truth and the common good with a focus on justice, ethics, and compassion; professional competence combined with the development of character and commitment to living out values
- Concern for poor and vulnerable populations, serving the underserved²

Curriculum Design Because all undergraduate programs are aligned to these bachelors degree outcomes, the mission, charisms, and legacy of the Sisters of Providence are carried out in multiple academic areas at the university:

- **All Undergraduate Curricula** aligned to university wide bachelor's degree outcomes,
- **Core Curriculum: Core Outcomes** Because all undergraduates at UP take at least some of our core, it has been a major focus for ensuring our students are introduced to our heritage and to the distinctive features of a Catholic liberal arts education. While all core courses are designed to achieve the outcomes of the core, several areas foreground the Catholic Intellectual Tradition (e.g. theology, philosophy, ethics, ILCs, COD). The legacy and values of the Sisters of Providence are embedded in this broader tradition, and the distinctive elements of their charism and legacy are highlighted by a focus on several themes and topics including:
 - **Catholic Social Teaching (CST)**³ with a special emphasis on human dignity, solidarity, preferential option to the poor—all areas of special focus for SP
 - **Service Learning** – with a special emphasis on accompaniment, solidarity, and compassion
- **Featured Core Courses: ILCs & COD**
 - **COD – Corps of Discovery** This introductory “first year seminar” is designed to create community and sense of belonging for our traditional aged incoming students. It is taught by a wide range of faculty from different disciplines and includes a **service component**, a unit on the **history and legacy of the Sisters of Providence** (taught by AJ Hoy), and **required participation in mission related activities on campus**.
 - **ILC – Integrated Learning Courses** These inter-disciplinary, team courses are organized around the question “what is the common good?”. They require **service experience**, units on **CST**, and explicit personal reflection on the connections between service experiences and principles of CST
- **Featured Emphases beyond the Core**
 - **Service Minor** – interdisciplinary, designed to fit alongside any major
 - **Service Learning Courses and Internships**
 - e.g. Camp Skychild
 - e.g. Exercise Science Capstone

¹ Established in Fall 2017. See *Ideal Graduate and Bachelors Degree Outcomes in supplementary materials*

² See “Core Design Principles and Foundations” and “Key Principles and Foundations of Core Design” in supplementary materials.

Appendix 19

2024-2025 Core Assessment and Oversight Committee (CAOC)

- Matthew Pietropaoli - Assistant Professor of Philosophy, Chair
- Robert Truax - Senior Lecturer of Biology
- David Gides - Professor of Theology
- Deanna Koepke - Professor of Sociology
- Naomi Zurba – Clinical Assistant Professor/Nursing Site Coordinator, SHP representative

4/6/2023 review



UP Program Review Guidebook*

For Academic Departments

Programs including majors, minors, core, certificates

Template and portions of document adopted from the Pepperdine University Program

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UP Program Review Guidebook

Introduction

A program review “provides an opportunity for each program to **reflect, self-assess, and plan**; offering a vehicle to inform planning and decision-making and to systematically apply identified improvements to support sound programs. Academic program reviews [should] be a central mechanism to advance the University mission.” (Hanover Research, 2012).

This document is a support mechanism to guide you to successfully complete a review and to assure the program remains current during the entire review cycle. If you have questions regarding this document or the review process, please contact a member of the UP Curriculum Committees.

Core Themes

The University of Providence Core Themes are:

1. Mission Effectiveness
2. Academic Excellence
3. Student Experience

The Curriculum Review Cycle

*Recommended that it be repeated every seven years; programs may adjust the years/semesters to meet their specific needs.



Curriculum Review Timeline and Checklist

	Timeframe	Faculty Action Item
Step 1	August – September	☐ Organize review process. ☐ Begin the internal self-study.
Step 2	October	☐ Complete the internal self-study. ☐ Assemble external program review advisory board.
Step 3	November	☐ Present the self-study to the advisory committee. ☐ Complete External Evaluation.

Step 4	End of Fall Semester	☐ Distribute self-study and external evaluation documents to program faculty for their analysis.
Step 5	January	☐ Develop a Final Quality Improvement Plan. ☐ Complete a Synthesized Overview. ☐ Review the Synthesized Overview.
Step 6	February	☐ Send Synthesized Overview to CCs. ☐ Complete self-study and review rubric (CC faculty).
Step 7	March	☐ Attend CC meeting when program evaluated. ☐ Obtain signatures and submit the final review packet to the Provost who will archive the reviews.
Step 8	Every other year	☐ Update the quality improvement plan. ☐ Provide a copy of revised QIPs to the CC Chair. ☐ CCs will schedule QIP discussion with the programs every other year. ☐ Attend CC meeting to share program's successes!
Step 9	Every year	☐ Update the program QIP.
Step 10	Every seven years	☐ Begin this process again. ☐ Include actions taken on interim QIPs.

Curriculum Review Components

The curriculum review will be comprised of the following components: The Internal Self-Study, the External Evaluation, a Quality Improvement Plan (QIP) and a Synthesized Overview of this process.

A. Internal Self-Study

A University of Providence curriculum self-study is defined as a department's assessment of its alignment with mission effectiveness, academic excellence and student engagement.

Departments are often asked to complete a self-study and external evaluation for accreditation. Those documents are considered equivalent to the Curriculum Committees' intent and request for a program self-study and external evaluation. In this instance, the department will submit its accreditation self-study and evaluation report, a synthesized overview and a quality improvement plan.

Departments who do not complete an accreditation process, are asked to complete an internal self-study, external evaluation, a synthesized overview and a quality improvement plan.

Components of the internal self-study include the following:

I. Mission Effectiveness

In this section of the self-study, the program should analyze and reflect on how well it supports and carries out the University of Providence Mission. Provide evidence of the following from the past seven years:

- a. **Overall alignment of program with the UP Mission** (including degrees, majors, minors, core and certificates)
 - Distinct ways the program teaches to and/or magnifies the UP mission.
 - Program's impact on surrounding communities.
- b. **Student/Alumni engagement with UP Mission**
 - Mission and Catholic Identity Assessment (MCIA) data summary from institutional research regarding the program, if available.
 - Information on student service learning undertaken in the program, if applicable.
- c. **Faculty Engagement with UP Mission**
 - Faculty service on and off campus that furthers the Mission.
 - Faculty participation in Mission Office Events/Catholic Social Teaching Seminars and other University events.
- d. **Sustainability of Program**
 - Demand for the program - include information regarding community needs; and, trends with enrollment and retention from institutional research.
 - Allocation of Resources - including sufficient faculty support, student/faculty ratio, professional development opportunities, library resources, student support, lab resources, time for course design and research.
 - Fiscal stewardship – an accounting of how the program meets the budget, acts on grant opportunities, and creates opportunities to generate revenue.
 - Cost per credit hour and instructional full time equivalent employees; obtain this information from institutional research. .

II. Academic Excellence

In this section of the self-study, the program should analyze and reflect on the quality of its curriculum design, the ability of its faculty to deliver effective and engaging instruction, and, the extent to which students meet the program outcomes.

- e. **Quality of Curriculum**
 - Evidence courses outcomes align with program and University outcomes. Programs may use maps they have already developed; or the template that is provided in Teams UCC forms file.
 - Evidence the program aligns with best practices in its area of expertise; and, how the program compares to programs at peer institutions.
- f. **Faculty Credentials, Achievement & Development**

- Names of full-time, part-time and adjunct faculty members including rank, credentials, areas of expertise, and length of time teaching in their profession and at the University.
- Proportion of the program full-time faculty with doctoral, master and baccalaureate degrees.
- Record of scholarship and service for each faculty member since last review.
- Faculty participation in development opportunities.
- Faculty awards and recognition.
- External funding awarded to faculty (optional).
- Programs may provide this data using an existing format or the template found in the Teams UCC forms file.

g. Student Achievement

- Assessment data on student achievement of program outcomes (from the program's Continuous Assessment Cycle, as established by the Provost and Office of Institutional Effectiveness)

III. **Student Engagement** – Include the following information from the past seven years:

h. Student Progress (from institutional research)

- Retention rates and time to completion data.
- Placement into graduate school and/or post-doctoral and graduate experiences.
- Employment data (First destination survey from graduates).
- For departmental purposes, demographics of students which might include gender, ethnicity, age, GPA, employment status (optional).

i. Student Satisfaction

- National Survey of Student Engagement (NSSE) data, administered to freshman and seniors every other year.
- Aggregate student course evaluation data.

IV. **Preliminary Quality Improvement Plan (QIP)**

This section should address opportunities for growth found during the self-study. Improvement areas should be identified with specific plans for improvement (an action plan) for each identified area.

B. External Evaluation

A University of Providence program's external evaluation is defined as a review of a department's self-study, and, an evaluation of the department's ability to meet the University's alignment with mission effectiveness, academic excellence and student engagement. An external reviewer may suggest amendments to the quality improvement plan that may then be amended to address the reviewer's comments.

Departments who have an external evaluation by an accreditation body will submit its accreditation self-study and evaluation report, an outcome alignment map, and a quality improvement plan.

Departments who do not complete a self-study and evaluation process for accreditation, are asked to complete an external evaluation that includes the following elements.

I. Organizing the External Evaluation

- a. The external evaluation occurs after the self-study; inviting members to serve on the external program review advisory committee can begin during the self-study.
- b. The external review is a time you present the self-study to the external program review advisory committee.
- c. Determine the presentation format and include all of the components of the self-study.

II. External Program Review Advisory Committee

- a. The external program review advisory committee should be comprised of the following:
 - i. An individual representing the community.
 1. An expert in the program's discipline/field who is not a University of Providence employee and who does not have a potential conflict of interest with the program evaluation process.
 2. An expert will be offered a small honorarium (\$500) in recognition of their work.
 - ii. Individuals representing the division, another division, and, the Curriculum Committee.
 - iii. A current student and a graduate of the program.
 - iv. A staff member (academic success counselor, coach, or, registrar).
- b. Advise the External Program Review Advisory Committee of their role including the following:
 - i. Attendance at the presentation of the self-study.
 - ii. Identification of strengths from the self-study presentation.
 - iii. Identification of areas of improvement from the self-study presentation.
 - iv. Asking questions and for clarifications during the self-study presentation.
 - v. Completion of the Curriculum Review Evaluation Rubric.
 - vi. Programs may provide this information using an existing format or the template found in the Teams UCC forms file.

III. Presentation of Self-Study

- a. Design a 30-minute presentation of the self-study; assure all areas are included.
- b. Schedule a date and time agreeable to the external program review advisory committee members.

- c. Invite interested stakeholders to the presentation (i.e., faculty, students, community members)
- d. Allow sufficient time for comments, questions, and clarifications.

IV. Curriculum Review Evaluation Rubric:

- a. Obtain the completed curriculum program review evaluation rubric from the advisory committee .
- b. Obtain designated signatures, to be included as a record of the program review.

C. Final Quality Improvement Plan (QIP)

A University of Providence program's final quality improvement plan (QIP) is defined as a working document that includes identification of opportunities for improvement, and, actions to be taken to positively influence in each area within a specified time frame. All programs are required to develop a final quality improvement plan.

I. Organizing the Quality Improvement Plan

- a. The final quality improvement plan is developed after the self-study and external evaluation.
- b. This is a time when all program faculty identify areas of improvement and actions to be taken by the program to improve program outcomes.
- c. Provide copies of the program self-study, preliminary quality improvement plan and evaluation report to faculty.
- d. Schedule a date and time for faculty to meet to develop an improvement plan.

II. Development of the Final Quality Improvement Plan

- a. Identify opportunities for program improvement.
- b. Develop measurable goals, objectives and specific actions to be taken, to advance each area towards excellence.
- c. Describe timeframes for evaluation and revision of each goal.
- d. Determine training that may be necessary to achieve each goal.
- e. Obtain signatures from the program lead and Division Chair.
- f. Implement and evaluate ongoing progress to achieve excellence and meet each goal.

III. Ongoing Quality Improvement Process

- a. Include the final QIP with the Synthesized Overview.
- b. Update the Final QIP annually or more often as determined by each program.
- c. Obtain signatures from the program lead and Division Chair annually.
- d. Provide the QIP and provide a copy to the Curriculum Committees every other year.

D. Synthesized Overview

A University of Providence program's synthesized overview is defined as an executive summary of the self-study, external evaluation and quality improvement activities. The program's self-study, external evaluation and final quality improvement plan are attached. All programs are required submit this overview to the Curriculum Committee every seven years.

I. Compile the Synthesized Overview

- a. Write a two-page executive summary of the review process. Include a brief description of:
 - i. Self-study and ways in which the program aligns with mission effectiveness, academic excellence and student engagement.
 - ii. The external evaluation findings.
 - iii. The final quality improvement plan and revisions made in the interim seven-year time frame.
 - iv. Successful improvements that advanced the program towards excellence.
 - v. Areas for ongoing improvement.
 - vi. Actions taken to celebrate the program's ongoing excellence.
- b. Beginning with the executive summary, compile one large document that includes the program self-study, external evaluation and final quality improvement plan.
- c. Obtain program faculty and leadership approval. Signatures may be obtained electronically.

II. Distribution of the Synthesized Overview Document

- a. Give a copy of the synthesized overview to the Curriculum Committee Chair.
- b. Schedule a date for the Chair, or a designated CC member, and the Program representative to review the synthesized overview.
- c. The Chair will distribute a copy of the synthesized review to each Committee member.
- d. After CC has evaluated the synthesized overview, it will be forward to the Provost's office.

D. Curriculum Committee Review

- a. Using the Curriculum Review Rubric, an assigned Curriculum Committee member will evaluate the review. Questions, inconsistencies, or missing components of the review will be addressed at this time.
- b. When completed, the designated CC member will distribute the program's synthesized overview to CC members.
- c. CC members will evaluate the program's synthesized overview. Areas of improvement may be recommended.
- d. The Curriculum Committee Chair will schedule discussion of the program's review in a meeting of all members.

- e. A program faculty member will attend the Curriculum Committee meeting to discuss the program's achievements and provide additional information when warranted.
- f. The synthesized overview may be amended at that meeting by the program if warranted.
- g. The program synthesized overview and completed review rubrics will be compiled as a packet and sent to the Provost.
- h. The Provost will review and make recommendations if warranted.
- i. The Provost will sign and archive the completed program review documents. Copies of the archived documents will be distributed to program leadership and the Curriculum Committee Chair.

II. Every other year review

- a. The program leadership will meet with faculty annually to review and revise the program's quality improvement plan.
- b. The school leadership will review and sign the revised quality improvement plan annually.
- c. A copy of the most current quality improvement plan will be given to the Curriculum Committee Chair every other year.
- d. The Chair will provide a copy of the QIP to committee members and review the plan with the Committee.
- e. A program faculty representative is invited to attend this Committee meeting.
- f. On conclusion, CC feedback will be provided to the program.

University of Providence Outcome Alignment Map

Program Name: Click or tap here to enter text.

Program Learning Outcomes

- 1. Click or tap here to enter text.
- 2. Click or tap here to enter text.
- 3. Click or tap here to enter text.
- 4. Click or tap here to enter text.
- 5. Click or tap here to enter text.
- 6. Click or tap here to enter text.

	Program Learning Outcomes (Identified and Leveled)					
Required Courses	Cognitive Skill Level: I = introductory; D = developing; M = mastery					
	#1	#2	#3	#4	#5	#6

Note: Courses outside of departmental control (i.e., Core Curriculum for non-core program objectives and departmental Math requirements) are not included.

**UP Curriculum Committee
Program Review Self Study Rubric**

I. Mission Effectiveness					
	Exemplary	Acceptable	Needs Development	No Evidence	Comments
Overall Program Alignment with Mission					
Student/Alumni Engagement with Mission					
Faculty Engagement with Mission					
Program Sustainability					

II. Academic Excellence					
	Exemplary	Acceptable	Needs Development	No Evidence	Comments
Quality of Curriculum Design					
Faculty Credentials, Achievement & Development					
Student Achievement					
External Review					

III. Student Engagement					
	Exemplary	Acceptable	Needs Development	No Evidence	Comments
Student Progress					

4/6/2023 review

Student/Alumni Satisfaction					

IV. Quality Improvement Plan					
	Exemplary	Acceptable	Developing	No Evidence Provided	Comments
Actions since previous Program Review and/or QIP					
QIP					

Azusa Pacific University. (2014, January 21). Program Review Report Template. Azusa, California, United States of America.

Hanover Research. (2012). *Best Practices in Academic Program Review*. Washington, D.C.: Hanover Research.

Pepperdine University. (2015, May). Program Review Guidebook For Academic Departments. Malibu, California, United States of America.

Stevens Strategy. (2018). *Distinction Between Programs and Resource Optimization (PRO) and Academic Program Review*. Grantham.

Washburn University. (2015). Program Review for Academic Units/Departments/Programs. Topeka, Kansas, United States of America.

Curriculum Committee Program Review Rubric

I. Program Overview. The program review should demonstrate the structure and scope of the following:

- A. The program review establishes a clear connection between the program and the UGF Mission statement.

1-minimal 2-Vague 3-competent 4-thorough

- B. The program meets the standard requirements established by the professional or academic association that sets standards for the field or discipline. (e.g. APA, MLA, ABA, OPI, etc).

1-minimal 2-Vague 3-competent 4-thorough 5- Not Applicable

- C. The program supports or engages others within and beyond the campus community. (e.g. wellness school, banned books week, science days)

1-minimal 2-Vague 3-competent 4-thorough

- D. The program connects to and supports other majors and the Core curriculum, or both.

1-minimal 2-Vague 3-competent 4-thorough

- E. The program assesses its graduates in the major and minor. Explain the methods and include rubrics if applicable.

1-minimal 2-Vague 3-competent 4-thorough

- F. Audit of Syllabi: Is there consistency among the goals and objectives in the program syllabi?

1-minimal 2-Vague 3-competent 4-thorough

II. Audit of Enrollments. This program review should present data on enrollments since the last program review. (Data is available through the Coordinator of Institutional Research).

- A. Number of students enrolled the majors, minors and concentrations.

- B. Number of students enrolled in courses in the program.

- C. Retention: Ratio of enrollments to graduation.

- D. Graduation rates per year since the last program review.

1-minimal 2-Vague 3-competent 4-thorough

- E. Reflection: Are enrollment and graduation numbers increasing or decreasing and why?

1-minimal 2-Vague 3-competent 4-thorough

III. Review of Faculty. The program review must present the following information:

- A. Number of Full-time faculty teaching in the major and the average number of credits taught.

- B. Number of part-time faculty teaching in the major and the average number of credits taught.

- C. Number of adjuncts teaching in the major and the average number of credits taught by each.

- D. Degrees held by each person teaching in the major. Do the UGF faculty qualifications meet the expected national standards for the major? If not why?

1-minimal 2-Vague 3-competent 4-thorough

- E. Provide a comparison between the national faculty standards and/ or recommended faculty guidelines for the major.

1-minimal 2-Vague 3-competent 4-thorough 5- Not Applicable

IV. External review. The program review contains feedback or review from a professional in the field who is not affiliated with UGF. At the very least the external reviewer must submit a report as part of the review documents that expresses a considered opinion on the strengths weaknesses and viability of the program.

1-minimal 2-Vague 3-competent 4-thorough

V. Program Goals and Projections. Program reviews should present goals and projections for the next seven years, addressing the following concerns:

- A. Faculty goals/ Projections.
- B. Program content goals.
- C. Research Goals.
- D. Faculty Resource Goals.
- E. Student enrollment Goals.

1-minimal

2-Vague

3-competent

4-thorough

VI. Recommendations. The program review must address, if applicable, the following action items:

- A. Any recommended additions or changes to the program.
- B. Accreditation considerations.
- C. Changes in staffing.
- D. Facility and resource issues and recommendations.
- E. Whether or not the program is healthy, viable, and worth continuing.

1-minimal

2-Vague

3-competent

4-thorough

VII. Analysis of previous Program Review recommendations: List recommendations implemented since the previous program review.

- A. Departmental
- B. Course specific
- C. Content within courses
- D. List recommendations amended or canceled from the previous program review.
 - 1. Recommendations amended or hindered and why.
 - 2. Recommendations canceled and why.

1-minimal

2-Vague

3-competent

4-thorough

Appendix 21

Faculty Training on POARS



Planning for Student Learning

Writing Program Objectives

Planning for instruction increases student learning decreases instructor stress. “A fail to plan is a plan to fail.”

Program objectives are:

- general statements of the purpose of a program – what it intends to accomplish. These are for the catalog in an expanded form and in a summary form for the Academic Summary, Majors Fair, Web site, syllabi, Taskstream, Four-Year plans, Advising and Marketing materials, etc. .
- should be aligned with the Core Themes and Mission of the University.
- broad statements regarding student learning in the program – what the intended learning should encompass.
- long-term learning goals from the program and the curriculum.
- describe both the skills and the knowledge and perhaps values anticipated to be learned for those obtaining a degree in the program.

Example	Non-example
To adequately prepare students for treating those with addictions and for passing the state examination.	Understand effective communication
To graduate students ready to enter chosen career paths OR advanced degree educational programs.	Learn abstract thought
	Know

Writing Course Objectives

Structure of a course’ objectives statement should include an **action verb** from either Bloom’s Taxonomy or Depth of Knowledge that clearly describes the action students will take in in learning defined skills and knowledge.

Structure: “To (verb) (object) (modifiers)”

Example from www.learningoutcomesassessment.org

Other Examples:

- “To read and apply statutes accurately”
- “To describe connections between science and other disciplines, and express the relevance of life science to one’s daily life.”
- “To produce four well-written documents of at least 1,000 words edited for standard English regarding spelling, grammar, punctuation and syntax.”
- “To differentiate between types of inferential and descriptive statistics.”

Student Learning Outcomes

The course syllabus should have the student learning outcomes listed. Student learning outcomes can be written as SMART goals:

Specific: Student learning outcomes should be specific as to what is to be learned stating explicitly what students can do and/or knowledge gained. These should use words from Depth of Knowledge or Bloom's Taxonomy. Avoid listing what the instructor is doing, but what student learning should look like.

EXAMPLE:

Faculty Course Objective in faculty program objective planning	Student Learning Outcome on the Syllabus
To demonstrate (.....) to students	Students will be able to describe, explain, review, (.....)
To introduce student to (.....)	Students will recognize, identify (....)
To teach students to understand (.....)	Students will be able to describe, explain, (....)

Example from www.learningoutcomesassessment.org

Measureable: How will you measure student learning outcomes? How will you capture the level of learning? Evidence of the level of learning of SLOs will be a measure used to improve student learning and course and program processes. Evidence for *assessment* should be stated reflecting the "Ideal" and "Acceptable" targets set for assessment of learning for course and program by the University:

"Ideal"
"85% of students will meet or exceed 85% on assignment/assessment instruments"
"Acceptable"
"75% of students will meet or exceed 80% on assignments/ assessment instruments"

Attainable: Students, given the time, materials, and instruction should be able to meet the expectations.

Relevant: The student learning outcomes is relevant to the objective – to be fully aligned to it – and useful toward to the learning in the course and program.

Timely: Planning ensures that the student learning outcome is presented at the appropriate time within the course for constructive learning.

Assessment Alignment

First and foremost: Assessment is not "for accreditation" only. It is a vital part of reflective educational practice.

One or two key student learning outcomes prepared for use in a course can be used for assessment purposes. No new student learning outcomes needs to be developed just for assessment.

Evidence for *assessment* should be stated reflecting the “Ideal” and “Acceptable” targets set for assessment of learning for course and program by the University:

Three take-aways:

1. What is assessment?
2. Why do we assess?
3. How are the results to be used?

What is the difference?

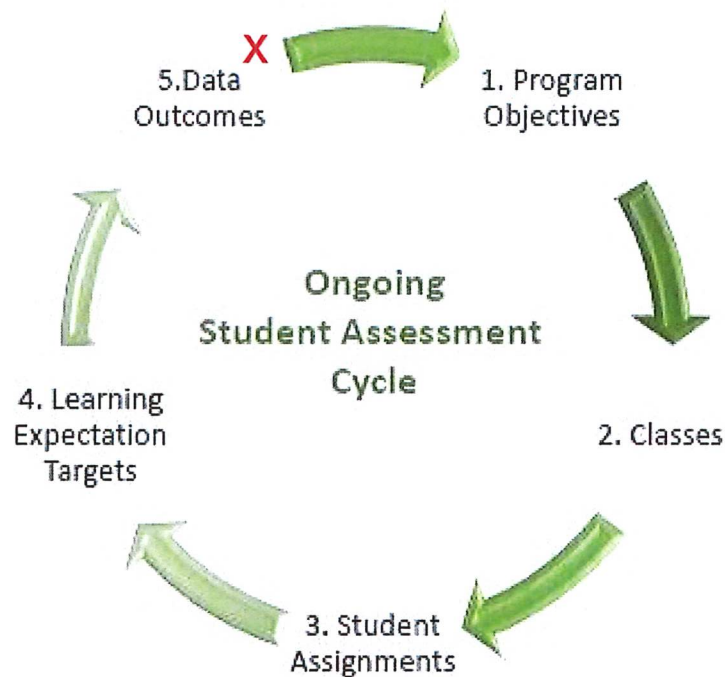
What Grading is:	What Assessment is:
Often formative, providing opportunities for feedback	Assessment is mostly summative
Measures performance of individual students as they progress through the course	Provides opportunities to measure the different levels of student learning for an entire course or program near its completion
Focuses on an individual student	Focuses on cohorts of students
What an individual student has learned in a single course	About what students have learned collectively, either in a course or for an entire program
Grades are not diagnostic, not providing enough aggregate data to determine the level of learning on a particular skill or competency	Provides aggregate data to determine the level of learning achieved on a particular competency or skill
Grading criteria differ across faculty	Typically uses common and agreed upon scoring rubrics usually aligned to specific learning outcomes for a course or a project.
often include other measures that may not be related to learning (attendance, submission deadline tardiness)	Focuses on direct student evidence of learning: artifacts, capstone projects, presentations)
Assigned by the instructor teaching the class	Assessment usually involves two or more faculty members evaluation student work that is anonymized and collected from course they have not.
Course grades are shared with individual student and administrative offices only	Assessment results are shared widely across the institution

From the Matthew Gulliford #MT book: https://uploadsbiz.taskstream.com/2017/07/19091829/3MAT-E-Book3_Final2.pdf

Why do we assess?

- It is NOT “just for accreditation.” Yes, we are expected to assess to be accredited by standards which include assessment standards such as found in Standard 4.A:
<http://www.nwccu.org/accreditation/standards-policies/standards/>
- Assessment is a “high altitude” look at how we are doing as an institution.
- Assessment can be at course level, program level and institutional level

- Assessment of co-curricular programs and non-academic projects and programs across the university is also expected.
- Assessment IS a natural part of the educational and learning process. There is a cycle of continuous improvement recognized as vital for continued improvement of teaching and learning



What is missing from this cycle?

The reflection needed to use the data received. Once data outcomes are received, what is done with them? They need to be:

- Shared
- Reviewed
- Analyzed
- Compared
- Discussed
- Reflected upon

"Ideal"
"85% of students will meet or exceed 85% on assignment/assessment instruments"
"Acceptable"
"75% of students will meet or exceed 80% on assignments/ assessment instruments"

Once those using the data have ideas gleaned from the reflective process, **they need to be acted upon** depending on the level of achievement based on our common academic goal

language. Questions need to be asked and answered about the level of student achievement from a lesson or a course or a program.

For example,

Assessed Level of SLO achievement	Questions to consider:
"met" the acceptable goal	• What was done well that led to this level of achievement? • What support could be offered to increase the number or level of achievement? • What extensions activities could be provided to further enhance the number and level of achievement?
"Exceeded" the acceptable goal	• If so many students have exceeded the expectations for this course, what should I consider about the content and rigor it is providing? • Were the assessments designed to capture the higher end of Bloom's taxonomy of synthesis and application?
"Did not meet" the acceptable goal	• Was background knowledge missing? • Were materials appropriate and readily available? • Should delivery of the lessons (instructional best practices) be revised/reviewed/refreshed to captured more students? • What formative assessments could have given an alert to needing more support? • Were the assessment tools appropriately designed?

An action plan for improvement could be developed once causation is determined. What follows on the next page is a simple action plan for developing::

- An action goal for improvement achievement
- Action steps to reach this action goal
- Identifying who the responsible people are for each of the action steps
- Resources needed to reach the goal
- A solid, definite date for completing each step toward the goal

A simple form for such an action plan is on the next page, including a simple example:

Action Plan Sample Template

Action Plan for Improvement: Goal #1		
Action Steps to reach Goal #1:		
Responsible Person(s): 1.	Resources: 1.	Date Completed:

Action Plan for Improvement: Goal #1 – To assist students not meeting writing expectation for summarizing a process in my science course		
Action Steps to reach Goal #1: Action step #1 – Check with the Student Success Center, the Critical Thinking and Writing Center, and/or Director of Core Curriculum to find who best provides instruction for summarizing in student writing Action Step #2 – the Director of the Writing Center has the means to support the students in writing summaries of scientific processes and an appointment has been made for meeting with my students to receive supportive instruction in writing summaries for science processes (OR this could see the instructor asking for the support to use in the classroom for writing summaries.)		
Responsible Person(s): 1. Instructor 2. Director of Writing Center or the instructor	Resources: 1. Which student support service to use? 2. Writing Center methodology for writing summaries	Date Completed: 1. September 23, 2018 2. October 5, 2018

The University of Providence underwent a Year 7 Self-Evaluation March 27 – 29 by the Northwest commission on Colleges and Universities (NWCCU). This is the final year of evaluation in this cycle. Numerous commendations were given to the University as were recommendations.

Commendations: Spring 2018 Year Seven Evaluation

The Commission commends the University of Providence in particular for the following:

1. Its development of the Academic Success Center and implementation of a new academic advising process.
2. The development and implementation of a regular performance evaluation process.
3. The success of its philanthropic activities which resulted in noticeable contributions to the University's revenues.
4. Its embodiment of its faith-based foundation to educate and heal.
5. Living the three C's, character, competence, and commitment, in addressing the challenges of rapid change with a conviction to creating a brighter future.

Two recommendations were issued regarding academic assessment within the faculty's realm Under Standard Two – Resources and Capacity, specifically from Standard #2C: Education Resources. Beneath each are the specific standards cited.

Recommendation #4: Develop clearly identified and assessable student learning outcomes based on documented student achievement, for both General Education and academic programs that lead to degrees (2.C.1, 2.C.3, 2.C.10).

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.

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.

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.

Recommendation #5 - Teaching faculty take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes (2.C.5).

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. ✓

In program teams, please complete the following:

Column 1: This is what we determine the issue to be

Column 2: So what? Why is this important?

Column 3: Now, what are we going to do about it?

This is what.	So what?	Now what?
2.C.1		
2.C.3		
2.C.10		
2.C.5		

**An action plan for improvement could be developed to flesh out the “Now What?”
Section:**

Action Plan for Improvement: Goal #1		
Action Steps to reach Goal #1:		
Responsible Person(s): 1.	Resources: 1.	Date Completed:

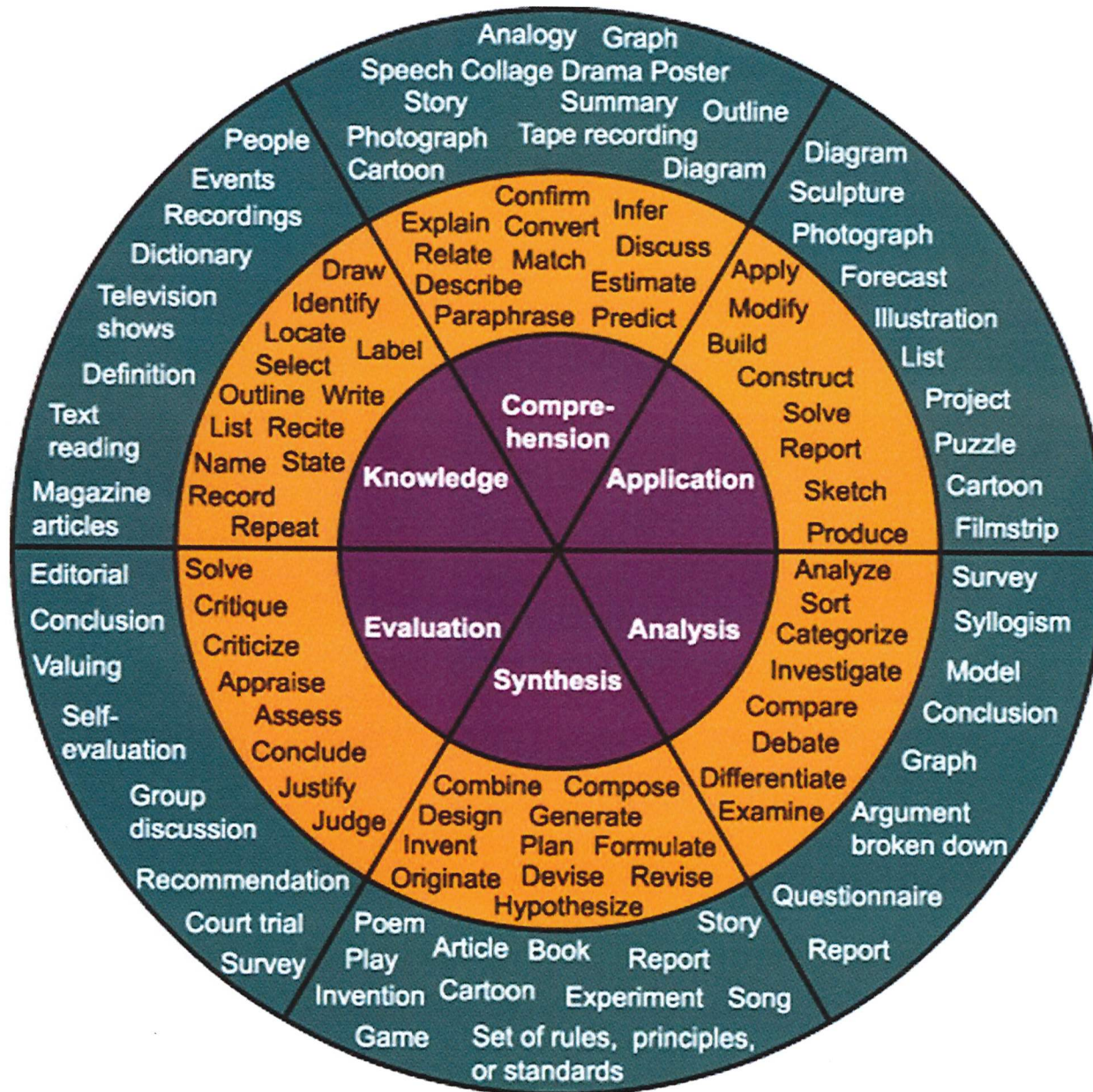
Three-Year Program Objective Assessment Cycles

2018 – 2019

Year 1 – 2018 - 2019	Year 2 – 2019 -2010	Year 3 – 2020 - 2021
Program Objectives to be assessed:	Program Objectives to be assessed:	Program Objectives to be assessed:
1. Objective: a) Course(s) to use:	1. Objective: a) Course(s) to use:	1. Objective: a) Course(s) to use:
2. Objective: b) Course(s) to use:	2. Objective: b) Course(s) to use:	2. Objective: b) Course(s) to use:
3. Objective: c) Course(s) to use:	3. Objective: c) Course(s) to use:	3. Objective: c) Course(s) to use:
4. Objective: d) Course(s) to use:	4. Objective: d) Course(s) to use:	4. Objective: d) Course(s) to use:

Level	Cognitive classification domain	Verbs Used for Objectives
Lowest level	Knowledge	define, memorize, repeat, record, list, recall, name, relate, collect, label, specify, cite, enumerate, tell, recount
	Comprehension	restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate
	Application	exhibit, solve, interview, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment
Higher levels	Analysis	interpret, classify, analyze, arrange, differentiate, group, compare, organize, contrast, examine, scrutinize, survey, categorize, dissect, probe, inventory, investigate, question, discover, text, inquire, distinguish, detect, diagram, inspect
	Synthesis	compose, setup, plan, prepare, propose, imagine, produce, hypothesize, invent, incorporate, develop, generalize, design, originate, formulate, predict, arrange, contrive, assemble, concoct, construct, systematize, create
	Evaluation	judge, assess, decide, measure, appraise, estimate, evaluate, infer, rate, deduce, compare, score, value, predict, revise, choose, conclude, recommend, select, determine, criticize

Depth of Knowledge Circle with Bloom's correlation



Appendix 22

2024-2025 Curriculum Committees

SHP

Tanya Seward – Chair

Kim Maynard – Vice Chair – replaced by Danette Schloeder SP25

Shelly Granger

David Gides – SLAS representative

SLAS

Kelly Quick - Chair

Jennifer Easler – replaced by Bryan Slavik temporarily after spring break SP25

Stephen Muir

Valerie Anderson – SHP representative



University of Providence
POLICY MANUAL
VOLUME V
Academic Policies

Final

May 2018

Revised August 2024

Program Director/Coordinator and appropriate Academic Dean, and submitted to the Registrar's Office with appropriate signatures.

5.2.1.35 Integrated Learning Communities (ILCs)

These courses combine two or more academic disciplines. The courses are all built around a single focused theme and consider ethical as well as discipline specific issues. ILC courses are a required component of the University Core Curriculum but may also be offered in different disciplines for major requirements.

5.2.1.36 Internships and Field Experiences

Internships and field experiences require 45 to 60 hours of documented work time for each semester credit hour. Internships are usually listed under a 495 course number and students can complete a maximum of 15 credits of internship work in any given discipline. Field experiences are listed as 397 or 497 courses and may be repeated for a maximum of 6 credits in any discipline.

5.2.1.37 Non-Collegiate Learning Experiences

Credit toward a degree may, with acceptable documentation, be granted for non-collegiate learning experiences such as professional workshops, law enforcement training, or other non-academic learning experiences including MOOCs. Application for this credit is made through the Registrar's Office. The maximum number of non-collegiate credits that can be applied toward a bachelor degree is thirty-two (32).

5.2.1.38 Pre-Professional Academic Advising

The University provides pre-professional advising for students who will seek admission to a professional school program after graduation. Pre-law students should seek counsel from faculty in Paralegal Studies. Pre-medical students or students seeking other health-care related programs should seek counsel from faculty in Biology and Chemistry.

5.2.1.39 President's Honor Roll and Dean's List

The University recognizes students who are excelling in their academic endeavors by publishing a President's Honor Roll and Dean's List three times per year. To earn inclusion on the President's Honor Roll, a student must have a grade point average of 4.0 and no grade of "I" or "IP". To earn inclusion on the Dean's List, a student must have a grade point average between 3.50 and 3.99 and no grade of "I" or "IP". At the conclusion of the fall and spring semesters, the University publishes a President's Honor Roll and a Dean's List for students who are enrolled full-time and earned inclusion for that semester. At the conclusion of the academic year, the University publishes a President's Honor Roll and a Dean's List for students who have not been enrolled full-time for either semester but who over the course of the two semesters and the preceding summer term completed at least twelve credits and earned inclusion.

5.2.1.40 Repetition of Courses

If a course is repeated, the new grade is entered on the transcript with a special notation and the previous grade is not calculated in the GPA. All course titles and grades remain on the transcript.

MEMO

To: Rob Packer, Vice Chair, Core 100 committee
Kelly Quick, Chair, SLAS Curriculum Committee
Jessica Chambers, Chair, SHP Curriculum Committee

From: Sarah Spangler, Professor of Theology & ILCs

Date: February 8, 2024

Subject: Proposal for Friendly Amendment to February 8, 2024 Core Proposal

The 2024 Core proposal describes the addition of Service Learning requirements to two courses: COD 100 (Corps of Discovery) and ILC 350.

However, the catalog-ready language does not incorporate these new requirements into the respective course descriptions. In order for these requirements to take effect, they need to be clearly stated in course descriptions.

To this end, I propose the following two amendments to the core proposal:

1. ILC 350 – replace current catalog description with proposed

Curent Catalog	Draft proposed
<u>ILC 350 - WHAT IS THE COMMON GOOD</u> Courses listed under ILC 350 will combine two or more academic disciplines to explore many answers to focus on specific social or cultural issues that either contribute or detract from the life of the human community. Each course will consider the ethical issues relevant to the subject matter and establish links, either virtual or actual to the off campus community. A variety of ILC 350 options will be available each semester via campus and online delivery. Credits: 4.000	<u>ILC 350 - WHAT IS THE COMMON GOOD</u> Courses listed under ILC 350 will combine two or more academic disciplines to explore questions related to how social, political, economic, and cultural factors connect to human dignity and flourishing through the lens of Catholic Social Teaching. Course material draws from at least two different academic disciplines and includes a minimum of 15 hours of service work in an approved community agency or other qualified context. A variety of ILC 350 options will be available each semester via campus and online delivery. Credits: 4.000
ILC 330 - WHAT IS TRUTH	

Courses listed under ILC 330 will combine two or more academic disciplines to explore both intellectual and spiritual approaches to truth. The courses are all built around a single focused theme and consider ethical as well as discipline specific issues. A variety of ILC 330 options will be available each semester via campus and online delivery. Credits: 4.000	Level: Undergraduate
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2. COD 100 - Corps of Discovery – removal of current proposal language; replacement with proposed language.

Curent Catalog	proposed
COD 100 - CORPS OF DISCOVERY This is a course designed to foster the success of first-year students as they transition into the University of Providence community. The course helps students lay the groundwork necessary to develop as whole persons during and after their time at the University of Providence. It familiarizes them with the academic, emotional, spiritual, and physical resources of the campus community. Students are introduced to and invited to engage actively with the Providence tradition and mission, with particular emphasis on service, academic inquiry, and other central characteristics of Catholic, liberal arts education. Students will be required to complete a minimum of 5 hours of approved service activity, and the faculty-led classroom seminars are integrated with co-curricular activities sponsored by Student Affairs and Campus Ministry. Credits: 3.000	From Proposal – pg 35 Corps of Discovery Experience A course designed to assist students in discovering themselves and the world around them as well as fostering professional, emotional, spiritual and intellectual growth. COD 100, CORPS OF DISCOVERY 3cr Total Credits Required: 3 Proposed: COD 100, CORPS OF DISCOVERY This faculty-led seminar lays the groundwork for whole-person formation, familiarizing students with the academic, emotional, spiritual, and physical resources of the campus community. Students engage the Providence tradition and mission, with particular emphasis on service, academic inquiry, and other central characteristics of Catholic, liberal arts education. Students will be required to complete a minimum of 5 hours of service and participate in co-curricular activities sponsored by Student Engagement and Campus Ministry.



Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.



Specific Review Standards from the QM Higher Education Rubric, Seventh Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1: Instructions make clear how to get started and where to find various course components.	3
	1.2: Learners are introduced to the purpose and structure of the course.	3
	1.3: Communication guidelines for the course are clearly stated.	2
	1.4: Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5: Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6: Technical skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7: Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site.	1
	1.8: The self-introduction by the instructor is welcoming and is available in the course site.	1
	1.9: Learners have the opportunity to introduce themselves.	1
Learning Objectives (Competencies)	2.1: The course-level learning objectives describe outcomes that are measurable.	3
	2.2: The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3: Learning objectives are clearly stated, are learner-centered, and are prominently located in the course.	3
	2.4: The relationship between learning objectives, learning activities, and assessments is made clear.	3
	2.5: The learning objectives are suited to and reflect the level of the course.	3
Assessment and Measurement	3.1: The assessments measure the achievement of the stated learning objectives.	3
	3.2: The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site.	3
	3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4: The course includes multiple types of assessments that are sequenced and suited to the level of the course.	2
	3.5: The types and timing of assessments provide learners with multiple opportunities to track their learning progress with timely feedback.	2
	3.6: The assessments provide guidance to the learner about how to uphold academic integrity.	1
Instructional Materials	4.1: The instructional materials contribute to the achievement of the stated learning objectives.	3
	4.2: The relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained.	3
	4.3: The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4: The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5: A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1: The learning activities help learners achieve the stated objectives.	3
	5.2: Learning activities provide opportunities for interactions that support active learning.	3
	5.3: The instructor's plan for regular interaction with learners in substantive ways during the course is clearly stated.	3
	5.4: The requirements for learner interaction are clearly stated.	2
Course Technology	6.1: The tools used in the course support the learning objectives.	3
	6.2: Course tools promote learner engagement and active learning.	2
	6.3: A variety of technology is used in the course.	1
	6.4: The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1: The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2: Course instructions articulate or link to the institution's accessibility policies and accommodation services.	3
	7.3: Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4: Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
	7.5: Course instructions articulate or link to the institution's career services and resources that can help learners succeed.	1
Accessibility and Usability	8.1: Course navigation facilitates ease of use.	3
	8.2: The course design facilitates readability.	3
	8.3: Text in the course is accessible.	3
	8.4: Images in the course are accessible.	2
	8.5: Video and audio content in the course is accessible.	2
	8.6: Multimedia in the course is easy to use.	2
	8.7: Vendor accessibility statements are provided for the technologies used in the course.	1

* Meeting QM Specific Review Standards does not guarantee or imply that specific laws, regulations, or policies of any country are met.

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Appendix 25

SLAS, SHP CC Program Review Schedule Chart

							Blank YR? PR Overhaul?													
Program	Degree	Major	Minor	Concentration	Format	School	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	
Addictions Counseling	AA, CERT	Yes	Yes		D	SLAS - Liberal Arts & Sciences				2025-2026										
Biology	BA	Yes	Yes	Health Professions, Physiology, Wildlife Ecology	C	SLAS - Liberal Arts & Sciences		2023-2024												
Business Administration	BS	Yes	Yes	General, Finance, Management	C, D	SLAS - Liberal Arts & Sciences	2022-2023													
Chemistry		No	Yes		C	SLAS - Liberal Arts & Sciences		2023-2024												
Criminal Justice	AS, BS	Yes	Yes	Forensic Investigation, Law Enforcement, Resource Enforcement	C, D	SLAS - Liberal Arts & Sciences					2025-2026									
Elementary Education	BA	Yes	No		C	SLAS - Liberal Arts & Sciences			2024-2025											
Exercise Science	BS	Yes	Yes	Graduate School, Coaching, Strength and Conditioning, Personal Training, Pre-Athletic Training	C	SLAS - Liberal Arts & Sciences		2023-2024												
Forensic Science	BS	Yes	Yes	Forensic Biology, Forensic Chemistry, Forensic Investigation	C	SLAS - Liberal Arts & Sciences					2025-2026									
Health and Physical Education	BA	Yes	Yes		C	SLAS - Liberal Arts & Sciences			2024-2025											
Legal & Paralegal Studies	AS, BS	Yes	No		C, D	SLAS - Liberal Arts & Sciences	2022-2023													
Philosophy		No	Yes		C	SLAS - Liberal Arts & Sciences				2025-2026										
Political Science		No	Yes		C	SLAS - Liberal Arts & Sciences														
Psychology	BA	Yes	Yes	Helping Skills, Social Services, Forensic Psychology, Physiological Psychology, Sports Psychology	C, D	SLAS - Liberal Arts & Sciences				2025-2026										
Sports Management	BS	Yes	Yes		C, D	SLAS - Liberal Arts & Sciences						2027-2028								
Sports Psychology		No	Yes		C, D	SLAS - Liberal Arts & Sciences				2025-2026										
Theology and Ministry		No	Yes		C, D	SLAS - Liberal Arts & Sciences					2025-2026									
							2 reviews	3 reviews	2 reviews	4 reviews (2 reviews)	3 reviews	1 review								

School of Health Professions Academic Program Review Schedule

Program	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029
Applied Health Informatics						Assessment of Academic Program Evaluation Process and Outcomes
Clinical Mental Health Counseling						
Community Health Investment						
Healthcare Administration						
Health Justice						
Infection Prevention and Epi						
Medical Assistant						
Nursing – RN to BSN						
Nursing – Accelerated Degree						
Nursing – Trad BSN						
Nursing – MSN						
Organizational Leadership						
Pharmacy Technician						
Number Reviewed Annually	1	3	3	3	4	

Program Self-Study Synthesized Overview Submission Format

Education/ Elementary and Health and Physical Education

2024-2025 Academic Year



Authors

Dr. Amparo Dinagsao and Dr. Jodie Smith

Executive Summary

Mission

The University of Providence's Education Department is deeply rooted in the legacy of the Sisters of Providence, who established ministries in Great Falls by the turn of the 20th century. The mission of the University has remained consistent over the decades: to continue the works of the Sisters of Providence by loving and teaching as Jesus did, with a particular focus on the poor and vulnerable. This mission is reflected in the Education Department's commitment to the formation of the whole person, which provides a strong foundation for supporting and educating children and teens in the community.

Curriculum and Program Focus

The curriculum is designed to equip students with the skills and knowledge necessary for success in diverse educational settings. A significant focus is placed on trauma-informed practices and restorative practices, ensuring that future educators are prepared to address the needs of all students. The program aligns with the standards outlined by the OPI and incorporates recent updates to the Administrative Rules of Montana (ARM 10.58) for educator preparation.

Community Engagement and Practical Experience

The program has established strong partnerships with local schools, providing students with ample opportunities for practical experience through placements in field settings and student teaching. These partnerships allow students to build key relationships with local educators and school administrators. Additionally, service learning is integrated within core courses, combining classroom instruction with meaningful community service. This approach enables students to apply their learning while meeting the needs of local schools and community organizations.

Graduate Assessment

Graduates of the program are assessed through various methods to ensure they meet program outcomes and professional standards. These methods include student teaching evaluations, capstone projects, course assessments, and Praxis Examination results. The assessments are designed to track students' progress and ensure the acquisition, development, and application of critical teaching skills.

Faculty and Resources

The program is supported by a mix of full-time and adjunct faculty, many of whom hold advanced degrees and have extensive professional experience. The faculty's qualifications and practical experience enhance the quality of the program. The program also has access to comprehensive library materials, digital databases, and technology for teaching, ensuring that students have the resources they need to succeed.

Recommendations for Improvement

To increase enrollment, the program plans to target high school students, especially in rural areas, and offer online and hybrid course options to increase accessibility. Emphasizing skill progression across courses, particularly in lesson planning and curriculum design, is also recommended. Proposed changes to the HPE curriculum include adjusting course sequences, incorporating more practical experiences, and adding relevant psychology courses.

Sustainability and Future Growth

There is a growing need for qualified educators in Montana, particularly in rural areas and for special education. The program aims to meet this demand by enhancing outreach to high schools and offering dual-credit courses to spark interest in teaching careers. The program's sustainability is supported by a dedicated faculty, a low student-to-faculty ratio, and access to a variety of resources. Offering online and hybrid course options will allow the program to reach a wider range of potential students, including non-traditional students.

In conclusion, the Education Programs at the University of Providence have made significant strides since their reopening, focusing on developing a curriculum that meets the needs of diverse educational settings and aligning with state and national standards. The program's strong community engagement, comprehensive assessment methods, and dedicated faculty contribute to its success. The recommendations for improvement and strategies for future growth aim to ensure the program's sustainability and continued contribution to addressing the demand for qualified educators in Montana.

Appendix 27

2024-2025 Writing Intensive Course (WIC) Committee

- Jennifer Easler – professor of English, Writing Center co-director
- Marcia Young – professor of English (Comp. and Rhetoric), Writing Center co-director
- Kelly Quick – professor of Exercise Science
- David Gides – professor of Theology
- Michael Kojetin – professor of Business

Appendix 28
The Core Grid Objectives

The GRID

Bachelor Degree Requirement	Dev. or Mast in Core	<u>Core Curriculum only</u> Measurable Competency Objectives	(Course Behavioral Objectives)/Indicators
1. Cultivate intellectual skills and dispositions necessary for the pursuit of truth and common good	D	Explain and apply the methods of inquiry in the disciplines of the liberal arts (humanities, sciences, and social sciences)	- critically read texts - connect and integrate information across disciplines - find and evaluate information sources that are reliable and valid - use quantitative and qualitative reasoning - employ critical thinking skills - explore the arts (music, drama, art, literature) as a means of inquiry
2. Communicate effectively through active listening and excellent command of oral, written, and technological skills, maintaining dignity for all	D	Demonstrate proficiency in active listening and communication to include oral, written, and technology	- employ principles of Writing Across the Curriculum to communicate ideas - demonstrate the skills and dispositions necessary for respectful dialogue - use technological tools to enhance communication and critical thinking - deliver effective oral presentations designed to inform or persuade
3. Learn and engage with the living Catholic Intellectual Tradition	M	Understand how Judeo-Christian thought develops through dialogue with a variety of cultures and philosophies	- describe the development of Judeo-Christian thought throughout history - explain how questions of human nature, the pursuit of truth, and the common good can be answered through dialog between faith and reason - understand and evaluate Catholic Social Teaching, with particular attention to human dignity, in personal, professional and social contexts

The GRID

Bachelor Degree Requirement	Dev. or Mast in Core	<u>Core Curriculum only</u> Measurable Competency Objectives	(Course Behavioral Objectives)/Indicators
4. Engage with a variety of diverse cultures and consider the inherent value of all creation	D	Actively engage with other persons, disciplines, cultures, religions, and the environment	• assess the roles of the US in global politics, economics and culture, with particular attention to historical inquiry • examine the historical, political, economic and cultural dimensions of global issues • assess the value of stewardship and the practices of sustainability
5. Demonstrate familiarity with major moral and ethical theories in order to act with sound ethical judgement in contemporary contexts	M	Identify, evaluate, and apply knowledge of major moral and ethical theories.	• explain and apply basic ethical theories to include Virtue Ethics, Rights Theory, and Utilitarianism • explain and apply fundamental moral theology with special attention to the foundations and development of specific moral values, norms and principles
6. Reflect, learn, and live lives of integrity and compassion	D	Display skills and dispositions of "servant leadership"	• demonstrate developing awareness of personal strengths, gifts, and vulnerabilities through reflection • develop awareness of the emotions, vulnerabilities and needs of others • demonstrate an increased understanding of how communal and social factors support and/or undermine respect for human dignity through reflection on real-world problems

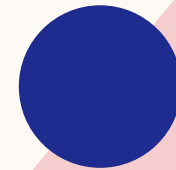
UP CORE ASSESSMENT CYCLE 1 PRELIMINARY REPORT

Rachel Morgan and Sarah
Spangler, Core Directors

March 23, 2023

IS CORE WORKING?

DRAFT
RDM 3-23



KEY PRELIMINARY FINDINGS

DRAFT
RDM 3-23

- **Majority of students (70+%) who complete core courses are meeting key Cycle 1 SLOs in critical reading and thinking, moral theology, philosophical ethics, CIT, and CST, but we still have room for improvement in achieving these SLOs**
- **Work remains to articulate our understanding of outcomes, delineate/benchmark different levels of student achievement and to continue to improve inter-rater reliability; can look to our core programs that are most advanced in this process for models**
- **Valuable conversations and questions about pedagogy, mission, and assessment itself are emerging among faculty members during the core assessment process**

KEY PRELIM FINDINGS

DRAFT
RDM 3-23

- **ILC assessment discussions** so far suggest program needs **more sustained faculty development to achieve consistency**, but **design appears essentially sound** enough to achieve SLOs when well executed.
- **The SLOs and goals in the current COD course design are too broad** to achieve consistent student experiences and outcomes among different sections; recommend revision, eliminating some outcomes and foregrounding service learning and reflection
- The upper-division courses responsible for ensuring UP bachelor's degree graduates master many of the distinctively Catholic liberal arts outcomes are reporting success.

SELECT DATA: COURSES

FA21 Courses, 2-4 sections of each combined	Meet/exceed 1.1 Critically read texts	Meet/exceed 1.5* *still retrieving some data
ENG 117	69%	
PHL 101	71%	
HST 203	73%	
TRL 201	71%	
ENG 215	89%	
PHL 301	87%	
TRL 301	88%	

DRAFT –
RDM 3-23

SELECT DATA: SECTIONS

FA22 Courses	Meet1.1 Critically read texts	Exceed 1.1	Meet/Exceed 1.1
ILC 330 A	38%	31%	69%
ILC 330 ASY	38%	25%	63%
ILC 350 A	0	78%	78%
ILC 350 ASY	9%	73%	81%

Select data: FA21 upper-division 3 and 5 Core outcomes

In Fall 2021, across 6 sections of PHL 301 and TRL 301, out of students who completed these courses:

- **81% achieved 3.1** describe the development of **Judeo-Christian thought throughout history**
- **96% achieved 3.2** explain how **questions of human nature**, the pursuit of truth, and the common good can be answered through **dialogue between faith and reason**
- **79% achieved 3.3** understand and evaluate **Catholic Social Teaching**, with particular attention to **human dignity**, in personal, professional and social contexts
- **74% achieved 5.1** **explain** and **apply** basic **ethical theories** to include Virtue Ethics, Rights Theory, and Utilitarianism
- **88% achieved 5.2** explain and apply fundamental **moral theology** with special attention to the foundations and development of specific moral values, norms and principles

DRAFT –
RDM 3-23

Select data: INDIVIDUAL INSTRUCTOR REFLECTION ON FA21 vs FA22

3.2 explain how questions of human nature, and the pursuit of truth, and the common good can be answered through dialogue between faith and reasoning

- There is positive movement here between Fall 21 and Fall 22. Many students mention the required videos as being most helpful – but they were the same for both semesters. The only change (as noted above) was re-writing/recording **all the lectures/slideshows** as noted above.
- I ...rewrote/recorded the lectures/slides for Fall of 2022

HOW USEFUL ARE THE DATA?

As is always the case when interpreting data, we stress the need to understand background, context, and methods/processes.

Datasets are not as complete as we hoped, but in most cases appear large enough to provide a reasonably accurate look at achievement in core. Many core faculty have done a lot of work to try to ensure inter-rater reliability and consistency, but we know some issues remain (and acknowledge that exact precision is impossible). We are most confident about the numbers from programs that have really “shown their work” in the assessment process and taken steps to illustrate how they have normed and arrived at their numbers.

We also contend that the processes involved in arriving at and analyzing quantitative data are arguably just as—or perhaps even more useful—than the numbers themselves. Lots of good questions are emerging in conversations that have prompted revision to assignments and course design.

KEY BACKGROUND:

- Core Curriculum Design
 - Core Outcomes aligned to Bachelor Degree Outcomes
 - Specific outcomes assigned to specific courses/distributions(see handout)
 - Mastery v. Development in student achievement
- Core Assessment Plan Design
 - 3 2-yr cycles with 21 outcomes divided among cycles
 - Cycle 1 focused on critical reading/thinking and many essential mission outcomes (3 and 5)
- Cycle 1 Assessment Processes
 - Development of assessment plan and norming in programs
 - Reporting outcomes (twice for most programs)
 - Analyzing outcomes and producing reports with improvement plans (twice for most programs)

DRAFT –
RDM 3-2020

Core Design

General Curriculum Design & Outcomes

- 6 Competency Objectives of the Core align to the Bachelors Degree Outcomes and “Ideal Graduate” statements established by full faculty, Fall 2016.
- Core competency objectives each have 2-6 measurable, course-level behavioral outcomes
- Course-level objective assigned to various core courses

Bachelor Degree Requirement	Core Curriculum only Measurable Competency Objectives	(Course Behavioral Objectives)/Indicators
1. Cultivate intellectual skills and dispositions necessary for the pursuit of truth and common good	D Explain and apply the methods of inquiry in the disciplines of the liberal arts (humanities, sciences, and social sciences)	1. critically read texts 2. connect and integrate information across disciplines 3. find and evaluate information sources that are reliable and valid 4. use quantitative and qualitative reasoning 5. employ critical thinking skills 6. explore the arts (music, drama, art, literature) as a means of inquiry
2. Communicate effectively through active listening and excellent command of oral, written, and technological skills, maintaining dignity for all	D Demonstrate proficiency in active listening and communication to include oral, written, and technology	1. employ principles of Writing Across the Curriculum to communicate ideas 2. demonstrate the skills and dispositions necessary for respectful dialogue 3. use technological tools to enhance communication and critical thinking 4. deliver effective oral presentations designed to inform or persuade
3. Learn and engage with the living Catholic Intellectual Tradition	M Understand how Judeo-Christian thought develops through dialogue with a variety of cultures and philosophies	1. describe the development of Judeo-Christian thought throughout history 2. explain how questions of human nature, the pursuit of truth, and the common good can be answered through dialog between faith and reason 3. understand and evaluate Catholic Social Teaching, with particular attention to human dignity, in personal, professional and social contexts
4. Engage with a variety of diverse cultures and consider the inherent value of all creation	D Actively and respectfully engage with other persons, disciplines, cultures, religions, and the environment	1. assess the roles of the US in global politics, economics and culture, with particular attention to historical inquiry 2. examine the historical, political, economic or cultural dimensions of global issues 3. assess the value of stewardship and the practices of sustainability
5. Demonstrate familiarity with major moral and ethical theories in order to act with sound ethical judgement in contemporary contexts	M Identify, evaluate, and apply knowledge of major moral and ethical theories.	1. explain and apply basic ethical theories to include Virtue Ethics, Rights Theory, and Utilitarianism 2. explain and apply fundamental moral theology with special attention to the foundations and development of specific moral values, norms and principles
6. Reflect, learn, and live lives of integrity and compassion	D Display skills and dispositions of “servant leadership”	1. demonstrate developing awareness of personal strengths, gifts, and vulnerabilities through reflection 2. develop awareness of the emotions, vulnerabilities and needs of others 3. demonstrate an increased understanding of how communal and social factors support and/or undermine respect for human dignity through reflection on real-world problems

Foundational Courses - Objectives

COD 101/102 - 3 credits Corps of Discovery

1.1 critically read texts

1.5 employ critical thinking skills

2.2 Demonstrate the skills and dispositions necessary for respectful dialogue

2.4 Deliver effective oral presentations designed to inform or persuade

6.1 Demonstrate developing awareness of personal strengths, gifts, and vulnerabilities through reflection

6.2 Develop awareness of the emotions, vulnerabilities and needs of others

ENG 117 – 3 credits Writing Essays

1.1 critically read texts

1.3 find and evaluate information sources that are reliable and valid

1.5 employ critical thinking skills

2.1 employ principles of Writing Across the Curriculum to communicate ideas

2.3 use technological tools to enhance communication and critical thinking

DRAFT –
RDM 3-2020

Core Design

Development & Mastery

- Core is responsible for **DEVELOPING** some skills, providing a strong, necessary foundation and complement to work in the majors:
 - 1 (methods of inquiry)
 - 2 (communication),
 - 4 (engaging diversity), and
 - 6 (reflective leadership)
- Core responsible for ensuring students **MASTER** other outcomes central to the Catholic Liberal Arts:
 - 3-- Understand how Judeo-Christian thought develops through dialogue with a variety of cultures and philosophies
 - 5--Identify, evaluate, and apply knowledge of major moral and ethical theories.

Understand how Judeo-Christian thought develops through dialogue with a variety of cultures and philosophies

1. describe the development of Judeo-Christian thought throughout history
2. explain how questions of human nature, the pursuit of truth, and the common good can be answered through dialog between faith and reason
3. understand and evaluate Catholic Social Teaching, with particular attention to human dignity, in personal, professional and social contexts

Identify, evaluate, and apply knowledge of major moral and ethical theories.

1. explain and apply basic ethical theories to include Virtue Ethics, Rights Theory, and Utilitarianism
2. explain and apply fundamental moral theology with special attention to the foundations and development of specific moral values, norms and principles

PHL 301– 3 Credits

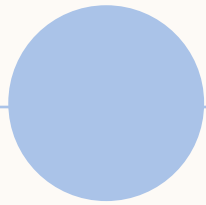
1.1	critically read texts
1.5	employ critical thinking skills
2.2	demonstrate the skills and dispositions necessary for respectful dialogue
3.1	describe the development of Judeo-Christian thought throughout history
5.1	explain and apply basic ethical theories to include Virtue Ethics, Rights Theory, and Utilitarianism

TRL 301– 3 credits The Christian Life

1.1	critically read texts
1.5	employ critical thinking skill
2.2	demonstrate the skills and dispositions necessary for respectful dialogue
3.2	explain how questions of human nature, the pursuit of truth, and the common good can be answered through dialogue between faith and reason
3.3	understand and evaluate Catholic Social Teaching, with particular attention to human dignity, in personal, professional and social contexts
5.2	explain and apply fundamental moral theology with special attention to the foundations and development of specific moral values, norms and principles

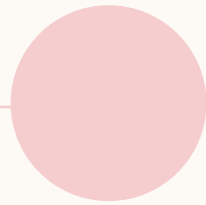
DRAFT –
RDM 3-23

ASSESSMENT CHALLENGES



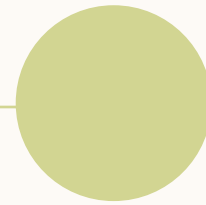
MANAGEABLE ?

- 6 Big Core Outcomes
- 21 course-level outcomes
- 5 distribution tags
- 2-3x/year rotation cycle
- 16 courses+ (3 arrays)
- 12+ disciplines



NORM-ABLE?

- Multiple sections/semester with different instructors
- FA, SS, ES, COD, ILCs offered by different disciplines
- Faculty assessment methods and skills varied (discipline, institutional support)

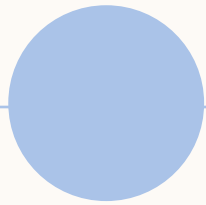


USABLE & ONGOING

- Rapidly moving – most courses offered every semester in regular rotation
- Avg 5-600 students/semester
- Diverse student populations (adult, traditional, accelerated)
- Every format, every level of student preparation

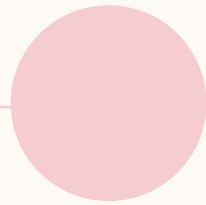
DRAFT –
RDM 3-23

ASSESSMENT STRATEGIES



MANAGEABLE

- Break into three 2-year assessment **cycles**
- Focus on 2-3 research **questions/cycle**
- Focus on 2-3 Core **Objectives/cycle**
- measure objectives common to multiple courses; limit enough to get reports



NORM-ABLE

- Draw reports on common course-level indicators from multiple disciplines and courses;
- Discuss and identify norming challenges within disciplines or courses
- Narrative interpretation of numbers essential to assessment

USABLE

Generative process that leads to substantial improvement of core on ongoing basis.

- Focus on critical areas first: where is work done by core critically important to the institution?
- → What is essential for success of whole curriculum? For students?
- → What is key to distinctive identity as key Cath lib arts identity?

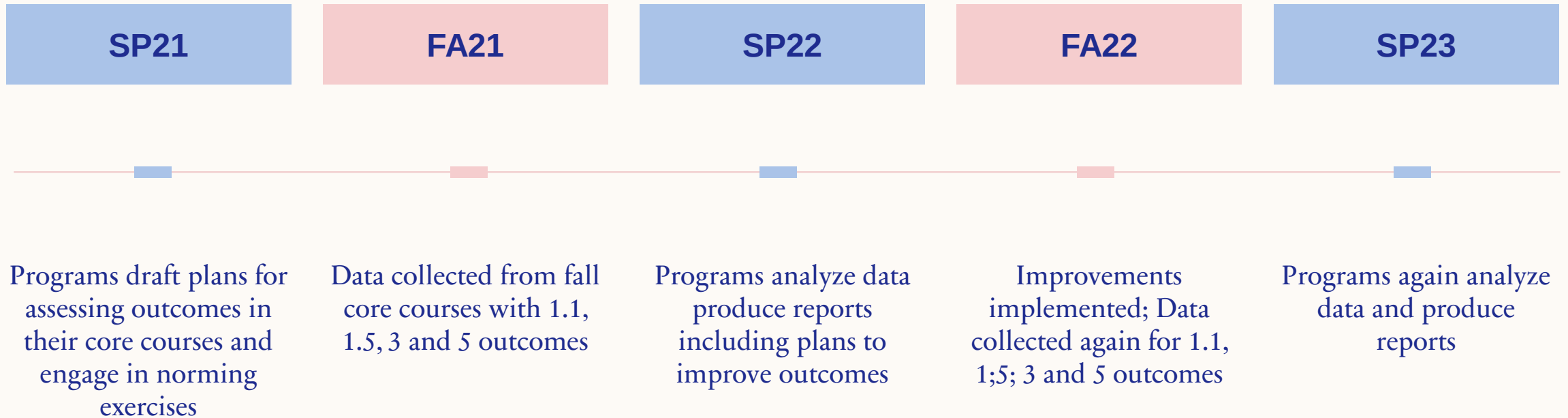
DRAFT
RDM 3

CYCLE 1: KEY FOUNDATIONS & MISSION

Cycle 1: Foundation Skills, Distinctive Mission Outcomes, Underprepared Students

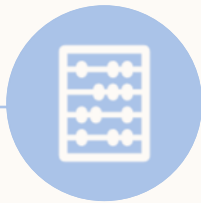
- **Question Set 1: Critical Reading & Thinking** [Let's start at the very beginning...]
 - Outcomes: 1.1 Critically Read Texts
 - Outcome 1.5: Employ Critical Thinking Skills
- **Questions Set 2: Catholic Liberal Arts/Intellectual Tradition and Catholic Social Teaching**
 - **3.1** describe the development of **Judeo-Christian thought throughout history**
 - **3.2** explain how **questions of human nature**, the pursuit of truth, and the common good can be answered through **dialogue between faith and reason**
 - **3.3** understand and evaluate **Catholic Social Teaching**, with particular attention to **human dignity**, in personal, professional and social contexts
 - **5.1** **explain** and **apply** basic **ethical theories** to include Virtue Ethics, Rights Theory, and Utilitarianism
 - **5.2** explain and apply fundamental **moral theology** with special attention to the foundations and development of specific moral values, norms and principles

CYCLE 1 PROCESS FOR CORE PROGRAMS/INSTRUCTORS



DRAFT –
RDM 3-23

EXAMPLE PROCESS: PHL



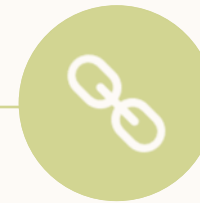
PLAN / INITIAL NORMING

We gathered 5 papers from each instructor (3) from 2 assignments and each faculty member marked all papers.



INITIAL NORMING RESULTS

9/15 papers had unanimous agreement on marks for three different objectives; and in the other 6 papers, there was 2/3s agreement on marks for three different objectives. In no case did a paper marked 'exceeds' receive a 'not met.'

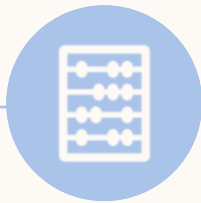


KEY QUESTIONS

- What level of consistency should give basic confidence about inter-rater reliability?
- What is the relationship between “not met/met/exceeds” and “emerging” vs “mastery” levels?
- How are we understanding PHL’s role in “understand the development of Judeo-Christian thought”?

DRAFT –
RDM 3-23

EXAMPLE PROCESS: ENG



PLAN / INITIAL NORMING

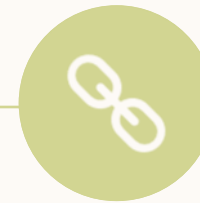
We have met as a department on 3 consecutive Mondays to peruse papers from each instructor for each of the following core classes: ENG 117, ENG 215, ENG 312. In each case, we achieved consensus on how each student project either met, failed to meet, or exceeded the outcomes specified in 1.1, 1.3, and 1.5.



ANALYSIS OF FA21 DATA

ENG 117 Critical Reading is area of lowest student achievement.

Department met to determine what steps could be taken to diagnose reading issues early in course and offer assistance.



EXAMPLE INSTRUCTOR DIAGNOSTICS

- Critical Reading-specific questions on homework in first two weeks
- In-class exam adapted from LSAT passage and prep questions
- Diagnostic critical reading forums in first two weeks

EXAMPLE OF SHARED RUBRIC:

CST IN ILCS ADOPTED/ADAPTED FROM MULTI-INSTITUTIONAL WORKSHOP AT NOTRE DAME:

Category	Advanced (5)	Intermediate (3-4)	Beginner (1-2)	Not Present
CST Foundations	Articulates well the roots of CST within theological, philosophical, or scriptural traditions.	Discusses in a preliminary way the roots of CST within theological, philosophical, or scriptural traditions.	Sees a connection between CST and Catholicism or the Bible.	Is unaware of or mischaracterizes the roots.
CST Principles	Discusses and critiques the commonly defined principles of CST.	Names and demonstrates familiarity with a subset of commonly defined principles of CST.	Recognizes some themes of commonly defined principles of CST.	Is unaware of or misidentifies principles of CST.
Lens for Judgment/Analysis	Consistently assesses and makes plausible judgements about practices, policies and social institutions In light of CST.	Is learning to assess and make judgements about practices, policies and social institutions In light of CST.	Is considering whether CST applies to some social issues.	Does not consider CST with respect to social issues.

“ Our discussion of objective **3.2** was both illuminating and useful. One instructor went into the meeting thinking that he had failed to assess that objective at all but came away realizing that he had. While there was some variation in how the members of the discipline rated artifacts, we came much closer to a consensus after coming to a consensus on how to interpret the objective. We settled on interpreting it such that a student meets the objective who is prepared to begin or to enter in to serious discussion of [or] living out of a dialogue between faith and reason. Within that consensus, however, there were different approaches, one focusing much more heavily on the reason and one much more heavily on the faith side, with one member falling in between. **But we decided that all three approaches are legitimate and appropriate and when artifacts were examined with those acceptable differences in mind, we had near unanimity in terms of ratings.** ”

Excerpt from SP23 Program
Core Assessment Report

WORK FOR FINAL REPORT

- Continue analyzing and interpreting data with assistance from IR and/or core faculty with statistical expertise.
- Continue contextualizing direct assessment of SLOs data and qualitative data from plans/reports with additional info such as FWI rates and student evaluations.
- Arrive at more recommendations based on analysis.

WHAT WOULD PROVOST/COMMITTEE LIKE TO SEE MORE OF?

- Year 1 to Year 2 comparisons when available?
- High-level indicators of overall student achievement?
- More detailed assessment info for courses particularly under discussion in committee?

Appendix 30

Program Outcomes Assessment Report (POAR) Template

Program:	Date:
Dept Chair/Assoc Dean:	Submitted by:
Degree program: ☐ Bachelor ☐ Master	

Information and Action Plan	
Semester/Academic Year:	
Activity:¹	
Program Outcome #	Assessment tool
Assessment Results:²	
Outcome #__: __% of students achieved 70% or greater .	
Outcome #1 Action Plan	
Based on analysis of the assessment RESULTS above, the following are action steps needed for improvement:	
Specific skills/knowledge/abilities/background etc., needed for student success:	
Recommended changes to materials, rotation, presentation, for program or curriculum? ³	
Considerations for improving assessment process and/or tools? ⁴	

¹ When the assessment task or activity occurs within a specific course, the course rubric and number should be noted and should correspond with the assessment plan.

² Summarize results. May want to post annual report or other documents on shared drive and provide link.

³ Examples of types of changes include adding a new course, changing an elective to a required course, modify course(s) to add content, adding student tasks (assignments, exams, etc.) for more reinforcement, changing emphasis of a topic with the current content to reinforce.

⁴ Short statement about how the assessment process should be changed, if at all. May want to provide link to assessment plan and/or annual report for additional details.

Appendix 31

Blue Report Survey Questions

SHP COURSE/INSTRUCTOR EVALUATION STUDENT SURVEY

Thank you for taking the time to evaluate this course. The evaluation should take a few minutes to complete. Responses are compiled by Blue; an external software evaluation program, which sends a combined report to the instructor after the semester ends and after grades are submitted. INSTRUCTORS DO NOT SEE THE ORIGINAL EVALUATIONS AND STUDENT IDENTITY IS CONFIDENTIAL.

Thank you for your assistance to improve the quality of the educational experience at UP.
Sincerely,
The University of Providence Academics Team

		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree	NA = Not Applicable
Experience with the Online course:							
1.	The learning outcomes of the course were clear	1	2	3	4	5	NA
2.	The course requirements and expectations were clear.	1	2	3	4	5	NA
3.	Grading scales, rubrics, exams and/or grading systems for the course related to the assignments, projects, activities were clear and understandable.	1	2	3	4	5	NA
4.	The assigned textbooks/readings were useful to understanding course content.	1	2	3	4	5	NA
5.	The content of the course was well organized.	1	2	3	4	5	NA
6.	The information gained from this course will help me in other courses.	1	2	3	4	5	NA
7.	The information gained from this course will help me professionally.	1	2	3	4	5	NA
8.	I am satisfied with my learning experience in this course.	1	2	3	4	5	NA
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree	NA = Not Applicable
Quality of Interactions:							
9.	Interacting with other students helped me meet the learning outcomes of this course.	1	2	3	4	5	NA
10.	Engaging with other students and the instructor in course-related activities (e.g. classes, discussions, group projects) made me feel like I was part of a learning community.	1	2	3	4	5	NA
Evaluation of Distance Learning courses:							227

11.	The tools used in the course support the learning outcomes and competencies (e.g. discussion forums in Moodle and live conferencing)	1	2	3	4	5	NA
12.	There was a clear explanation of available support services and resources and how to obtain them (e.g. math center, writing and critical thinking center, distance learning office, and service desk).	1	2	3	4	5	NA
13.	Course design and navigation facilitate readability and ease of use	1	2	3	4	5	NA
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree	NA = Not Applicable
	Engagement of the online instructor:						
14.	The instructor related or emphasized the importance of this course's material to other disciplines/courses.	1	2	3	4	5	NA
15.	The instructor presented the course material clearly and understandably.	1	2	3	4	5	NA
16.	The instructor responded thoroughly to questions.	1	2	3	4	5	NA
17.	The instructor returned graded assignments in a timely manner	1	2	3	4	5	NA
18.	The instructor encouraged creative and critical thinking.	1	2	3	4	5	NA

COMMENTS:

1. What did you like best about this course?

2. What is one suggestion that you have to improve this course?



University of Providence
POLICY MANUAL
VOLUME V
Academic Policies

Final

May 2018

Revised August 2024

webpage.

In a bachelor degree program, the total number of credits which may be applied to the University core curriculum is 30 semester credits, 15 semester credits for associate degree program. No more than 15 semester credits may be applied to a major, 9 semester credits for a minor.

5.2.1.10 Closed Class Permission

To register for a closed course that has reached its enrollment capacity (identified as closed within the portal), a student must register himself/herself to the waitlist through the student portal. After being added to the waitlist, the student should check his/her UP email account daily. If a seat in the course opens, an email will be sent to the students' UP email address. The student has 24 hours to log in to the portal and register for the course. If the student does not register within 24 hours, that student is removed from the waitlist, and the next student on the list is notified of the open seat. The student is responsible for enrolling himself/herself into the course after the notification is sent. Final decisions are at the discretion of the course instructor.

5.2.1.11 Course Numbering System

Course numbers reflect the level of academic preparation typically required for the course. Courses numbered below 100 are considered developmental and are not degree applicable. Courses numbered 100-299 are typically introductory courses, while those numbered 300-499 are more advanced courses. Courses numbered 500 or above are graduate courses. Courses numbered EDU 592 are reserved for professional development credits and are not applicable toward a degree. Courses with an X designation before the 3-digit number are certificate courses and are only applied to the certificate, not toward an Associate, Bachelor, or Master's degree.

5.2.1.12 Course Waivers

A required course may be waived by an instructor in the program in which the course is taught. While a waiver will satisfy the course requirement, it does not reduce the 120 credit hours required for graduation and must be replaced with an equal number of credits from another course. The credits may be from any academic course including general electives. Course Waiver Forms are available in the Registrar's Office or from the University website.

The applicable Department Chair or Division Chair of the program and the Faculty Member who regularly teaches the course in question may waive required courses. Waivers allow the substitution of other credits for the required course credits.

5.2.1.13 Credit Transfer Policies

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.

University of Providence is institutionally accredited by the Northwest Commission on Colleges and Universities. As such, all college-level coursework from institutions accredited by the following list of agencies will be received and applied toward associate, baccalaureate, or graduate degrees as applicable to general education, major, minor, and elective requirements.

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges
- Higher Learning Commission
- Middle States Commission on Higher Education

- New England Commission of Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and Schools Commission on Colleges
- WASC Senior College and University Commission

Acceptance of transfer credit from institutions accredited by any other entity other than those listed above is rarely granted and requires approval of the faculty of the discipline and the applicable Department Chair or Division Chair.

Every transfer credit request is given individual attention. Evaluation of transcripts is initially undertaken by the Registrar's Office, which adheres to guidelines established by academic divisions to determine course equivalencies and related learning outcomes for appropriate transfer credits. When questions arise regarding a course equivalency or learning outcomes, the Registrar's Office consults with the applicable Department Chair or Division Chair.

The University will not accept in transfer:

- Credit for coursework that is remedial or developmental, usually courses below the 100 level, from any institution.
- Credit for experiential learning not associated with a formal training program.
- Credit for coursework in which a student earned a grade below "C", any grade designation below "P" (Pass), "S" (Satisfactory), or audit grades. Certain programs require higher than a "C" grade in major courses.
- Credit for coursework which is repeated; only the last course taken is eligible for transfer.
- Challenge course credits from other schools.

In addition to the above, the university adheres to the following guidelines:

- Course work completed through a branch of the military will be awarded based on the recommendations contained in the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services.
- Online laboratory courses are evaluated on an individual basis for transfer.
- Transcripts received from institutions outside of the United States must be evaluated (course-by-course) by the National Association of Credential Evaluation Services or InCred. The Registrar's Office will generally follow the recommendations of this service. Individual programs within the University reserve the right to refuse any credit recommendations made by National Association of Credential Evaluation Services or InCred.
- Only official transcripts will be evaluated. Any non-accredited school credits will be assessed by the faculty of the discipline and approved by the applicable Academic Dean. This official evaluation is done after the student is accepted. The Registrar's Office is responsible for the official transfer of credit. Official transcripts from all colleges or universities attended must be on file at the time of admission. Official transcript evaluation is processed after admission to the University. Unofficial transcripts are not used for transfer credit evaluation.

Note: The above guidelines do not replace existing provisions of an academic program that are more restrictive in nature. Moreover, as each major has different requirements, the number of

transfer credits may vary if a change of major occurs while attending the University of Providence.

The University has articulation agreements with several area two-year colleges which are updated annually. These agreements are designed to assist students with curriculum planning prior to enrolling at UProvidence. Contact the Registrar's Office for information on any standing agreements in effect. The University is always open and willing to establish new agreements with other institutions.

Students with a previously earned associate degree and who are completing a second associate's degree at the University of Providence, must only complete the requirements of the major, and/or minor, and/or concentration; however, all other degree requirements remain. Students are required to meet any prerequisites in order to enroll.

Students with a previously earned associate degree and are complete a bachelor's degree at the University of Providence, are waived from completing all lower division credits within the University Bachelor's Degree Core Curriculum, with the exception of the Core Curriculum requirements of PHL 101 and TRL 201 and other specified prerequisite classes in the Core Curriculum and their major, minor, or concentration. Students are required to meet any prerequisites of upper division courses in order to enroll.

Students with a previously earned bachelor's degree, who are completing a second bachelor's degree at the University of Providence, are waived from the Core Curriculum requirements and need only complete the requirements of the major, minor, and or concentration. All other Bachelor Degree requirements still apply.

Transfer Credit Appeal Process

Upon completion of the credit review processes, students will be notified of the decision by the Registrar's Office. A student wishing to challenge course credits deemed ineligible for credit must file a written appeal with the faculty of the discipline. Within ten business days of receipt of the appeal, the chair will notify the student of the results of the review. Any changes will be communicated to the Registrar for official processing.

A student dissatisfied with the results of the appeal may submit a written appeal to the Provost for a final review. The Provost provides dated acknowledgement of receipt of the appeal to the student. Within ten business days of receipt of the appeal, the Provost will notify the student of the results of the review. Any changes will be communicated to the Registrar for official processing. The decision of the Provost is final and not subject to further appeal.

4.2.1.13.1 Credit Policy

The University operates on a semester calendar. Typically, a semester will encompass fifteen weeks, and each credit corresponds equates to fifteen hours of instruction or the equivalency of the two. Courses taught online from a distance and on site have similar equitable outcome expectations. Online Distance education courses will use a variety of platforms to verify credit hour requirements are met for individual courses. Students should plan to spend an average of between two and three hours out of class study for each credit hour of instruction. Courses with required laboratory or studio time typically have thirty hours of supervised laboratory or studio time for each credit. Non-didactic courses, such as internships, and field experiences, and clinics

Appendix 33
Revised Core Transfer Credit Framework

**2024 Core Course Criteria for
Transfer, Substitutions & Designations**



Course	Title	Credits	Criteria for transfer OR substitution OR designation (<i>determined by registrar</i>)
Corps of Discovery Experience		3 Cr	
COD 100	Corps of Discovery	3	Any first-year experience
Foundational Skills Courses		14-15credits	
ENG 117	Writing Essays	3	Must include research-based writing. Cannot be a developmental level course
CPS 140-142	Technology Modules choose 1	1	Any software course
CPS 215	Information Literacy	1	Must contain an ethics in computing
Math Array	MTH 106 MTH 108 MTH 110 MTH 241	3-4	
ENG 215	Intro to Literary Studies	3	Must be a literature course, not writing.
Arts and Sciences Courses		13 credits	
History Array		3	Any introductory/survey history course
Social Science Array		3	Concerned with society and relationships among individuals. Courses may include anthropology, economics, criminal justice, geography, health, human services, philosophy, political science, psychology, sociology and social science.
Fine Arts Array		3	Any course that deals with aesthetic appreciation through the visual arts, dance, music, theatre, and creative writing.
Experimental Science Array		4	Any science course with a lab experience that includes the scientific process
Ethics, Theology & ILC		13 credits	
Philosophy Array	Lower Division	3	Any basic philosophy course
Theology Array	Lower Division	3	Any introduction to Christian theology
Ethics Array		3	Any philosophical ethics course
ILC 350	What is the Common Good?	4	
Writing Intensive Course		3 credits	
300+ level Writing Intensive Course		3	May be fulfilled through any WIC designated 300+ level courses or a transfer equivalent

All lower division requirements of Core are waived for students who have earned an AA or AS Degree.



POLICY MANUAL

VOLUME IV

Faculty Handbook

Draft

January 2025

e) Graduate Council

The purpose of the Graduate Council is to recommend major graduate program policy, curriculum, and degree requirements to the Faculty Governance Executive Committee for deliberation and action by the full Faculty (See BYLAWS OF THE GRADUATE COUNCIL).

f) Ad Hoc University Standing Committees

The University utilizes standing and ad hoc Committees composed of representatives of the administration, Faculty, staff, and students to plan and administer policies.

4.6.2.2. Faculty Governance Committee Election Procedures

- Elections for Faculty Governance Committees are conducted during each academic year's last regularly scheduled Faculty Meeting. At these elections, the Faculty, as applicable, elects members to fill open seats on the Committees and elects the Chair and Vice-Chair of the Faculty.
- Separate ballots listing all eligible Faculty will be distributed for each opening.
- The Executive Committee is the Nominating Committee for at-large vacancies on all other standing Committees. Two candidates are nominated for each vacancy. Additional nominations may be made from the floor for Committee vacancies. Voting shall proceed by secret ballot for each Committee; results will be tallied and announced before the end of the meeting.
- Special elections to fill unanticipated at-large Committee vacancies will be held at the first Faculty Meeting after the vacancy occurs.
- If a potential conflict of interest is discovered or develops after the fact, the individual who identifies the situation will forward information to the Chair of the Committee in question, the Faculty Chair, the Faculty member alleged to have the conflict of interest, and the Division Chair.
- For purposes of this policy, a conflict of interest occurs in the following circumstances:
 - The Committee member has, or has had, a family relationship with a candidate being evaluated, such as that of a current or former significant other, partner, spouse, child, sibling, or parent;
 - The Committee member has, or has had, a sexual relationship with the candidate being evaluated;
 - The Committee member has a private financial interest in the outcome of the matter being addressed by the Committee;
 - The Committee member is aware of any prejudice, pro or contra, that would impair his or her judgment of the matter being addressed by the

4.12.3. Program Review Timeline

A review of each program shall be held once every seven years according to a timeline specified by the Curriculum Committee.

4.13. Bylaws of the Graduate Council

4.12.4. Mission of the College of Graduate Studies

It is the mission of Graduate Studies to prepare reflective practitioners. All programs will integrate:

- **Reflective scholarship**, the ability to understand and reflect on the major theoretical and empirical data in a professional field of study;
- **Reflective learning**, the ability to act while reflecting on one's own values, ideas, analyses, personal and organizational interests, and the interest of others; and
- **Reflective practice**, the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

4.12.5. Purpose of the Graduate Council

The Graduate Council is a standing Committee of the Faculty Governance Structure approved by the Board of Trustees. The Council recommends major policy, curriculum, and degree requirements to the Faculty Governance Executive Committee for deliberation and action by the full Faculty.

The Graduate Council is convened to develop and enhance graduate education at the University of Providence. It exists primarily to serve University students, Faculty, staff, management, and employers. The Council is chaired by the Division Chair who serves as the management leader in developing and implementing graduate education and University matters relating to graduate education.

4.12.6. Outcome Goals

Present graduate certificate and degree programs that meet professional standards, and regional and state accreditation standards.

Recruit, support, and develop highly qualified Faculty who meet or exceed professional and University standards.

Establish policy and procedure that supports student recruitment, advising, mentoring, and graduation.

Conduct program review and improvement that will promote retention and improvement of high quality professional certificate and degree programs.

Secure resources and partnerships that ensure and enhance the professional quality of each program.

4.12.7. Responsibilities

The responsibilities of the Graduate Council and Division Chair include, but are not limited to:

1. Recommending policy and procedure to govern graduate education at the University of Providence.
2. Reviewing the credentials of all applicants who seek admission to candidacy for the purpose of earning a graduate degree at the University of Providence.
3. Representing the concerns of all Faculty members teaching or supervising graduate students regarding Faculty responsibilities, rights, and concerns in the arena of graduate education.
4. Recommending new graduate programs and the closure of existing programs for action by Faculty Governance, Vice President for Academic Affairs, President, and Board of Trustees.
5. Reviewing the academic integrity and content of all existing graduate programs and recommend course additions and deletions.
6. Reviewing and recommend admissions and graduation requirements for all graduate programs.
7. Recommending new course descriptions and course re-numbering.
8. Approving Graduate Studies catalog copy which addresses any aspect of graduate education.
9. Reviewing and revise all non-catalog written information about any aspect of graduate programs.
10. Advising Program Coordinators and Division Chair in selecting and evaluating adjunct Faculty who teach in the graduate program.
11. Assisting the Division Chair in all graduate student assessment, review and recommendations to strengthen all aspects of graduate education.
12. Advising the Division Chair regarding graduate student academic misconduct.
13. Serving as mentors for graduate adjunct Faculty.
14. Serving as advisors and mentors to graduate students.
15. Serving on ad hoc Committees to further the program of the Graduate Studies.

4.12.8. Membership

There shall be at least five full-time Faculty members serving as members of the Graduate Council. Members of the Graduate Council include the Program Coordinators who are full-time Faculty who teach graduate courses or hold terminal

academic degrees, or both. Additional Faculty representatives may be elected at-large by the Faculty to serve for one year who are full-time Faculty members who teach graduate courses or hold terminal academic degrees, or both. Preferably, membership on the Graduate Council should be comprised of Faculty whose interest, expertise, involvement, and concern for graduate education is apparent.

The Division Chair is the chairperson and non-voting member of the Council.

The Academic Program Assistant as appointed by the Division Chair is the recorder for all Council proceedings.

The Vice President for Academic Affairs and the Division Chair are ex-officio non-voting members of the Council.

The Registrar is an ex-officio non-voting member of the Graduate Council.

4.12.9. Council Rules of Operation

The Graduate Council should meet at least once monthly during the academic year of August to May. The Division Chair may gather members in the summer for counsel or emergency guidance. The time and date of Graduate Council meetings will be announced, preferably, one month in advance, and in all cases at least two weeks in advance of each meeting.

The agenda for each meeting will be sent to all Graduate Council members prior to each meeting for their preparation. Graduate Council members may place items on the agenda by contacting the Division Chair at least five days prior to a scheduled meeting at which time the issue in question is to be heard.

The minutes of each Graduate Council meeting will be sent to Council members, Chair and Vice Chair of the Faculty Governance Executive Committee, the Vice Presidents for Academic and Student Affairs, and the President. In addition, graduate students may review the minutes of the Graduate Council meetings. In the case where individual students are referenced in the minutes, that portion of the minutes shall be redacted prior to the reading of the minutes by any graduate student.

The Division Chair will chair all Graduate Council meetings. In his or her absence, the senior tenured Faculty member will chair the meeting.

Meetings are conducted as specified in Robert's Rules of Order. Robert's Rules may be suspended if unusual circumstances warrant such suspension.

4.14. Emeritus Faculty

Emeritus status may be awarded to Faculty who have left the employment of the institution following a history of distinguished service. Faculty who hold emeritus status are invited to participate in University academic functions and are invited to participate, without the privilege of voting, in Faculty meetings. Access to office space and secretarial services, if available, access to space to conduct research, if available, and use of campus facilities

Appendix 35
UP Marketing Opportunity Index



MARKET OPPORTUNITY INDEX

September 2022



A Market Opportunity Index answers the question, “Where can we find enrollment opportunities?”

With a tightening of prospects in higher education, breaking into new markets and sustaining primary draw is critical for staying competitive. The existing enrollment pipeline at any institution contains benchmarking information that can illuminate missed potential and offer a list of markets to track closely.

Carnegie’s Market Opportunity Index begins by plotting inquiries and deposits geographically to uncover market potential. Each market is then scored on a variety of key demographic indicators. By understanding each market and how its demographics match an institution’s needs, selecting which of dozens of prospective markets could best yield with further enrollment and marketing efforts is possible. Intelligent information leads to dynamic strategy.

Time to take a look at what’s out there.

MAPS AND SCORING

How to read maps, scoring categories, and guides for analytics.

MAP LEGEND

Information based on Providence enrollment data.



Inquiry Density

(Darker green is greater density)



Student Deposit

(Student that completed enrollment)

DEMOGRAPHICS DATA SOURCES

National Center for Education Statistics

(nces.ed.gov)

Bureau of Labor Statistics

(bls.gov)

United States Census Bureau

(census.gov)

The Association of Religion Data Archives

(thearda.com)

DEMOGRAPHIC INDICATORS

Higher Education Index (Zip Code Level)

How likely a household from a market or zip code is to pursue higher education. The average score is 100.

Household Income (Zip Code Level)

The average annual household income of all wage earners and investors in a given market or zip code.

Population Density (Zip Code Level)

The average population per square mile in a given market or zip code.

Multilingual Resident Percentage (Zip Code Level)

The percentage of residents in a market or zip code that speak more than one language proficiently.

Educational Attainment Score (Zip Code Level)

The average school completion level in a given market or zip code. Scale is from 1-7, with 1 being no formal education to 7 being a terminal degree in a field.

Percent Catholic (County Level)

The ARDA's reporting of the percentage of residents in a market or county that report following Catholicism.

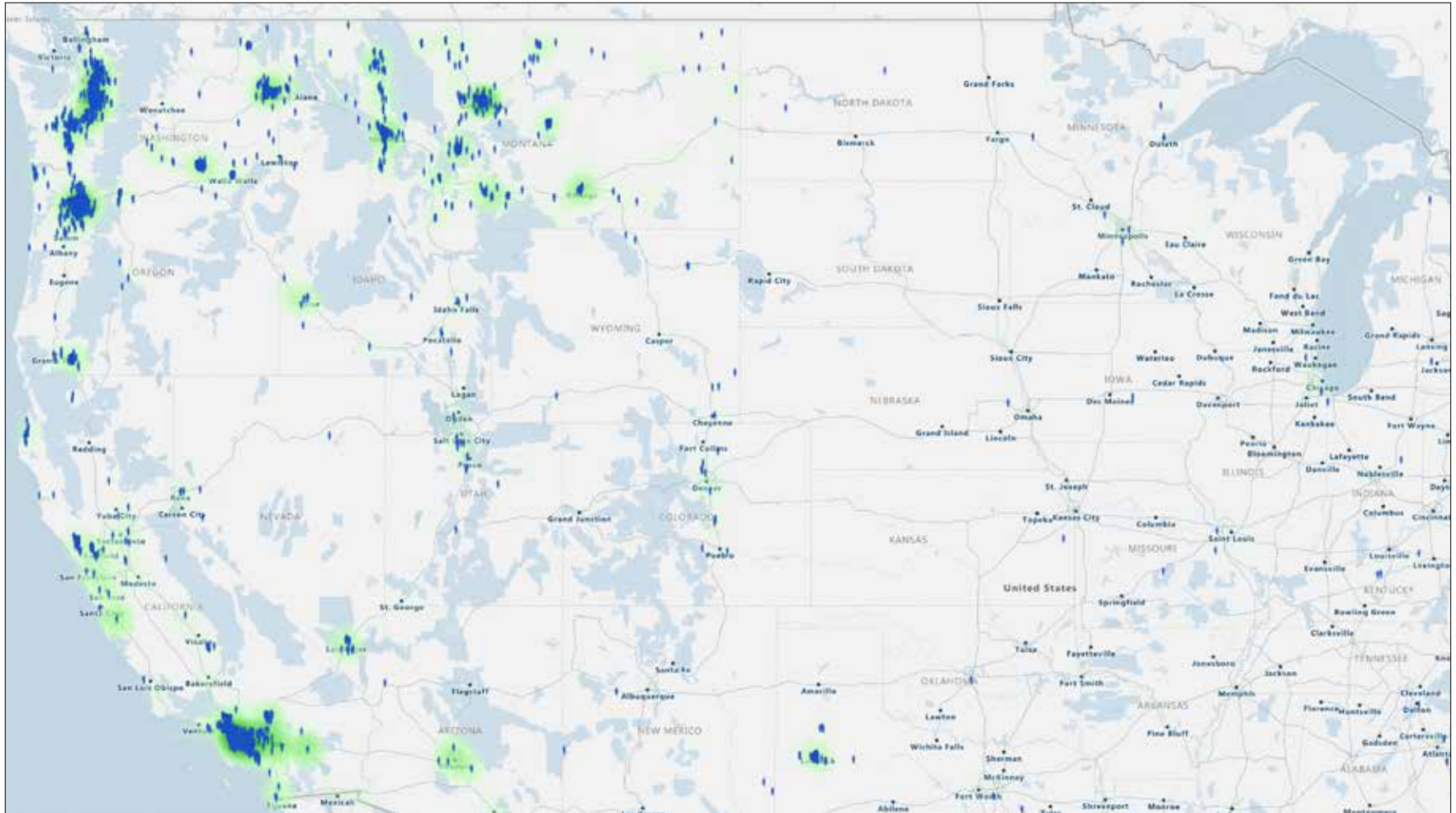
HIGHEST SCORING ZIP CODES/COUNTIES



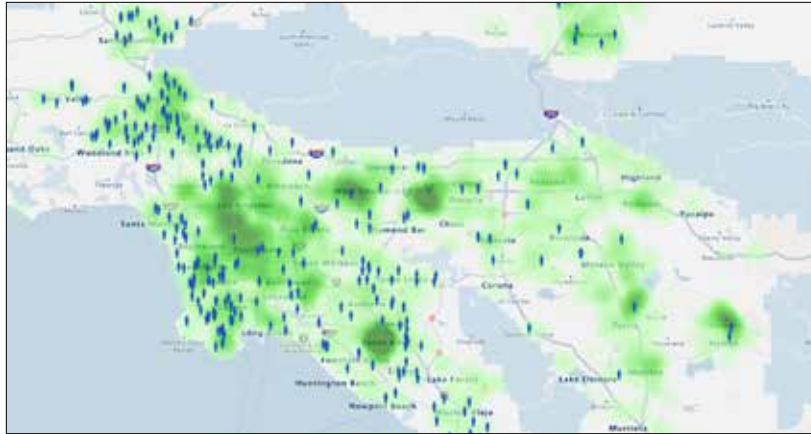
LOWEST SCORING ZIP CODES/COUNTIES

INQUIRY TO DEPOSIT SNAPSHOT

enrollment map



TYPES OF MARKETS



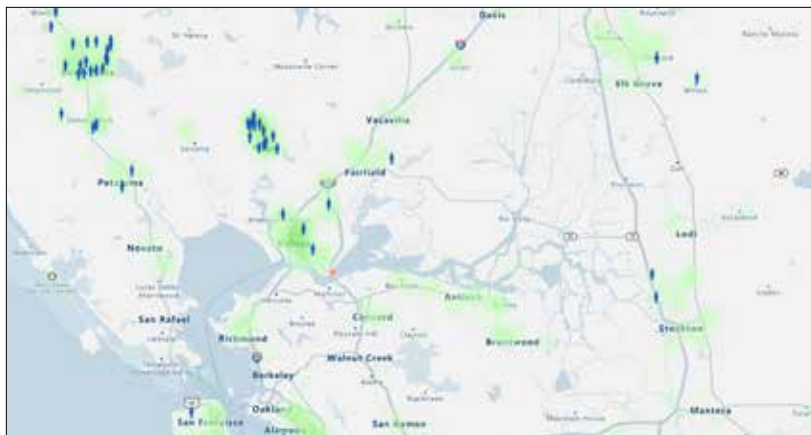
Los Angeles, CA

CURRENT MARKETS

Great Falls, MT
 Helena, MT
 Los Angeles, CA
 Missoula, MT
 Portland, OR
 Seattle, WA

Primary Markets are identified through high-volume inquiry and deposit activity relative to the distance to the institution and in-state status. Although these markets are typically well saturated, they are so critical to enrollment that efforts should continue and should be optimized through individualized targeting and other high-touch methods when possible.

Due to their importance to enrollment, these Primary Markets will not be assessed as new opportunities in this document, however, the individual zip code data for these markets is available in the supplemental Excel file.



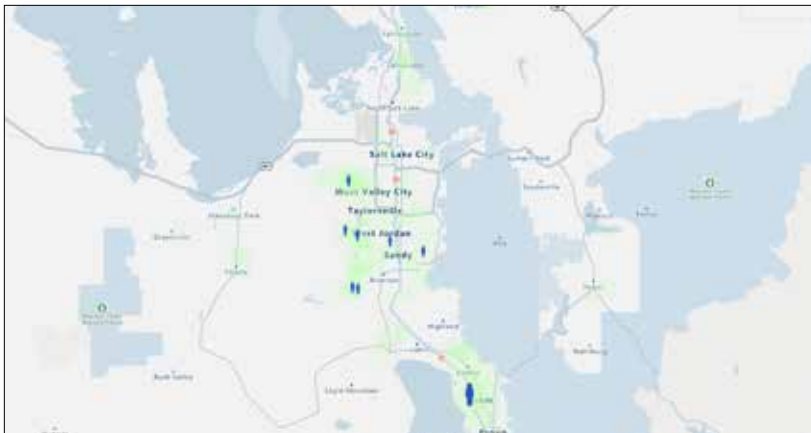
San Francisco and Sacramento, CA

SECONDARY MARKETS

Anchorage, AK
 Butte/Bozeman, MT
 Sacramento, CA
 San Francisco, CA
 Spokane, WA
 Yakima/Tri-Cities, WA

These markets have high inquiry traction but less deposit activity comparably to inquiry amounts as a Primary Market. These are typically strong expansion market opportunities, as the familiarity tends to exist, and deposit activity will come down to institutional characteristics and positive perceptions. As a result, reputation building is key in these markets.

TYPES OF MARKETS



Salt Lake City, UT



Minneapolis, MN

TERTIARY MARKETS

Billings, MT
Honolulu, HI
Idaho Falls, ID
Las Vegas, NV
Lubbock, TX
Medford, OR
Phoenix, AZ
Salt Lake City, UT

These markets, while active, have fewer inquiries as compared to Primary and Secondary Markets. Deposit counts vary but are usually mid-range as compared to inquiry traction, spurred on by some specific enrollment tactic such as high alumni count and outreach or athletics recruiting. These markets present opportunities for new tactics but will need additional familiarity attention before full reputation advancement will be possible.

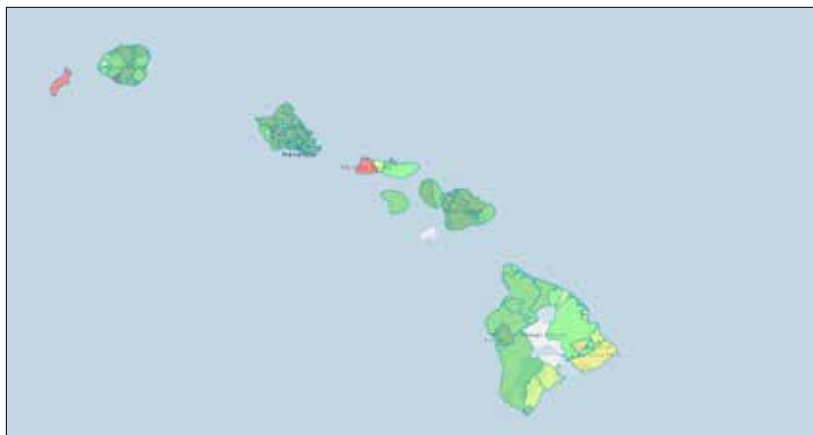
EXPLORATORY MARKETS

Bend, OR
Boise, ID
Casper, WY
Denver, CO
Minneapolis, MN
Reno, NV
San Diego, CA
Tucson, AZ

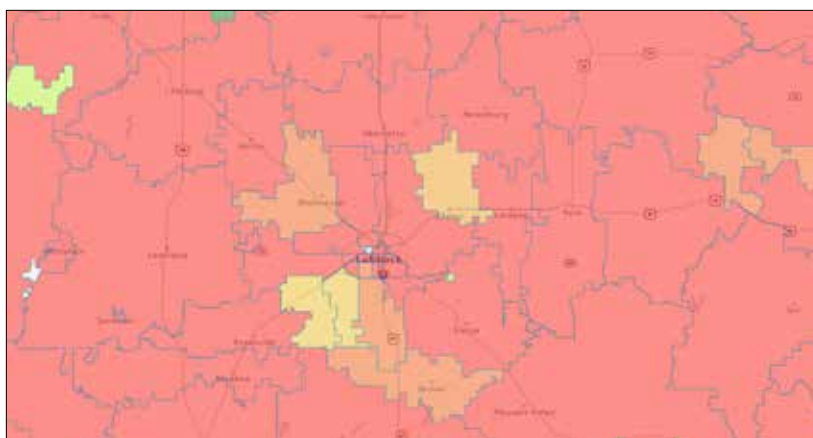
Exploratory Markets are those with less inquiry and deposit traction as compared to expectations due to size, location, demographic factors, and prospect interest. While these markets present new opportunities, each may also be difficult to gain a foothold in and are likely less familiar with the institution. Highly targeted exploration in these markets offers the best opportunity for increased conversions and potential increases in yield.

HIGHER EDUCATION INDEX

How likely a household from a given market or zip code is to pursue higher education. Average is 100.



Honolulu, HI



Lubbock, TX

	MARKET	MARKET SCORE	ALL DMA RANK
#1	San Francisco, CA	199.51	#1
#2	Honolulu, HI	165.86	#2
#3	San Diego, CA	152.35	#5
#4	Sacramento, CA	112.65	#12
#5	Bend, OR	110.65	#13
#6	Denver, CO	109.52	#14
#7	Anchorage, AK	101.78	#19
#8	Salt Lake City, UT	99.28	#23
#9	Reno, NV	98.83	#24
#10	Butte/Bozeman, MT	95.99	#32
#11	Medford, OR	95.39	#33
#12	Phoenix, AZ	93.95	#35
#13	Minneapolis, MN	92.39	#40
#14	Las Vegas, NV	90.88	#46
#15	Billings, MT	89.07	#49
#16	Idaho Falls, ID	87.28	#55
#17	Boise, ID	87.21	#56
#18	Spokane, WA	87.17	#57
#19	Casper, WY	86.83	#61
#20	Yakima/Tri-Cities, WA	86.07	#63
#21	Tucson, AZ	83.88	#75
#22	Lubbock, TX	66.67	#207

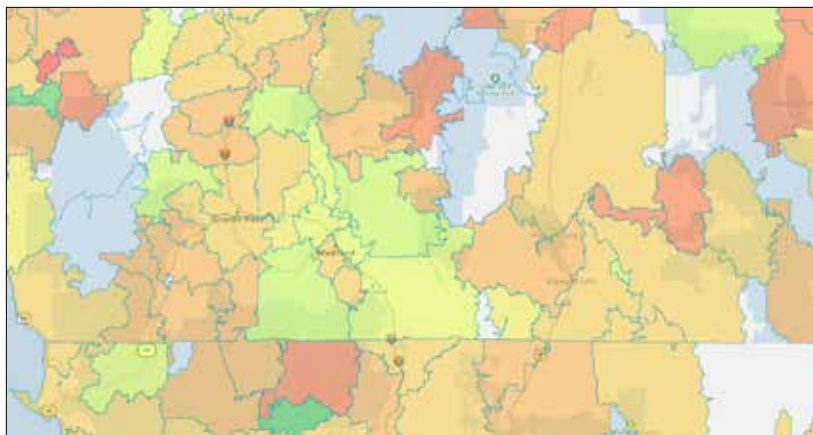


DATA INSIGHT

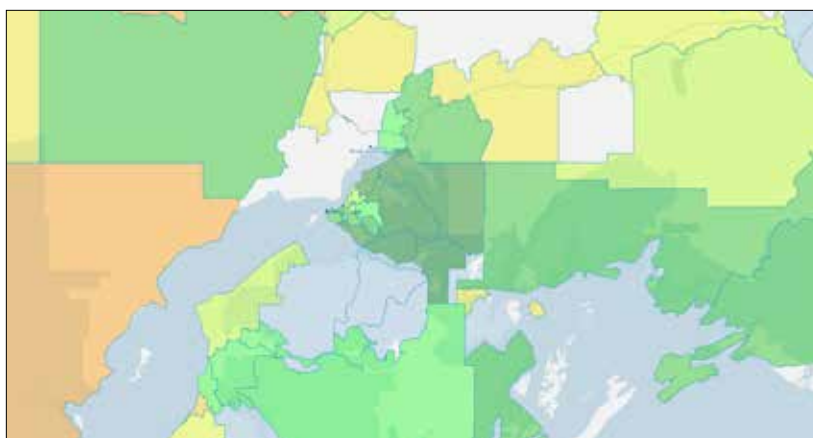
Scores like what are seen in San Francisco tend to be major outliers due to specific industries in a zip code. This makes the average of 100 seem higher than what many markets attain. As such, consider the all DMA rank for a better understanding of these markets' potential and interest in sending students, which is generally strong in most.

HOUSEHOLD INCOME (REVERSE SCORED)

The average annual household income of all wage earners and investors in a given market or zip code.



Medford, OR



Anchorage, AK

	MARKET	MARKET SCORE	ALL DMA RANK
#1	Medford, OR	\$44,953	#175
#2	Lubbock, TX	\$49,369	#136
#3	Spokane, WA	\$50,384	#121
#4	Tucson, AZ	\$50,698	#120
#5	Idaho Falls, ID	\$51,449	#112
#6	Butte/Bozeman, MT	\$53,641	#92
#7	Boise, ID	\$54,479	#86
#8	Yakima/Tri-Cities, WA	\$55,473	#82
#9	Billings, MT	\$56,316	#73
#10	Las Vegas, NV	\$56,546	#69
#11	Casper, WY	\$57,674	#60
#12	Phoenix, AZ	\$57,764	#59
#13	Bend, OR	\$58,590	#55
#14	Reno, NV	\$58,998	#50
#15	Sacramento, CA	\$64,943	#25
#16	Salt Lake City, UT	\$67,798	#22
#17	Minneapolis, MN	\$71,624	#14
#18	Denver, CO	\$71,808	#13
#19	San Diego, CA	\$73,745	#11
#20	Honolulu, HI	\$77,145	#8
#21	Anchorage, AK	\$81,230	#5
#22	San Francisco, CA	\$97,147	#1

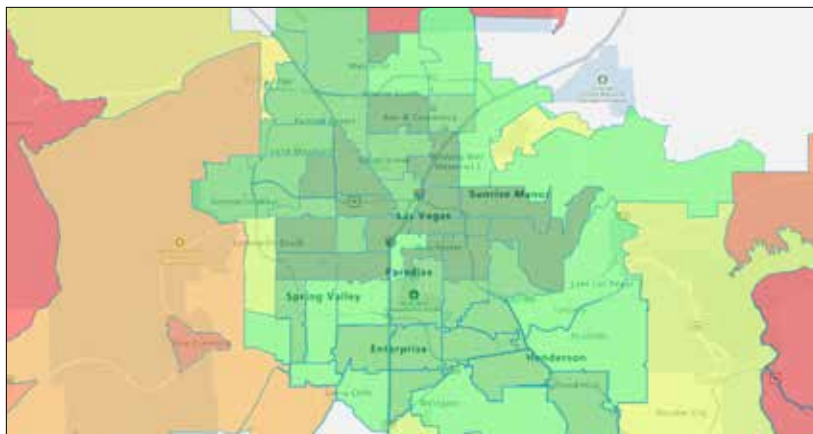


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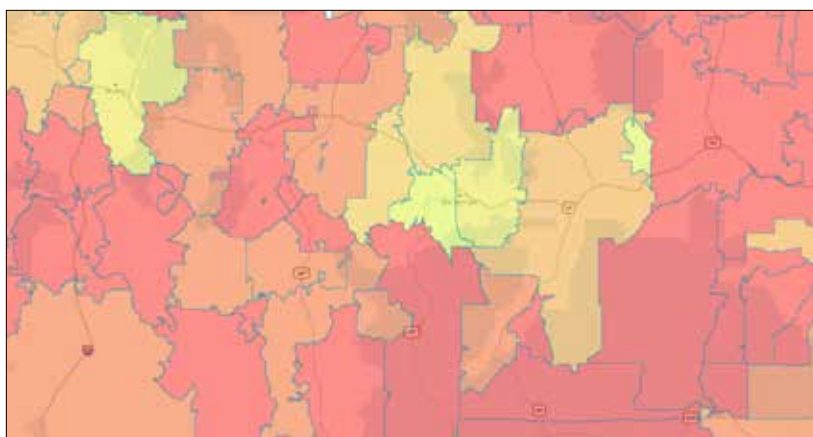
All markets include pockets of higher and lower income, increasing the importance of using the supplemental Excel document. However, as is seen here, markets as a whole do vary widely in base income due to factors like job availability and industry profiles.

POPULATION DENSITY

The average population per square mile in a given market or zip code.



Las Vegas, NV



Butte/Bozeman, MT

	MARKET	MARKET SCORE	ALL DMA RANK
#1	San Francisco, CA	7,000.57	#3
#2	San Diego, CA	4,564.93	#8
#3	Las Vegas, NV	4,260.20	#9
#4	Honolulu, HI	3,064.54	#14
#5	Phoenix, AZ	3,032.06	#15
#6	Denver, CO	2,659.44	#19
#7	Sacramento, CA	2,596.13	#21
#8	Minneapolis, MN	2,094.99	#35
#9	Tucson, AZ	1,869.87	#38
#10	Salt Lake City, UT	1,814.23	#41
#11	Anchorage, AK	1,741.78	#44
#12	Reno, NV	1,242.55	#64
#13	Boise, ID	1,229.22	#66
#14	Lubbock, TX	1,187.92	#68
#15	Spokane, WA	990.22	#89
#16	Yakima/Tri-Cities, WA	848.50	#102
#17	Billings, MT	571.42	#131
#18	Medford, OR	288.26	#170
#19	Idaho Falls, ID	269.45	#172
#20	Bend, OR	234.85	#176
#21	Casper, WY	70.78	#204
#22	Butte/Bozeman, MT	56.74	#206

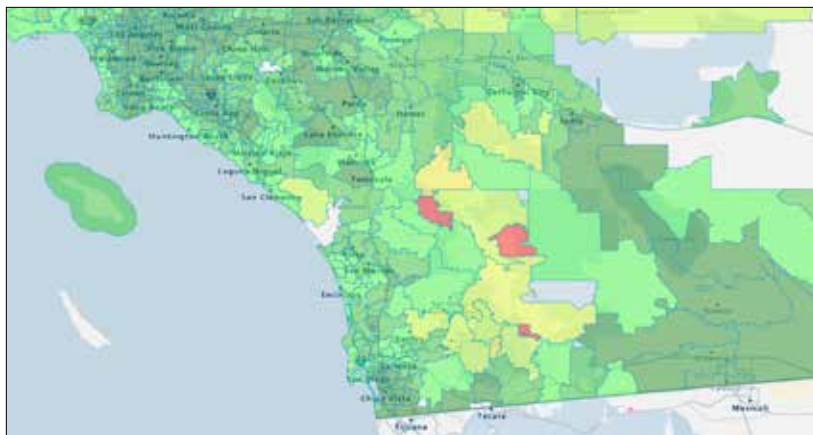


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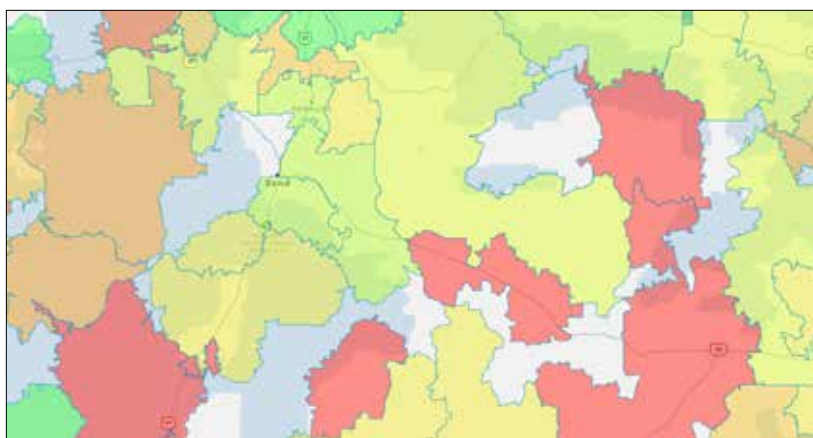
Population density is a function of both the presence of metro core areas as well as the size of the market itself. Smaller, more defined markets like San Francisco and Honolulu gain considerable ground because of the small market size compared to the breadth of a market like Salt Lake City.

MULTILINGUAL RESIDENT PERCENTAGE

The percentage of residents in a market or zip code that speak more than one language proficiently.



Southern California



Bend, OR

	MARKET	MARKET SCORE	ALL DMA RANK
#1	San Francisco, CA	42.90%	#10
#2	San Diego, CA	37.82%	#14
#3	Las Vegas, NV	33.76%	#17
#4	Sacramento, CA	31.66%	#20
#5	Yakima/Tri-Cities, WA	30.99%	#21
#6	Tucson, AZ	29.85%	#23
#7	Lubbock, TX	28.34%	#25
#8	Honolulu, HI	26.60%	#30
#9	Phoenix, AZ	26.21%	#32
#10	Reno, NV	21.65%	#38
#11	Denver, CO	18.31%	#45
#12	Salt Lake City, UT	15.19%	#52
#13	Anchorage, AK	13.92%	#57
#14	Minneapolis, MN	12.60%	#64
#15	Boise, ID	12.47%	#66
#16	Idaho Falls, ID	11.22%	#80
#17	Spokane, WA	10.01%	#88
#18	Medford, OR	8.48%	#111
#19	Bend, OR	7.23%	#126
#20	Casper, WY	7.11%	#131
#21	Billings, MT	5.32%	#163
#22	Butte/Bozeman, MT	3.85%	#183

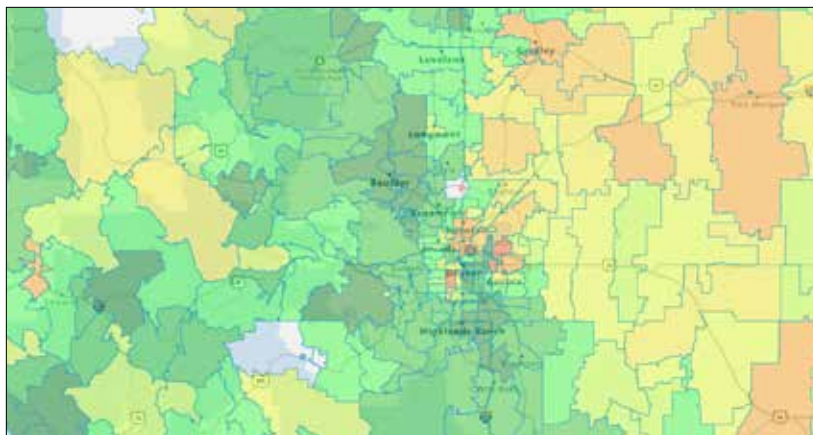


DATA INSIGHT

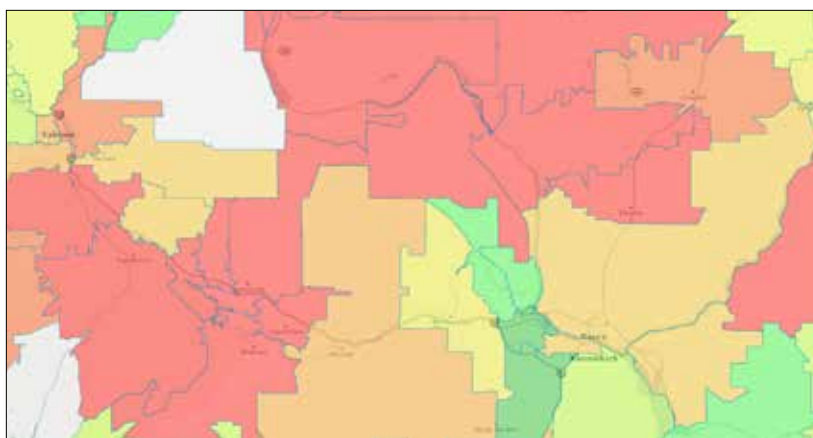
This demographic factor is often related to racial diversity but is most prevalent among Spanish speakers, which is why location also plays a role. States that border Mexico tend to have the most multilingual families, with lower prevalence the farther north a market is.

EDUCATIONAL ATTAINMENT SCORE

Average school completion in a given market or zip code. Scale is 1-7, with 7 being most educated.



Denver, CO



Yakima/Tri-Cities, WA

	MARKET	MARKET SCORE	ALL DMA RANK
#1	San Francisco, CA	4.78	#2
#2	Butte/Bozeman, MT	4.69	#5
#3	Denver, CO	4.66	#8
#4	Bend, OR	4.58	#12
#5	Minneapolis, MN	4.57	#13
#6	San Diego, CA	4.48	#21
#7	Salt Lake City, UT	4.45	#25
#8	Anchorage, AK	4.42	#34
#9	Honolulu, HI	4.39	#41
#10	Idaho Falls, ID	4.34	#54
#11	Billings, MT	4.32	#59
#12	Tucson, AZ	4.31	#63
#13	Boise, ID	4.30	#64
#14	Spokane, WA	4.28	#71
#15	Phoenix, AZ	4.21	#87
#16	Reno, NV	4.17	#95
#17	Casper, WY	4.16	#96
#18	Medford, OR	4.14	#107
#19	Sacramento, CA	4.14	#108
#20	Las Vegas, NV	3.99	#152
#21	Lubbock, TX	3.91	#173
#22	Yakima/Tri-Cities, WA	3.89	#179



DATA INSIGHT

Ranking markets by educational attainment is nuanced, as high scores indicate more likelihood to send students to school, but lower scores offer more opportunity for first-generation students and more adult learners in play without terminal degrees. Segmentation strategies by this information is a smart tactic.

PERCENT CATHOLIC (COUNTY LEVEL)

The ARDA's reporting of the percentage of residents in a market or county that report following Catholicism.

	MARKET	MARKET SCORE
#1	San Diego, CA	25.91%
#2	San Francisco, CA	22.16%
#3	Minneapolis, MN	21.71%
#4	Tucson, AZ	21.19%
#5	Sacramento, CA	19.08%
#6	Honolulu, HI	18.35%
#7	Las Vegas, NV	18.01%
#8	Yakima/Tri-Cities, WA	17.30%
#9	Denver, CO	16.20%
#10	Lubbock, TX	15.28%
#11	Reno, NV	14.03%
#12	Billings, MT	13.31%
#13	Phoenix, AZ	12.62%
#14	Butte-Bozeman, MT	12.31%
#15	Spokane, WA	10.72%
#16	Casper, WY	9.22%
#17	Boise, ID	9.21%
#18	Bend, OR	7.38%
#19	Medford, OR	7.28%
#20	Salt Lake City, UT	6.14%
#21	Idaho Falls, ID	5.45%
#22	Anchorage, AK	4.27%



DATA INSIGHT

Nationwide, approximately 20% of the population identifies as Catholic, with estimates from various organizations ranging anywhere from 12% to 28%. This has declined slightly in the past five years, when the consensus was around 22%.

MARKET SCORES BY CATEGORY

DESIGNATED MARKET AREA	MARKET TYPE	HIGHER ED INDEX	HOUSEHOLD INCOME*	POPULATION DENSITY	MULTILINGUAL PERCENTAGE	EDUCATIONAL ATTAINMENT	PERCENT CATHOLIC
San Francisco, CA	Secondary	Exceptional	Exceptional	Exceptional	Exceptional	Exceptional	Exceptional
San Diego, CA	Exploratory	Exceptional	Exceptional	Exceptional	Exceptional	Strong	Exceptional
Denver, CO	Exploratory	Exceptional	Exceptional	Exceptional	Strong	Exceptional	Average
Honolulu, HI	Tertiary	Exceptional	Exceptional	Exceptional	Strong	Strong	Strong
Las Vegas, NV	Tertiary	Average	Average	Exceptional	Exceptional	Mediocre	Strong
Sacramento, CA	Secondary	Exceptional	Strong	Strong	Exceptional	Mediocre	Strong
Tucson, AZ	Exploratory	Mediocre	Mediocre	Strong	Strong	Average	Exceptional
Minneapolis, MN	Exploratory	Average	Exceptional	Strong	Average	Exceptional	Exceptional
Phoenix, AZ	Tertiary	Strong	Strong	Exceptional	Strong	Average	Average
Spokane, WA	Secondary	Average	Weak	Average	Average	Average	Average
Reno, NV	Exploratory	Strong	Strong	Average	Strong	Average	Average
Salt Lake City, UT	Tertiary	Strong	Strong	Strong	Strong	Strong	Weak
Boise, ID	Exploratory	Average	Mediocre	Average	Average	Average	Mediocre
Butte-Bozeman, MT	Secondary	Strong	Mediocre	Weak	Weak	Exceptional	Average
Anchorage, AK	Secondary	Strong	Exceptional	Strong	Average	Strong	Weak
Bend, OR	Exploratory	Exceptional	Strong	Weak	Mediocre	Exceptional	Mediocre
Lubbock, TX	Tertiary	Weak	Weak	Average	Strong	Weak	Average
Idaho Falls, ID	Tertiary	Average	Mediocre	Weak	Average	Strong	Weak
Medford, OR	Tertiary	Strong	Weak	Weak	Mediocre	Mediocre	Mediocre
Yakima/Tri-Cities, WA	Secondary	Mediocre	Average	Mediocre	Strong	Weak	Strong
Billings, MT	Tertiary	Average	Average	Mediocre	Weak	Average	Average
Casper, WY	Exploratory	Average	Average	Weak	Weak	Mediocre	Mediocre

* Income was reverse-scored, giving more value to low-income locations in the overall listing and scoring colors.

MARKETS SUMMARY

Outlining growth opportunities, strategic enrollment expansion processes, and market selection decisions can be intimidating yet exciting. Before determining immediate next steps, the University of Providence should clearly define a decision-making rubric that considers the data from this report, long-term strategic enrollment goals, current infrastructure, and the staffing and resource needs available and required for tactical, ongoing enrollment success.

A few markets evaluated offer potential incremental growth if the findings from this research initiative are strategically applied. Although markets are distinct, strategies for each may converge or diverge when it comes to the effort or investment required. Thinking through variables such as the higher education index, racial diversity, and current market traction can assist in strategic market identification and cultivation.

As one example, San Francisco scores well in the study; however, it is further away and may not have access to direct flights. Although historically it seems to pull inquiries, it does not pull deposits. More work may be needed in order to increase conversions and may need additional resources and strategies to grow that particular market.

STRATEGY BY MARKET

The results from this research should assist in determining market prioritization and corresponding strategies. Keep in mind that targeting an entire market could be cost prohibitive and that additional strategies to pair zip codes or counties with stated objectives should be developed in parallel to market investment decisions.

For example, Denver scores well across the board, with the exception of the percentage of the population that identifies as Catholic. If this market is chosen, it will be important to use the accompanying zip code spreadsheet to focus strategies specifically on targeting the zip codes with the most promise by sorting by the variables most important to the institution's enrollment goals.

The spreadsheet provided as part of this analysis will assist with developing more granular, market-specific strategies. Utilize the data it contains to review findings by location and identify those variables most meaningful to the University of Providence. Ultimately, the most important category scores and the institution's long-term enrollment goals and strategic plan should influence market selection and strategy implementation.

STRATEGIC MARKETING APPROACH

The following strategies and tactics encapsulate larger recommendations for approaching each evaluated market. These tactics are influenced by both research insights and recognized industry marketing and enrollment best practices. Carnegie utilizes such research tactics and best practices to guide clients toward successful enrollment and reputation outcomes.

New market enrollment strategies and subsequent marketing support are based on four major objectives that underpin any successful go-to-market strategy:

- Refining the targeting strategy to maximize the effectiveness of resource allocation to new market areas.
- Addressing prospective student household familiarity to create opportunities for engaging enrollment conversations.
- Focusing the content strategy to facilitate conversion, and ultimately matriculation, through customized, targeted communication and staff engagement.
- Achieving a frequency of engagement that enables successful conversion rates in new markets.

MARKET CULTIVATION

Building Familiarity and Reputation

Reputation goes hand in hand with familiarity. Ongoing efforts toward reputation enhancement are always strategic. Further, those institutions with strong reputations increase the willingness to pay among prospective students. The stronger the reputation, the fewer resources necessary to build it within given markets. Consider any efforts to increase familiarity at three distinct levels:

- Macro-institutional awareness to develop affinity within market segments.
- Interest-specific aspects of familiarity—such as location, outcomes, and programmatic value propositions—that any institution needs to demonstrate.
- Internal awareness and buy-in to what is being offered and communicated to outside audiences.

Channel Strategy

Within each new market, the University of Providence will need to establish a stronger presence to grab attention and develop enrollment pipelines. Utilize highly precise digital targeting to relay the authentic University of Providence story efficiently and effectively.

Digital

No digital marketing campaign should be approached with a “set it and forget it” mentality but rather strategically optimized for conversion performance throughout. Each tactic should be analyzed regularly through a lens of familiarity and subsequent reputation gains within new markets to ensure maximum returns on resources.

- Utilize behavioral display and social platforms within identified new markets that line up with other marketing strategies to grow ongoing awareness among both prospective students and influencers as well as to help build reputation and drive leads.

- Utilize IP Targeting to the admitted student list to reach all household stakeholders during key decision-making months.
 - ◆ Consider IP Targeting as well as other strategies like Snapchat that allow paid direct targeting to uploaded lists for purchased names and inquiries to reach all household stakeholders within specific zip codes that meet the institution's criteria.
 - ◆ Consider Audience Select to target households with prospective high school students and customize reach by geography, academic achievement level, ethnicity, household income, and other specific offline demographic household data.
 - ◆ Consider Mobile Footprinting to capture devices in feeder high school locations and extend the reach of your brand from prospective students to their parents and to other outside influencers.
- Pair the above strategies with pay-per-click (PPC) campaigns targeting the new markets to help build awareness and reputation.
- Leverage audio and streaming platforms for increased reputation and awareness campaigns.
- Measure performance for hyper-targeted campaigns with direct response metrics like click-through and conversion rates.
- Rely on analytics data when measuring longer-term awareness and growth instead of click-through-rate metrics since the latter only provides an initial indicator of performance. Compare Users/Sessions to the site from prospects within targeted markets to previous periods as one campaign metric.

Additionally, based on the research, while still keeping in mind your previously identified priority markets, we suggest considering the following Designated Market Areas for all of your top-funnel strategies:

- Seattle-Tacoma, WA
- Spokane, WA
- Portland, OR
- Los Angeles, CA
- Great Falls, MT
- Helena, MT
- Missoula, MT

If additional budget becomes available for secondary and tertiary branding efforts, then we would incorporate Butte/Bozeman, San Francisco-San Jose-Oakland, and the state of Colorado. An essential part of developing awareness in those new markets would be reputation building through branding strategies as well as tactics that move prospective students through the funnel. This could be achieved by using a mixed media plan of channels such as TikTok, Snapchat, Display, and streaming platforms.

Traditional Advertising

Given the highly focused geographic areas within each new market, targeted digital efforts should be deployed before any traditional marketing efforts. After developing a presence through digital tactics, consider expanding traditional methods among those zip codes and geographies that have generated the most traction.

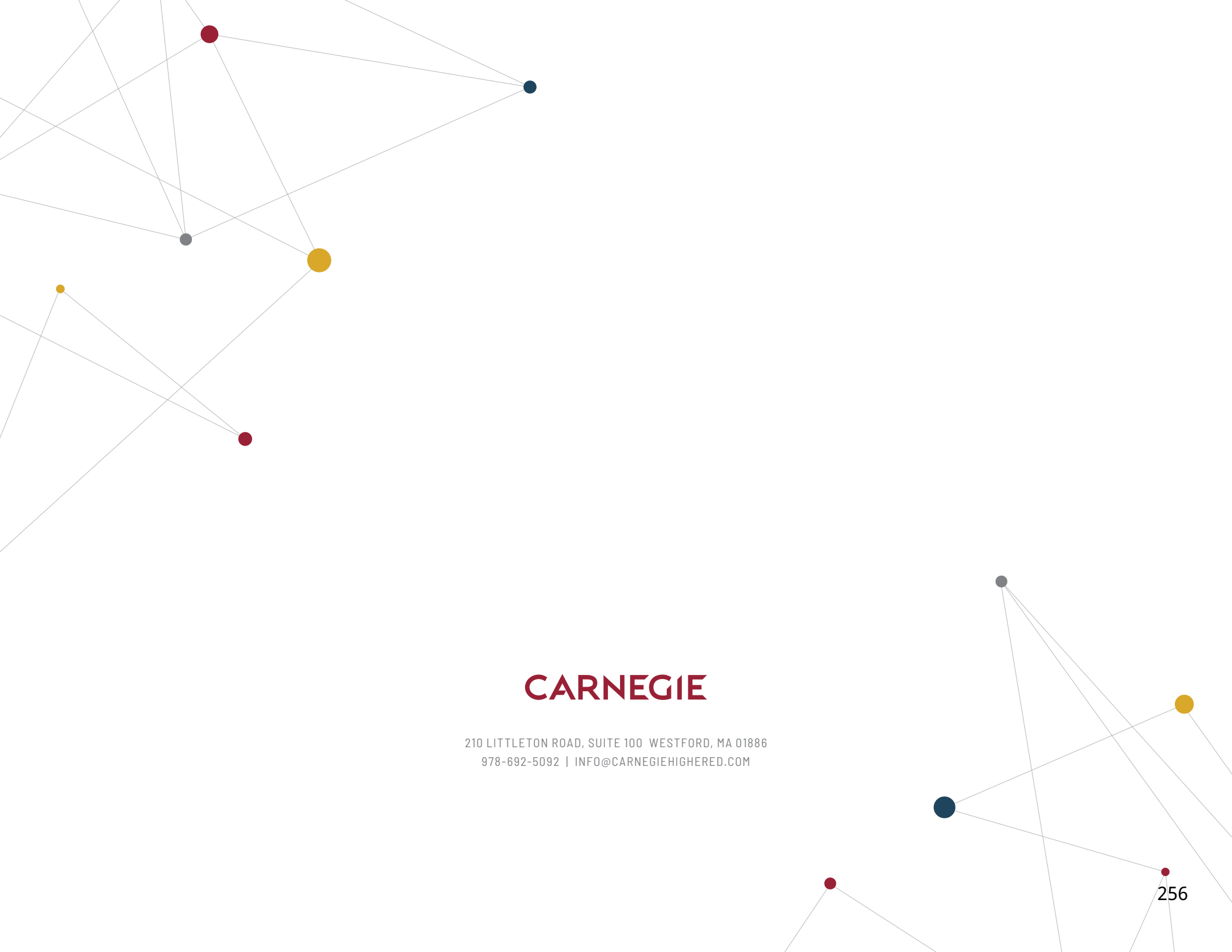
NEXT STEPS

Before making a decision, consider the following:

- Ensure that your primary markets are fully maximized for enrollment potential as the institution evaluates expenses of launching into secondary or tertiary markets.
- Consider prioritizing resources in primary markets closer to home, as research shows that students typically will go to schools less than 150 miles from home.
- Evaluate your current recruitment plan to see which markets you are already traveling to or have a stake in, and seize opportunities to increase marketing efforts to capitalize even more in that territory.

Once a decision-making rubric has been evaluated and new markets have been determined, the following next steps are recommended prior to entering a given market.

- Develop a strategic marketing and enrollment plan for each market—including budget—that identifies target audiences, key messages, communication flow content, marketing channels, and metrics for success.
- Use the spreadsheet that accompanies this analysis to determine zip codes and counties to target marketing efforts, as focusing on an entire market can be cost prohibitive and produce lower ROI.
- Set goals for each new market, and determine realistic return on investment projections, including:
 - ◆ Number of students required to break even
 - ◆ Time required to realize revenue
 - ◆ Overall resources needed to realize revenue
- Identify top competitors in each market, and develop ways to disrupt the market with specific and differentiated value propositions.
- Map out marketing communications to understand the flow of messages, from paid advertising to social content to landing pages to communication flows to one-on-one interactions.
- Layer marketing and enrollment efforts within each selected market, aligning appropriate messaging and design with the institution's desired outcome for these markets.
 - ◆ Begin with a digital campaign focused on building brand awareness and affinity.
 - ◆ Complement that with a comprehensive communications-flow strategy, including print, voice, text, email, and social channels, etc.
 - ◆ Develop a travel plan to incorporate on-the-ground recruitment efforts, if applicable.



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Appendix 36

MSN Grad and Alumni Satisfaction Survey

University of Providence – Division of Nursing Policy and Procedure New Graduate and Alumni Satisfaction Surveys

I. Purpose

The Division of Nursing at Providence University is committed to providing a high-quality educational experience and ensuring the long-term success of its graduates. To achieve this, the MSN program will systematically assess recent graduate alumni satisfaction to gather feedback on program effectiveness, career impact, and areas for continuous improvement.

II. Frequency and Timing

- Regular Administration: Alumni satisfaction surveys will be administered on a regular cycle to gather ongoing feedback and track trends over time.
- Survey:
 - Exit Survey – new graduates will be surveyed at the time of program completion.
 - Alumni – graduates will be surveyed 12 months post-graduation.
 - Conducting MSN student surveys at both graduation and one-year post-graduation provides invaluable longitudinal data, allowing for a comparison of immediate perceptions with reflections on the program's long-term impact on career preparedness and professional development.
- Follow-up Surveys: Shorter, focused surveys *may be* administered at later stages (e.g., 5-10 years post-graduation) to gain insights into long-term career outcomes and program effectiveness in supporting career advancement.
- Milestone Surveys: Targeted surveys *may be* administered at key milestones (e.g., licensure/certification, promotion) to gather specific feedback related to these achievements.

III. Target Population

- All graduates of the MSN program will be included in the survey population.
- Efforts will be made to reach diverse alumni populations, including those working in nontraditional healthcare settings and career paths.

IV. Survey Instrument

- A standardized survey instrument has been created and will be used to collect new graduate and alumni feedback.
- The survey will be reviewed and updated periodically to ensure its relevance and effectiveness.

V. Survey Administration

- The survey will be administered electronically through a secure online platform (Microsoft Forms).
- Personalized email invitations with a link to the survey will be sent to all new graduates and alumni.
- Reminder emails will be sent to maximize response rates.
 - New Graduate:
 - Email 1 (Initial invitation): Send immediately following graduation.
 - Email 2: (Reminder): Send 1-2 weeks after the initial invitation.
 - Email 3: Final Reminder: Send 3-4 days before the survey closing date (e.g. 10-14 days after the initial invitation).

- Alumni:
 - Email 1 (Initial Invitation): Send 12 months after graduation.
 - Email 2 (Reminder): Send 1-2 weeks after the initial invitation.
 - Email 3 (Final Reminder): Send 3-4 days before the survey closing date (e.g., 10-14 days after the initial invitation).
- All responses will be kept confidential. Individual alumni data will not be shared with faculty or program administrators.
- Response Rate Considerations:
 - A response rate of 40% or higher is considered excellent and provides strong evidence of graduate and alumni engagement and confidence in the feedback process.
 - Response rates between 20% and 39% are considered good but may indicate a need to explore strategies to increase participation in future surveys.
 - Response rates below 20% suggest that the data may not be fully representative of the alumni population and should be interpreted with caution. In such cases, the MSN program will investigate potential reasons for low response rates and implement strategies to improve participation in future surveys.

VI. Data Analysis and Reporting

- Quantitative data will be analyzed using descriptive statistics and comparative analyses (if applicable).
- Qualitative data (open-ended comments) will be analyzed for themes and patterns.
- A comprehensive report summarizing key findings and recommendations will be generated.
- The report will be shared with faculty, program administrators, curriculum committees, and other relevant stakeholders.

VII. Program Improvement

- Assessment findings will be used to inform program improvement efforts, including:
 - Curriculum revisions and updates.
 - Instructional strategies and course content.
 - Faculty development initiatives.
 - Student support services.
 - Alumni engagement activities.
- An action plan will be developed to address identified areas for improvement.
- Progress on the action plan will be monitored and evaluated regularly by the Dean of the School of Health Professions.

VIII. Responsibilities

- The Dean of the School of Health Professions is responsible for overseeing the alumni satisfaction assessment process.
- Faculty will be responsible for reviewing assessment findings and contributing to program improvement efforts.

- The Director of Institutional Research will review the survey instrument and assessment reports.

IX. Dissemination

- Key findings from the alumni satisfaction assessment will be shared with relevant stakeholders, including accreditation agencies, prospective students, and current students.

X. Evaluation

- The effectiveness of the alumni satisfaction assessment policy will be evaluated periodically and revised as needed.

This policy will be implemented effectively in January of 2025 and reviewed annually.

By implementing this policy, the Division of Nursing aims to:

- Ensure the MSN program is meeting the needs of its graduates and preparing them for successful careers.
- Foster a culture of continuous improvement and data-driven decision-making.
- Strengthen relationships with alumni and enhance their ongoing engagement with the program.

DRAFT

New Graduate and Alumni Satisfaction Survey

1. Overall Satisfaction:
 - How satisfied were you overall with your experience in the MSN program? (Scale: Very Satisfied - Very Dissatisfied)
2. Program Preparedness:
 - How well did the MSN program prepare you for your current role as a nurse? (Scale: Very Well Prepared - Not at All Prepared)
3. Curriculum Relevance:
 - How relevant was the program curriculum to your current professional needs? (Scale: Very Relevant - Not at All Relevant)
4. Faculty Quality:
 - How would you rate the overall quality of the faculty in the program? (Scale: Excellent - Poor)
5. Resources and Support:
 - How satisfied were you with the resources and support services available to students in the program? (Scale: Very Satisfied - Very Dissatisfied)
6. Clinical Experiences:
 - How satisfied were you with the clinical experiences provided in the program? (Scale: Very Satisfied - Very Dissatisfied)
7. Program Improvement:
 - What is one thing the program could improve to better prepare future graduates? (Open-ended)
8. Career Impact:
 - Has the MSN program helped you advance your career goals? (Yes/No/Neutral)
9. Program Value:
 - How would you rate the overall value of the MSN program? (Scale: Excellent - Poor)
10. Recommendation:
 - Would you recommend this MSN program to others? (Yes/No/Maybe)

Policy and Procedure
University of Providence – Division of Nursing
Graduate Program Employer Satisfaction Survey

The University of Providence Division of Nursing is committed to ensuring the quality and relevance of its Master of Science in Nursing (MSN) program. To achieve this, the School will systematically assess employer satisfaction with MSN graduates to gather feedback on program effectiveness and guide continuous improvement efforts.

Procedure

1. Timing of Assessment:

- Employer satisfaction surveys will be administered **12 months post-graduation**. This timeframe allows graduates sufficient time to acclimate to their roles and demonstrate their competencies while ensuring that feedback is timely and relevant.
- Identification of Graduate Employers
 - Graduate self-report
 - Social media (LinkedIn, other)

2. Target Population:

- The assessment will target employers of MSN graduates from the MSN program, Nurse Educator and Adult Geriatric Primary Care Nurse Practitioner.
- The sample will include (when applicable) employers representing diverse healthcare settings and specialties to gather a comprehensive range of perspectives.

3. Survey Instrument:

- A standardized survey instrument will be used to collect employer feedback. The survey will include items related to:
 - Graduate overall performance and role fulfillment.
 - Proficiency in key skills (clinical skills, critical thinking, communication, leadership, professionalism).
 - Program preparedness and curriculum alignment.
 - Strengths and areas for growth.
 - Likelihood to hire another graduate from the program.
 - Recommendations for program improvement.
- The survey will be reviewed and updated periodically to ensure its relevance and effectiveness.

4. Survey Administration:

- The survey will be administered electronically through a secure online platform.
- A personalized email invitation with a link to the survey will be sent to each employer.
- Reminder emails will be sent to maximize response rates:
 - Email 1 (Initial Invitation): Send 6 months after graduation.
 - Email 2 (Reminder): Send 1-2 weeks after the initial invitation.
 - Email 3 (Final Reminder): Send 3-4 days before the survey closing date (e.g., 10-14 days after the initial invitation).
- All responses will be kept confidential. Individual employer data will not be shared with faculty or program administrators.
- Response Rate Considerations:
 - Anticipated 10-30%: This is a common range for employer surveys, especially in healthcare settings.
 - Higher Rates (30-40%): Achievable with strong relationships, targeted outreach, and concise surveys.
 - Lower Rates (below 10%): Can occur with generic surveys, lack of incentives, or poor timing.

5. Data Analysis and Reporting:

- Quantitative data will be analyzed using descriptive statistics.
- Qualitative data (open-ended comments) will be analyzed for themes and patterns.
- A comprehensive report summarizing key findings and recommendations will be generated.
- The report will be shared with faculty, program administrators, curriculum committees, and other relevant stakeholders.

6. Program Improvement:

- Assessment findings will be used to inform program improvement efforts, including:
 - Curriculum revisions and updates.
 - Instructional strategies and course content.
 - Faculty development initiatives.
 - Student support services.
 - Partnerships with employers.
- An action plan will be developed to address identified areas for improvement.
- Progress on the action plan will be monitored and evaluated regularly.

7. Responsibilities:

- The MSN Program Director is responsible for overseeing the employer satisfaction assessment process.
- The Dean of the School of Health Professions and Faculty will be responsible for reviewing assessment findings and contributing to program improvement efforts.
- Institutional Research will review the survey instrument and assessment reports.

8. Dissemination:

- The employer satisfaction assessment policy and procedure will be made available to all faculty, staff, and students in the MSN program.
- Key findings from the assessment will be shared with relevant stakeholders, including accreditation agencies and prospective students.

9. Evaluation:

- The effectiveness of the employer satisfaction assessment policy and procedure will be evaluated periodically and revised as needed.

This policy and procedure will be implemented effectively January 2025 and reviewed annually. By implementing this policy and procedure, the University of Providence Division of Nursing aims to:

- Ensure the MSN program is meeting the needs of employers and preparing graduates for successful careers in nursing.
- Foster a culture of continuous improvement and data-driven decision-making.
- Strengthen partnerships with employers and enhance career opportunities for MSN graduates.

MSN Graduate Employer Survey

1. Overall Performance: How would you rate the overall job performance of the graduate?
(Scale: Excellent - Poor)
2. Role Fulfillment: How effectively does the graduate fulfill the responsibilities of their position?
(Scale: Excellent - Poor)
3. Key Skills: Please rate the graduate's proficiency in the following areas:
 - * Clinical skills (e.g., assessment, intervention)
 - * Critical thinking and problem-solving
 - * Communication (written and oral)
 - * Leadership and teamwork
 - * Professionalism and ethics
4. Program Preparedness: How well did the MSN program prepare the graduate for their current role? (Scale: Excellent - Poor)
5. Strengths: What are the graduate's greatest strengths? (Open-ended)
6. Areas for Growth: In what areas could the graduate further develop their skills or knowledge? (Open-ended)
7. Curriculum Alignment: How well does the MSN program's curriculum align with the needs and expectations of your organization? (Scale: Excellent - Poor)
8. Hire Again: Would you hire another graduate from this MSN program? (Yes/No)
9. Program Recommendations: What recommendations do you have for improving the MSN program? (Open-ended)
10. Graduate Impact: Has the graduate made a significant positive impact on your organization? (Yes/No/Not Applicable)



A Supplemental Report for University of Providence

*Labor Market Outcomes and Supply and Demand Analysis for
Graduates from University of Providence*

Authored by

Olivia Hayes, Economist
Montana Department of Labor and Industry

Amy Watson, State Economist
Montana Department of Labor and Industry

February 2024



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Introduction

Due to our aging demographics and strong job growth, Montana is experiencing a significant workforce shortage. A critical element of addressing the state's workforce shortage is ensuring the state's post-secondary education system is aligned with our economic needs. The Montana Department of Labor and Industry (MTDLI) has partnered with the Office of the Commissioner of Higher Education (OCHE) and other post-secondary training institutions to share data and create analytics aimed at understanding whether the state's workforce training systems are effectively providing a skilled workforce for the Montana economy. The statewide college report, entitled "Montana Post-Secondary Workforce Report", provides information on the expected job demand in the state, and provides analytics on whether students from Montana colleges are graduating within in-demand fields, obtaining jobs quickly after graduation, and experiencing wage progression during their post-graduation careers.

Recognizing the importance of information on labor market outcomes and workforce demand, the University of Providence (UP, Providence) volunteered to provide data on their graduates over nineteen academic years from 2001-2002 to 2019-2020. Nearly 4,000 individuals graduated from the University of Providence during this period, averaging over 300 graduates per year since 2015 in twenty-seven different programs. The University of Providence is one of thirty-six different institutions that are considered a part of post-secondary workforce supply – all fifteen Montana University System (MUS) schools, three private four-year institutions, seven tribal colleges, Montana Registered Apprenticeship programs, and ten other vocational institutions throughout the state.

MTDLI compiled this supplemental report for the University of Providence that focuses on the workforce outcomes of their graduates and quantifies Providence's contribution to the statewide workforce supply. This report is design to be a tool to help the university better evaluate their talent pipeline, ensuring that their programs match the workforce needs in the business community. The information on successful job placement and wage progression will help students choose programs that will result in the most career success with the best returns to the cost of education. The purpose of this report is to provide information that can assist the college, and any suggestions to improve the report data, analysis or presentation are warmly welcomed.

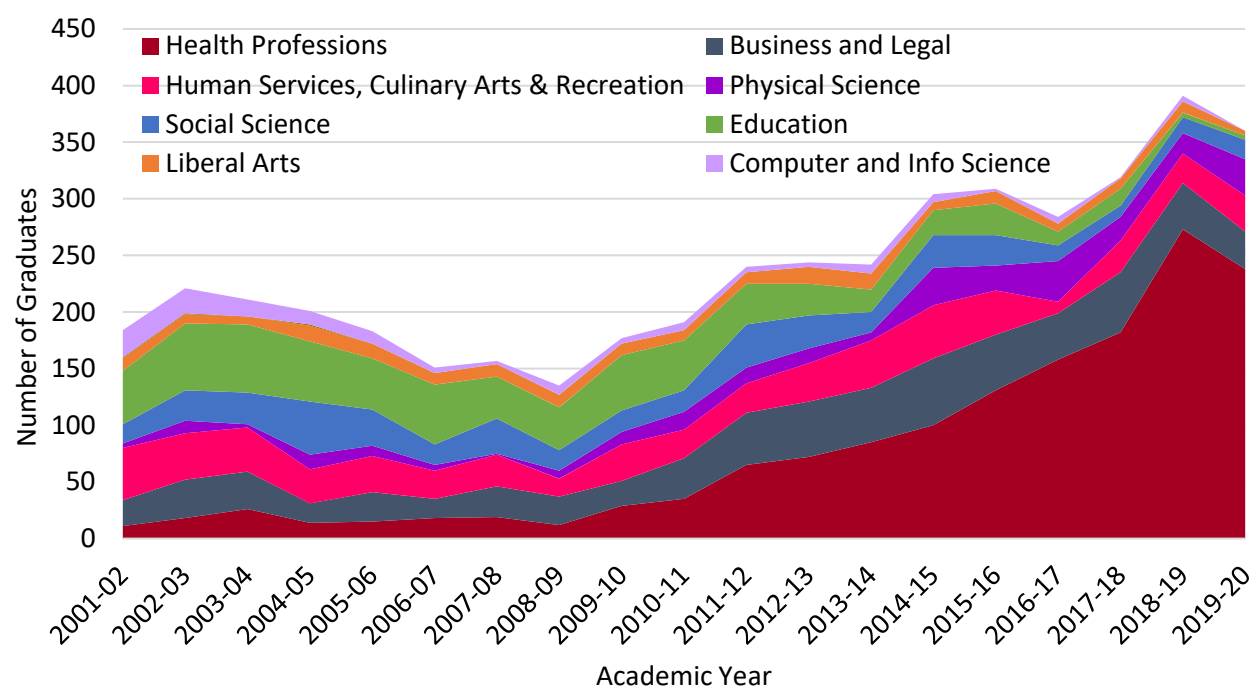
This report is organized into four sections. The first section provides a summary of the characteristics of University of Providence graduates. The second section provides employment and wage information, including breakdowns of geography, program, and industry ten years after graduation. The third section covers the contribution of the University of Providence to postsecondary workforce supply, to determine if the university is producing enough graduates in the right fields to help meet workforce demand. The fourth section concludes. The methodology used in this report is consistent with the statewide college report, and a full description of the methodology can be found in the appendix of the Montana Postsecondary Workforce Report.

Section 1: Characteristics of Graduates

The University of Providence has graduated approximately 4,000 students over the nineteen-year period from 2001-2002 through 2019-2020. The number of graduates per year has been increasing since 2008 beginning with about 135 graduates per year and growing to an average of 350 per year over the last three academic years. Graduates obtained thirty-two different types of degrees. These degrees are classified into eight program categories. Figure 1 shows the number of University of Providence graduates each year by program category.

The largest program of study over the last two decades is health professions with 1,500 graduates. Health professions became the largest program of study in the 2010-11 academic year with the introduction of a registered nursing program at UP. In the 2019-20 school year, two-thirds of graduates from UP earned a degree in health professions – including nursing, and healthcare administration. Another 27% of graduates earned a degree in business, human services, or physical science.

Figure 1: Graduates by Program Category over Time



Source: University of Providence graduate data. Programs are categorized based on the CIP code.

University of Providence students are older than the average college student in Montana. Nearly 75% of UP graduates are 35 years or older, and only 2.3% are within the traditional college-age of 18 to 24 years old. Typically, about 72% of graduates are between 18 and 24 years old at four-year institutions in the Montana University System. About 77% of graduating students are white. Three out of four UP graduates are women, compared to one in two at other schools.¹

While most University of Providence students enter the workforce after graduation, about 11% continue their education.² About 6.5% of graduates achieved higher education after graduating from Providence

¹ Graduate data from the University of Providence is compared to current student enrollment in the Montana University System.

² Data from National Student Clearinghouse reflects enrollment at any post-secondary institution in the country.

and 62.7% of these graduates earned their degree from another Montana institution. Figure 2 shows the most common degrees achieved by individuals after they graduated from the University of Providence.

Figure 2: Most Common Degrees among Graduates Achieving Higher Education

<i>Degree</i>	<i>Program</i>	<i>% of Providence Grads Achieving Higher Education</i>
<i>Master's</i>	Education, General	8.5%
<i>Master's</i>	School Counselor	8.5%
<i>Master's</i>	Education Administration	7.0%
<i>Bachelor's</i>	Registered Nursing	6.6%
<i>Master's</i>	Curriculum and Instruction	6.2%
<i>Master's</i>	Business	5.8%
<i>Graduate Certificate</i>	Law	4.3%

Source: National Clearinghouse, OCHE MUS, RMC, CC and UP graduate data.

Section 1 Highlights

- The increase in graduates at University of Providence is due primarily due to the growth in health professions program offerings. An average of 350 students have graduated from UP over the last three academic years – with two-thirds earning a degree in the health professions.
- The University of Providence has an older student body than the average for Montana postsecondary education institutions. Only 2.3% of students at UP fall within the traditional college age range of 18 to 24 years old, compared to 72% of students at other postsecondary institutions in Montana.
- Most UP graduates who pursue higher education after graduation obtain a Master's degree in an education program. About 30% of those who achieve higher education earned a Master's in Education, School Counseling, Education Administration, or Curriculum and Instruction.

Section 2: Workforce Outcomes

Matching University of Providence graduate data with the wage and income data from MTDLI provides insights that go beyond the few years students spend in school. This section evaluates what happens to UP students after graduation, and how their degree impacts their economic success in Montana.

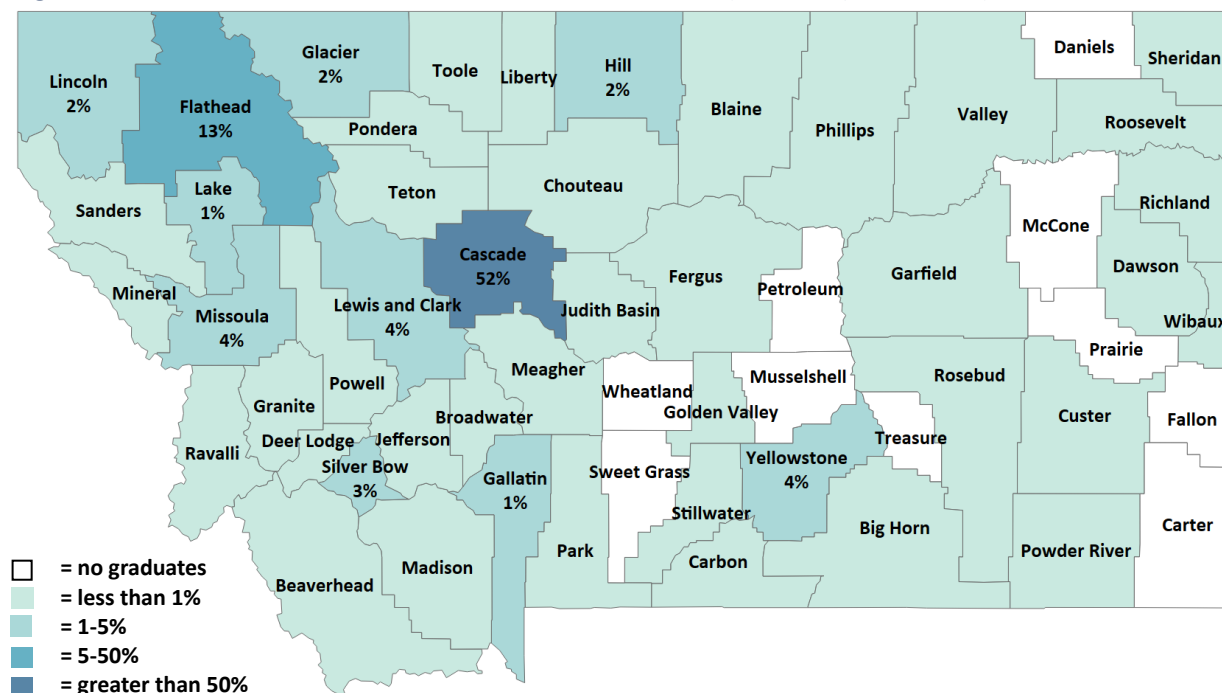
2.1 Where do Graduates go after Graduation?

Most students work in Montana after graduation. 51% percent of University of Providence graduates work in Montana a year after their graduation. This percentage increases to 59% ten years after graduation, which higher than the average retention rate across the Montana University system. These data are measured based on the location that graduates file income taxes one year post-graduation.

About **1 in 4** University of Providence graduates work in the Great Falls area a year after graduation.

Graduates who work in Montana after graduation primarily stay in the local area around University of Providence. Figure 3 shows the location of UP graduates one year after graduation based on the location of their primary employer. 52% stay in Cascade County for work a year after graduation, demonstrating that the university is an important asset for the Great Falls community. The second most common location is Flathead County with 13%.

Figure 3: Graduates Location One Year after Graduation (*Percent of Graduates*)



Source: MTDLI and UP wage match. Location counts based on the location of a graduate's primary employer.

Nearly half (49%) of University of Providence graduates work for a Montana employer the first year after graduation. This percentage drops to 46% in the five-year timeframe as more graduates move out of state or leave the labor force to have a family, go back to school, or make other life decisions. About 52% of University of Providence graduates will work for a Montana employer in the ten years after they

graduate. Another 7% did not earn Montana-source wages, but still earned income in Montana, possibly from self-employment.

2.2 Graduate Income Progression

University of Providence graduates make about \$37,400 in income a year after graduation, which is slightly above the average across the Montana University System.³ Average income progresses to \$51,100 ten years after graduation for the 59% of UP graduates who are earning income in Montana. Earned income includes wages, as well as income from farms, rentals, self-employment, and personal contracting. Figure 4 shows the average wage and income progression for University of Providence graduates for ten years after graduation. The wage and income averages are calculated based on the Providence graduates remaining in Montana after graduation, and do not include data from graduates working outside of the state.

Figure 4: Workforce Outcome for University of Providence Students in Montana

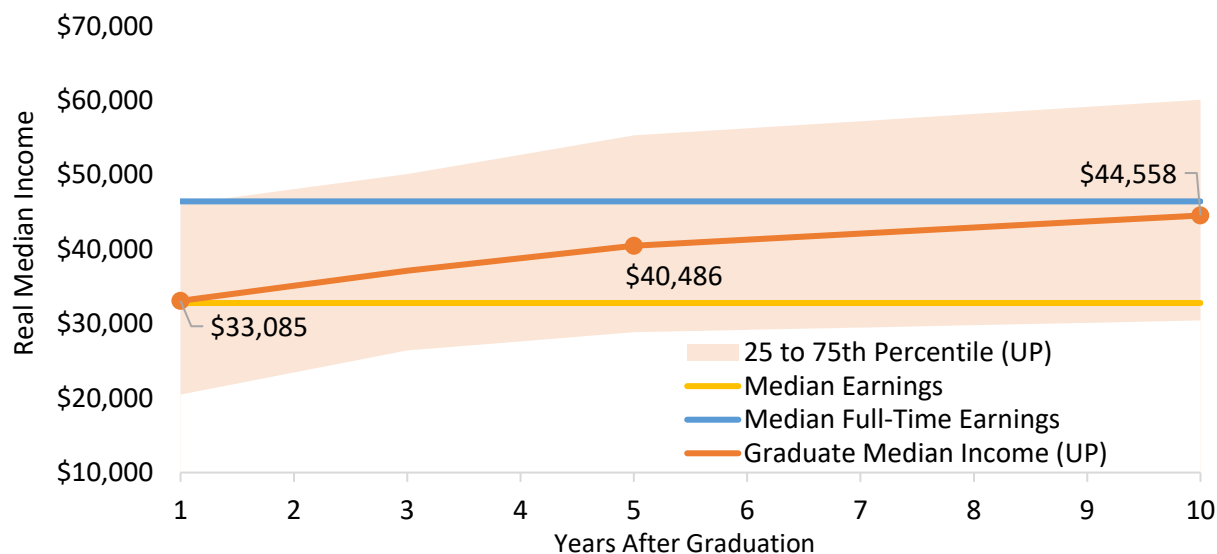
	Years After Graduation			
	1 Year	3 Years	5 Years	10 Years
Employed in Montana	49%	45%	46%	52%
Average Real Wages (All Graduates)	\$28,351	\$36,567	\$40,181	\$46,317
Annual Wage Growth (All Graduates)		13.6%	4.8%	2.9%
Average Real Wages (Year-Round Employee)	\$34,815	\$42,227	\$46,638	\$54,640
Filing Montana Tax Return	51%	50%	53%	59%
Average Real Income (All Graduates)	\$37,429	\$42,466	\$44,989	\$51,178

Source: MTDLI, OCHE, RMC, CC and UP graduate wage data match. DOR, OCHE, RMC, CC, and UP income data match summarized by MTDLI. Real average wages reported in 2021 dollars using the CPI-U.

Figure 5 shows the income distribution of UP graduates compared to statewide median earnings. University of Providence students have median earnings of \$33,000 a year after graduation, which is equal to the statewide median. Nine years later, UP graduates have median earnings of \$44,600, just below the median earnings for full-time workers in Montana. Income varies among graduates, with half earning between \$30,000 and \$60,000 ten years post-graduation.

³ Average real income a year after graduation is \$36,800 according to the DOR, OCHE, RMC, CC, and UP income data match summarized by MTDLI.

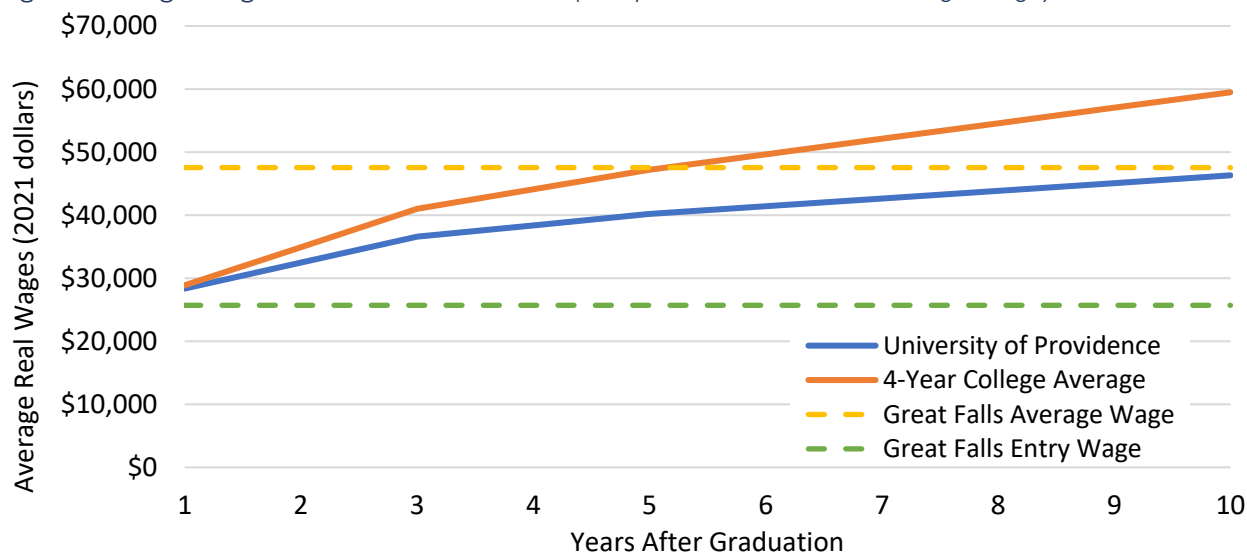
Figure 5: Central Quartiles of Graduate Income (Compared to Statewide Median Earnings)



Source: DOR, OCHE, RMC, CC, UP, and apprenticeship income data match summarized by MTDLI. Real income reported in 2021 dollars using the CPI-U. U.S. Census Bureau 2017-2021 ACS 5-Year estimate of total median earnings, and median earnings for full-time, year-round workers in Montana. Earnings include wage and business income.

University of Providence graduates who are working for a Montana employer make about \$28,350 in average real wages a year after graduation, or \$34,800 for full-time, year-round employed UP graduates. Figure 6 shows the wage progression for Providence graduates compared to other four-year colleges statewide and to Great Falls area wages. One year after graduation, former Providence students earn average wages consistent with the Great Falls entry wages. University of Providence graduates' wages grow at the same rate as other four-year schools during the first three years after graduation. Providence graduates' wages continue to grow after three years, but at a slower rate than the four-year college average.

Figure 6: Wage Progression after Graduation (Compared to Great Falls Average Wage)



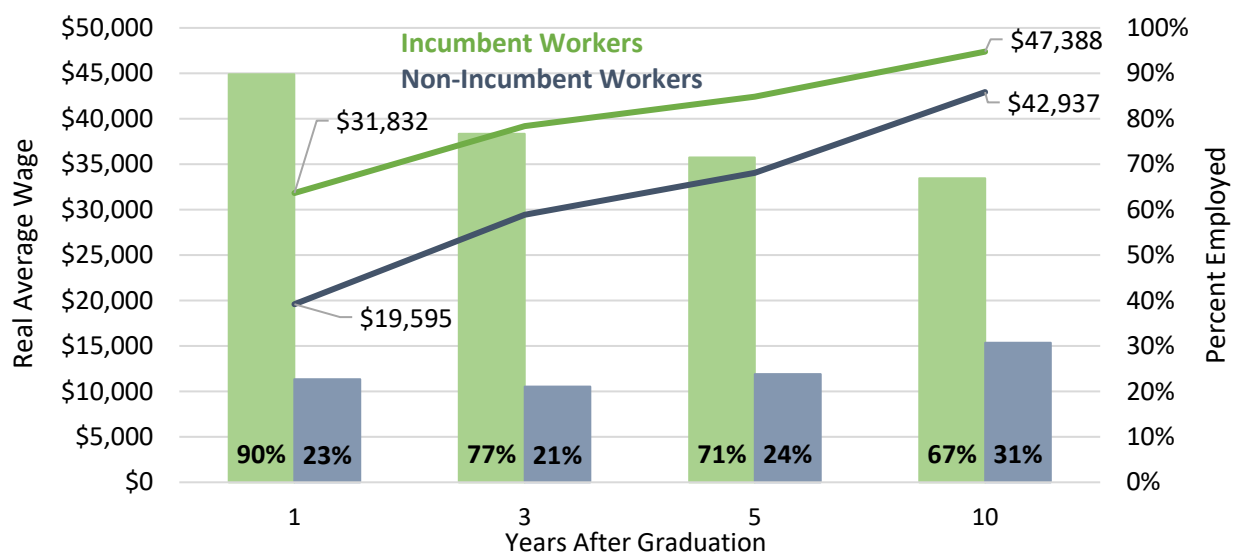
Source: MTDLI and UP wage match. Real wages reported in 2021 dollars using the CPI-U. Four-year college average includes Montana State University, University of Montana, Montana Tech, Carroll College, and Rocky Mountain College.

2.3 Incumbent Worker Workforce Outcomes

University of Providence graduates with prior work experience in Montana benefited from their experience by achieving higher wages and better employment outcomes post-graduation than graduates who had no prior connection to the Montana labor market. 46% percent of UP graduates have had experience working for Montana employers prior to graduation. Most of these graduates (90%) were able to find employment in Montana within a year after graduation, earning about \$31,800 in average wages. Figure 7 shows wage and employment outcomes for incumbent workers after graduation from the University of Providence, compared to non-incumbent workers. This gap remains over the years after graduation but diminishes as fewer incumbent workers retain employment and more non-incumbent gain employment.

46% of University of Providence students had work experience prior to graduation. They benefited from that experience by earning **\$12,240** more a year after graduation.

Figure 7: Workforce Outcomes for Incumbent and Non-Incumbent Workers

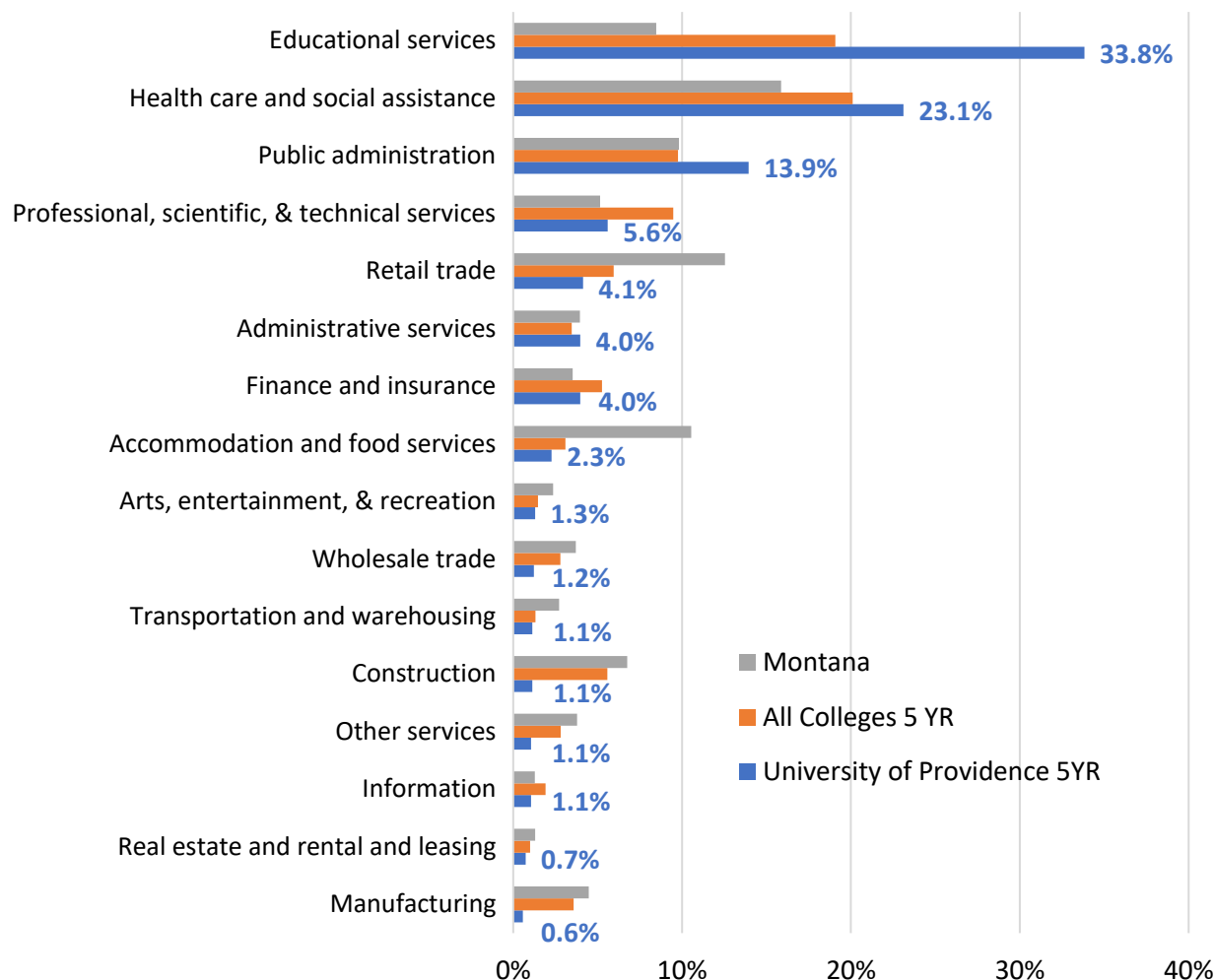


Source: MTDLI and UP wage match. Real wages reported in 2021 dollars using the CPI-U.

2.4 Employment by Industry

The education industry employs the most University of Providence graduates (34%), followed by the healthcare industry (23%) and public administration (14%). Figure 8 shows the distribution of UP graduate employment by industry to the statewide and postsecondary graduate distribution of industry employment. University of Providence graduates working in Montana are more likely to work in healthcare, education, and public administration than the average graduate from a Montana postsecondary institution. These industries employ 71% of Providence graduates who work in Montana five years after graduation.

Figure 8: Employment by Industry for University of Providence Graduates



Source: MTDLI and UP wage match. Percent employed reflects industry of graduate's primary employer five years after graduation based on payroll data. All college employment by industry provided by 2022 Statewide College Workforce Report. Industries with less than 10 UP graduates are omitted.

Higher-wage industries, like healthcare, professional services, and finance, tend to have a higher concentration of employment among post-secondary graduates than the industry's share of total employment. While some University of Providence graduates may work in lower wage industries initially after graduation, they tend to move into higher-wage industries over time. Figure 9 shows the employment and wage outcomes for UP graduates one and ten years after graduation. Initially, about 12% of Providence graduates found employment in lower-wage industries like accommodation and food service, and retail trade. Over time some of these graduates moved into higher-wage industries – such as public administration, finance and insurance.

Figure 9: Workforce Outcomes by Industry

Industry	1 Year After			10 Years After	
	Percent Employed	Average Wage		Percent Employed	Average Wage
<i>Utilities</i>	0.2%	\$53,421	+	0.3%	\$84,912
<i>Finance and insurance</i>	3.8%	\$31,126	+	5.1%	\$72,723
<i>Real estate and rental and leasing</i>	0.8%	\$32,357	=	0.8%	\$52,297
<i>Information</i>	1.3%	\$36,770	+	1.4%	\$50,534
<i>Professional and technical services</i>	4.5%	\$34,415	-	3.7%	\$50,285
<i>Public administration</i>	6.9%	\$35,796	+	15.4%	\$49,525
<i>Educational services</i>	28.9%	\$26,444	+	35.1%	\$47,266
<i>Health care and social assistance</i>	27.3%	\$34,040	-	20.5%	\$46,048
<i>Wholesale trade</i>	1.2%	\$23,329	=	1.2%	\$43,643
<i>Construction</i>	2.1%	\$26,699	-	0.9%	\$41,768
<i>Administrative and waste services</i>	3.6%	\$23,736	=	3.6%	\$40,788
<i>Retail trade</i>	6.9%	\$19,487	-	3.6%	\$39,471
<i>Manufacturing</i>	1.0%	\$25,253	=	1.0%	\$37,382
<i>Transportation and warehousing</i>	0.8%	\$20,113	+	1.0%	\$35,347
<i>Other services</i>	2.0%	\$19,308	-	1.4%	\$24,474
<i>Accommodation and food services</i>	5.0%	\$16,462	-	3.2%	\$19,510

Source: MT DLI and UP wage match. Average wages reported in 2021 dollars using the CPI-U. Industries with less than 10 UP graduates are omitted. The industries are sorted in order of graduates' average wage ten years after graduation, with high-paying industries listed first. Graduates moved into industries with a green plus sign, and graduates moved out of industries with a red negative sign over the ten years after graduation.

2.5 Workforce Outcomes by Program

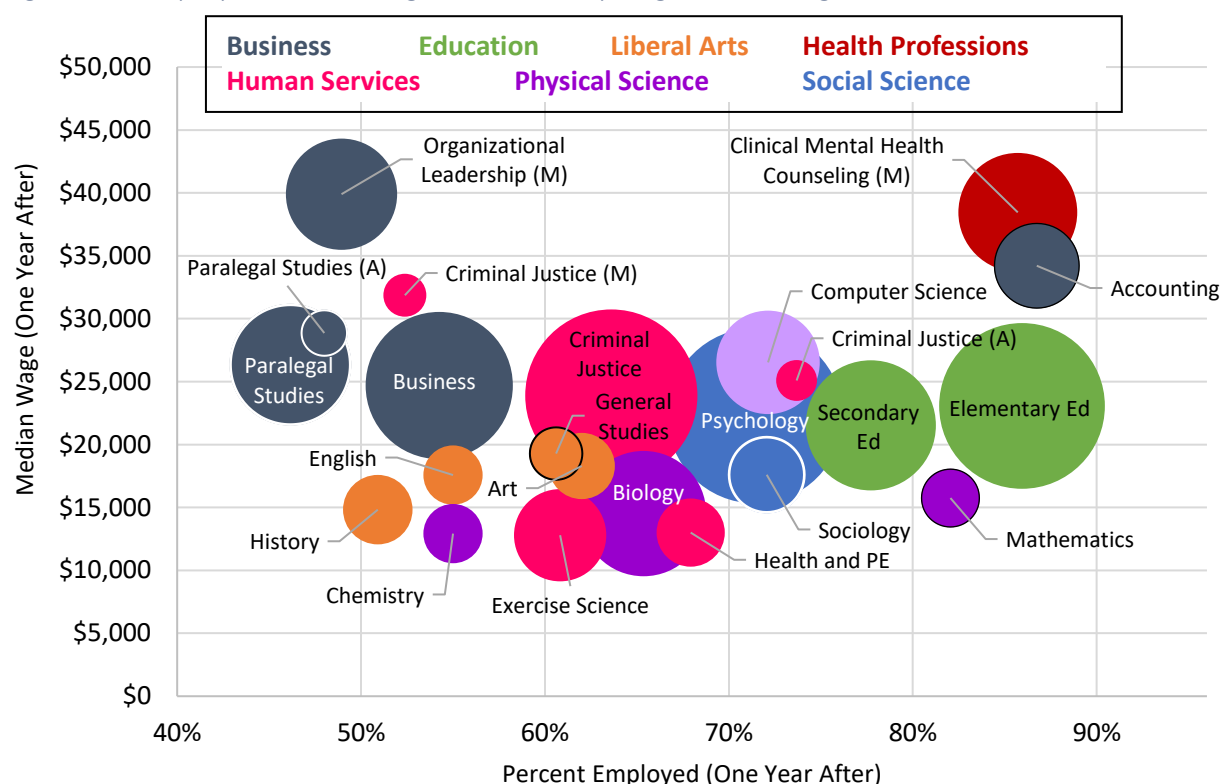
Over the last nineteen academic years, Providence has produced graduates in 32 different programs. Workforce outcomes for graduates vary by program. Analyzing employment and wage outcomes by program helps students understand their earnings potential and allows them to make informed decisions about investing in their education.

Figure 10 shows the workforce outcomes by program and degree one year after graduation from Providence. The horizontal axis is the percent of graduates employed in Montana, and the vertical axis is real median wage. The size of the bubble corresponds to the number of graduates in each program category since 2001. Programs in the upper right-hand corner have better workforce outcomes than those in the lower-left corner. Only programs with at least ten graduates working for a Montana employer are included in Figure 10.⁴ Graduates who do not appear in the employment data may be self-employed, pursuing higher education, or employed outside the state.

Only payroll employment is included.
Programs with high levels of self-employment may not be accurately represented. For example, agriculture graduates working on their own farm isn't captured in payroll employment.

⁴ Programs averaging less than one graduate in the last three academic years are excluded from the program analysis.

Figure 10: Employment and Wage Outcomes by Degree and Program



Source: MTDLI and UP wage match. Programs with less than ten graduates working in Montana were excluded. Programs without any graduates in the last three academic years were excluded as well. Real wages reported in 2021 dollars using the CPI-U. Registered nursing graduates are excluded as an outlier. Criminal Justice program includes a bachelor's degree in forensic science as well as criminal justice.

Clinical mental health counseling, accounting, and elementary education programs have the highest retention rates among programs at Providence. Over 85% of graduates from these UP programs work for a Montana employer a year after graduation, which is higher than the program average across all postsecondary institutions. Liberal arts and other business programs have some of the lowest retention rates at the University of Providence. However, nearly all programs have retention rates above 50% a year after graduation.

Students achieving a masters in organizational leadership and clinical mental health counseling report the highest wages a year after graduation among programs shown in Figure 10.⁵ These graduates earn nearly \$40,000 in wages a year after graduation at the median, compared to \$26,100 median wage across all programs.

Figure 11 shows the employment and wage outcomes for graduates from the University of Providence one and ten years after graduation compared to the median wage outcomes for graduates at other four-year colleges in Montana by program. University of Providence programs with median wages above the four-year college median wage are colored in green. Programs are sorted by the type of degree.

⁵ Median wages are highest for Registered Nursing graduates. Workforce outcomes for the registered nursing program are excluded from Figure 10 due to low retention rates.

Figure 11: Employment and Wage Outcomes by Program Over Time

		One Year After Graduation				Ten Years After Graduation			
		University of Providence		4-Year Colleges		University of Providence		4-Year Colleges	
		Percent Employed	Median Wage	Percent Employed	Median Wage	Percent Employed	Median Wage	Percent Employed	Median Wage
Associate	Paralegal Studies*	48%	\$28,862	81%	\$25,725	62%	\$29,343	75%	\$34,084
	Criminal Justice	74%	\$25,091	85%	\$25,369	77%	\$41,598	66%	\$40,270
Bachelors	Computer Science	72%	\$26,531	69%	\$37,239	52%	\$49,160	47%	\$75,757
	Elementary Education	86%	\$23,070	85%	\$24,653	64%	\$45,300	61%	\$47,354
	Secondary Education	78%	\$21,526	81%	\$25,693	62%	\$44,367	58%	\$48,785
	Paralegal Studies	46%	\$26,345	NA	NA	40%	\$42,046	NA	NA
	English	55%	\$17,576	71%	\$15,840	48%	\$46,732	41%	\$37,981
	General Studies*	61%	\$19,284	69%	\$22,237	55%	\$26,621	54%	\$37,001
	Biology	65%	\$14,513	71%	\$15,507	42%	\$58,087	39%	\$52,466
	Mathematics*	82%	\$15,748	68%	\$17,024	50%	\$39,340	45%	\$41,426
	Health and PE	68%	\$13,004	73%	\$16,555	49%	\$49,194	46%	\$51,409
	Exercise Science*	61%	\$12,795	76%	\$17,045	33%	\$35,739	50%	\$36,562
	Chemistry*	55%	\$12,922	66%	\$14,638	31%	\$49,874	37%	\$34,596
	Psychology	71%	\$22,286	74%	\$18,754	47%	\$45,005	42%	\$43,450
	Criminal Justice	64%	\$23,894	72%	\$27,025	49%	\$48,595	52%	\$46,579
	Sociology	72%	\$17,601	72%	\$21,111	53%	\$32,009	44%	\$47,619
	Visual & Performing Arts	62%	\$18,297	74%	\$15,278	47%	\$23,501	38%	\$32,338
	Registered Nursing*	8%	\$70,482	69%	\$53,271	5%	\$103,408	62%	\$63,139
	Business	54%	\$24,691	71%	\$24,999	42%	\$53,346	47%	\$55,877
	Accounting	87%	\$34,209	75%	\$30,287	64%	\$51,201	56%	\$64,085
	History	51%	\$14,826	68%	\$15,626	54%	\$44,444	38%	\$44,518
Masters	Criminal Justice*	52%	\$31,867	NA	NA	53%	\$43,444	NA	NA
	Clinical Mental Health Counseling	86%	\$38,451	81%	\$40,203	64%	\$53,100	55%	\$49,640
	Organizational Leadership ¹	49%	\$39,895	69%	\$47,207	63%	\$50,186	51%	\$79,487

Source: MTDLI and UP wage match. Programs with less than ten graduates working in Montana a year after graduation were excluded due to confidentiality reasons. Programs without any graduates in the last three academic years were excluded as well. NA = Program outcomes only available for University of Providence. * = The program listed uses one and five years post-graduation and compares to the same values for the 4-year Montana college average.¹Organizational Leadership program at UP compared to other Master's in Business programs.

Registered nursing (RN) graduates working in Montana report the highest wages among UP programs one and ten years after graduation. RN graduates earn over \$70,000 a year after graduation, with median wages growing to over \$100,000 ten years post-graduation. These wages are significantly higher than the average for RN graduates at other four-year colleges. However, very few graduates from the University of Providence's RN program work in Montana after graduation. Retention rates in the

Montana labor market are below 10%, which is significantly lower than the 69% reported among RN graduates at other Montana postsecondary institutions.⁶

Section 2 Highlights

- 59% of University of Providence graduates work in Montana ten years after graduation, which is higher than the retention rate of other postsecondary institutions in the state.
- University of Providence graduates make about \$37,400 in income a year after graduation, which is slightly above the average across the Montana University System.
- About 1 in 4 2 University of Providence graduates work in the Great Falls area a year after graduation. The next largest concentration of graduates is in Flathead County.
- One year after graduation, former Providence students earn average wages consistent with the Great Falls entry wages.
- 46% of University of Providence students had work experience prior to graduation. They benefited from that experience by earning \$12,240 more a year after graduation.
- Education, healthcare, and public administration industries employ 71% of Providence graduates who work in Montana five years after graduation.
- Clinical mental health counseling, accounting, and elementary education programs all have retention rates above 85% in the Montana labor market.
- Registered Nursing (RN) is the largest program at UP. Graduates from this program who work in Montana earn more than RN graduates from other programs in Montana. Median wages for RN graduates surpass \$100,000 ten years after graduation.

⁶ The nursing programs at Providence are primarily utilized for workforce development for Providence Health System. Many RN students learn remotely in Alaska, Washington, Oregon, and California.

Section 3: Supply and Demand Analysis for UP Programs

This section reviews the supply and demand analysis conducted in the statewide college report and highlights the University of Providence's contribution to workforce supply across the state. The supply and demand analysis matches graduates with workforce demand to determine if colleges are producing enough graduates in the right fields to meet future workforce needs. Matching graduates with worker demand ensures that students are pursuing lucrative careers, and businesses can find the workforce they need to promote economic growth.

The demand for workers in Montana comes from the employment projections developed by the Montana Department of Labor and Industry (MTDLI). Historical employment patterns are used to reveal the extent to which workforce demand is met by the state's post-secondary education system and provide a realistic view of demand for graduates from each program. The post-secondary training system is considered to have met demand for a program if supply falls within a range, where the lower bound is equal to the number of new job openings and openings due to retirements. The upper bound is total job openings across all occupations which have historically been filled by graduates from the program, which includes career changes (job-to-job openings). A full description of the supply and demand analysis methodology is available in the Montana Postsecondary Workforce Report.

3.1 Supply and Demand Analysis for University of Providence Programs

The University of Providence currently produces graduates in twenty-one different programs. To determine whether there are enough students graduating in these programs to meet statewide workforce demand, a supply and demand analysis is conducted by program. The analysis focuses on the programs offered at the University of Providence, and highlights Providence's contribution to the statewide workforce supply.

For most programs, graduates have multiple career options to pursue after graduation because the program is broad enough to meet the training requirements for multiple occupations. For example, business graduates can work as marketing analysts, general managers, or sales associates. The demand for a program is defined in this analysis as the sum of the demand for all occupations a graduate from the program is qualified to fill. Because all potential occupations are included, the supply and demand analysis includes openings that do not require a college degree to fill. Program demand will be overstated in cases where occupations can be filled by graduates from multiple programs because the demand for an occupation is counted once in each program training graduates for the occupation.

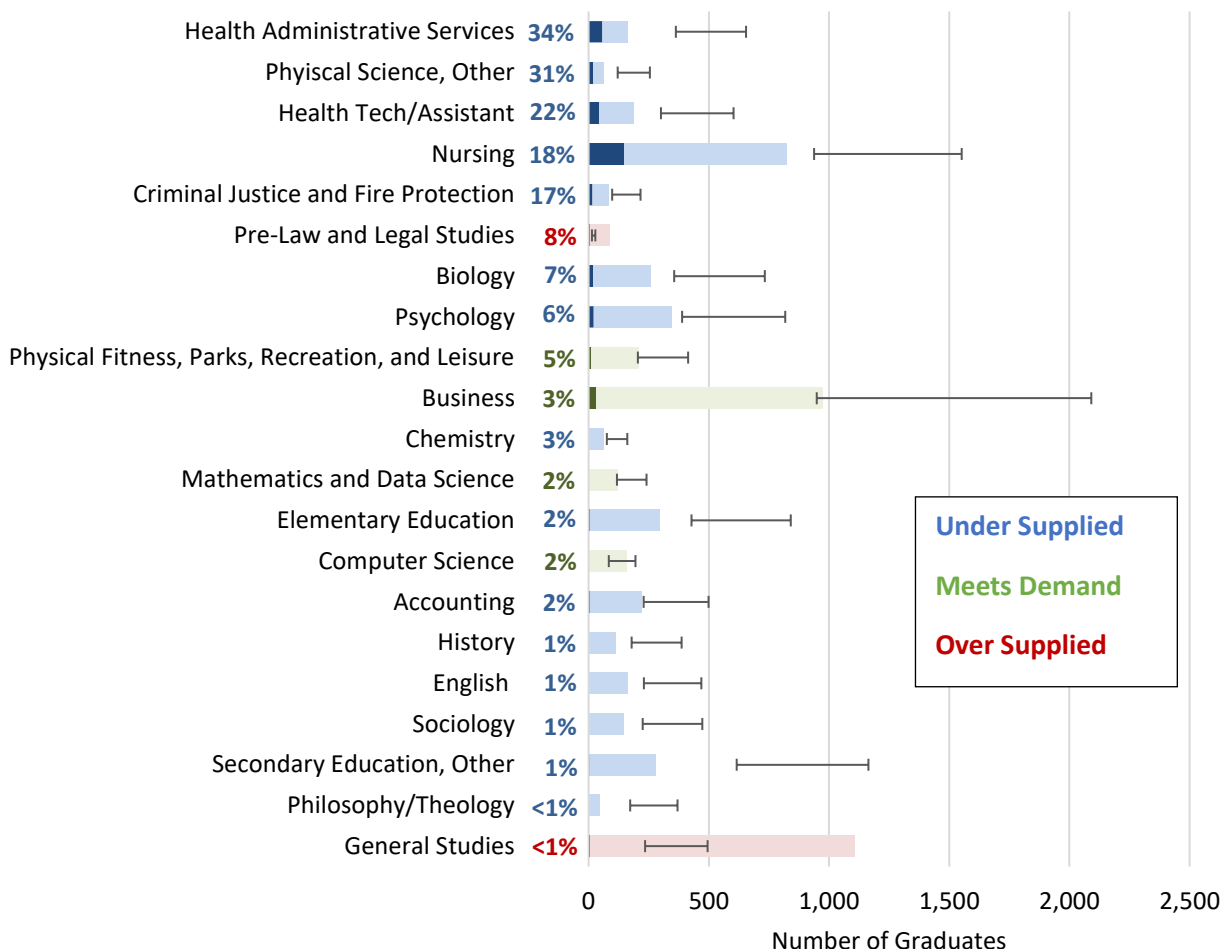
Figure 12 summarizes the statewide analysis by program for twenty-one different programs offered within the last three academic years at University of Providence.⁷ The programs are listed in order of their size. The lightly colored bars indicate the average annual supply of graduates from all Montana postsecondary institutions over the last three academic years. The dark colored portion of the bar indicates the number of Providence graduates in each program. The color of the bar reflects the results from the statewide supply and demand analysis. Blue signifies an undersupplied program, green indicates the program meets estimated workforce demand, and red indicates the program is

⁷ Only Providence programs averaging one graduating student a year are included.

oversupplied. The amount of the under or over supplied is equal to the different between the light-colored bar and the lower, or upper bound of estimated demand, respectively. The thin grey bars show the range of estimated demand for the program type statewide.

Over 70% of UP programs are identified as undersupplied, with nursing and education programs being some of the most significantly undersupplied across the state. Four programs are determined to meet demand – computer science, mathematics, business, and physical education. Two programs, pre-law and legal studies and general studies, are oversupplied statewide.

Figure 12: Statewide Supply and Demand Analysis for University of Providence Programs



Source: MTDLI 2019-2029 Occupational Employment projections. Graduate data from IPEDS and RAPIDS. Demand is sum of occupation demand historically filled by graduates from the program according to 2015-2019 ACS IPUMS micro data. Supply is the average over the last three academic years. Only Providence programs averaging one graduating student a year are included. Dark colored bar represents the number of graduates from UP. Percent of statewide supply from UP is labeled on the vertical axis. 'Physical Science, Other' is Infection Prevention & Epidemiology program. 'Health Tech/Assisting' is Pharmacy Technician program. 'Criminal Justice and Fire Protection' includes Criminal Justice and Forensic Science. 'Physical Fitness, Parks, Recreation, and Leisure' includes Exercise Science and Physical Education programs. 'Business' includes Organizational Leadership and Business Administration programs. 'Nursing' is Registered Nursing program at UP.

The percent of statewide program supply provided by the University of Providence is labeled on the vertical axis of Figure 12. Providence produces over a third (34%) of all health administration graduates, averaging 56 graduates over the last three academic years. Health administration is undersupplied across

the state, with estimated demand between 360 and 650 job openings per year. Providence also produces a significant portion of the statewide supply of nursing, physical science⁸, health tech/assistants, and criminal justice and fire protection graduates. All these programs are undersupplied in Montana.

Programs identified as meeting demand or oversupplied statewide may still be undersupplied in the local area depending on whether the geographical distribution of graduates makes it difficult for regional employers to find the workers they need. Figure 13 shows the regional supply and demand analysis for the programs offered at the University of Providence. Colleges are undersupplying regional demand for programs colored blue, green indicates the program meets regional demand, red indicates oversupplied, and white indicates the program is not offered at colleges in the region. Program supply includes only graduates from colleges in the region, and demand is measured using regional employment projections.

Figure 13: Regional Supply and Demand Analysis for University of Providence Programs

Category	Program	North West	South West	North Central	South Central	Eastern
Business	Business ¹	Meets	Meets	Under	Meets	Under
	Accounting	Meets	Meets	Meets	Under	Under
Computer & Info Science	Computer Science	Under	Over	Meets	Meets	Meets
Culinary Arts and Rec	Physical Fitness, Parks, Recreation, and Leisure ²	Meets	Under	Under	Meets	NP
Education	Elementary Education	Under	Meets	Under	Under	Under
	Secondary Education, Other	Under	Under	Under	Under	NP
Liberal Arts	English and Creative Writing	Meets	Under	Under	Under	NP
	General Studies	Over	Over	Over	Over	Over
	Philosophy/Theology	Under	Under	Under	Under	NP
	History	Under	Under	Under	Under	NP
Health Professions	Health and Medical Admin Services	Under	Under	Meets	Under	Under
	Health Tech/ Assistant ³	Under	Under	Over	Under	Under
	Nursing ⁴	Under	Over	Over	Under	Under
Human Services	Criminal Justice & Fire Protection ⁵	Under	Under	Over	Meets	Under
Legal Professions	Paralegal Studies	Under	NP	Meets	NP	NP
Physical Science	Physical Science, Other ⁶	Under	Under	Under	Under	NP
	Biology	Under	Meets	Under	Under	Under
	Mathematics	Under	Meets	Under	Under	NP
	Chemistry	Under	Meets	Under	Under	NP
Social Science	Psychology	Meets	Meets	Under	Under	Under
	Sociology	Under	Under	Under	Under	NP

Source: MTDLI 2019-2029 Occupational Employment projections. Graduate data from IPEDS and RAPIDS. Demand is sum of occupation demand historically filled by graduates from the program according to 2015-2019 ACS IPUMS micro data. ¹'Business' includes Organizational Leadership and Business Administration programs. ²'Physical Fitness, Parks, Recreation, and Leisure' includes Exercise Science and Physical Education programs. ³'Health Tech/Assisting' is Pharmacy Technician program. ⁴'Nursing' is Registered Nursing program at UP. ⁵'Criminal Justice and Fire Protection' includes Criminal Justice and Forensic Science. ⁶'Physical Science, Other' is Infection Prevention & Epidemiology program.

⁸ 'Physical science, other' is the Master's in infection prevention and epidemiology degree program at Providence.

Three of the four Providence programs that are meeting demand statewide are undersupplied in the North-Central region. The University of Providence may consider expanding the business, mathematics, and physical education programs if local employers are having difficulty recruiting graduates from colleges in other areas of the state.

3.2 Areas for New Program Development

In addition to evaluating the supply and demand for the existing programs at the University of Providence, Montana employers may also be seeking graduates from programs that Providence does not currently offer. A supply and demand analysis by occupation identifies high-demand jobs that cannot be filled by graduates from Providence. Programs that train graduates to work in undersupplied, high-demand jobs are considered potential areas for new program development at Providence.

The occupational supply and demand analysis focuses on only high-demand occupations in Montana that require a postsecondary degree. High-demand occupations are in the top 25% for total annual job openings among all occupations that require the same level of education. Figure 14 shows the undersupplied, high-demand occupations in the North-Central region. University of Providence does not currently offer programs to fill job openings for these occupations. The occupations are sorted by degree typically required to enter the occupation and grouped based on the results from the statewide occupational supply and demand analysis.

Figure 14: Potential Areas for New Program Development

<i>Undersupplied Area</i>	<i>Bachelor's Degree</i>	<i>Master's Degree</i>
<i>North-Central Region and Statewide</i>	Architect and engineering managers	Urban and regional planners
	Landscape architects	
	Industrial engineers	
	Agricultural inspectors	
<i>North-Central Region only</i>	Agents and business managers of artists, performers, and athletes	
	Information security analysts	
	Aerospace engineers	
	Chemical engineers	
	Fashion designers	

Source: MTDLI 2023-2033 employment projections, and OCHE, CC, UP and RMC graduate data.

Occupations that are undersupplied in both the North-Central region and statewide may be good areas for new program development. Architects and engineers are undersupplied by Montana colleges. Employers in the North-Central region will likely have trouble hiring these positions because colleges in the North-Central region are undersupplying regional demand, and there are not enough graduates in other regions to help fill demand. The University of Providence may consider developing a program to meet the demand for these occupations if local employers are reporting difficulty hiring.

The University of Providence may also consider developing programs for occupations that are only undersupplied in the North-Central region if local employers are having difficulty attracting graduates from other regions to help fill demand. Engineering may be an area for new program development, even though engineers are not undersupplied at the statewide level. There are not enough graduates from engineering programs to meet the estimated demand for aerospace and chemical engineers. University of Providence could consider developing bachelor's programs in engineering.

Section 3 Highlights

- Over 70% of University of Providence programs are undersupplied statewide, with nursing and education being some of the most significantly undersupplied.
- Providence produces over a third (34%) of all health administration graduates, averaging 56 graduates over the last three academic years. Health administration is undersupplied across the state, with estimated demand between 360 and 650 job openings per year.
- UP produces over 15% of the statewide supply of nursing, physical science, health tech/assistants, and criminal justice and fire protection graduates. All these programs are undersupplied in Montana.
- Four UP programs are meeting statewide workforce demand – business, computer science, health and physical education, and mathematics. However, apart from computer science, these programs are undersupplied in the Great Falls area. Providence may consider expanding these programs to meet local workforce need.
- Two programs, pre-law and legal studies and general studies, may warrant the University of Providence to rethink their existing capacity. These categories are oversupplied statewide.
- Areas for new program development at University of Providence include industrial, aerospace, and chemical engineering programs.
- Architects and information security analysis are also undersupplied in the North Central region and may be considered areas for new program development if employers have difficulty recruiting graduates from other areas of the state.

Section 4: Conclusion

The University of Providence provides an important source of labor to the Montana economy. Over 4,000 people have graduated from Providence between 2001 and 2020 in thirty-two different programs. Half of University of Providence graduates work in Montana after graduation, and one in four graduates work in Cascade County, making the university an important asset to the local community.

The Providence graduates residing in Montana make an income of about \$37,500 one year after graduation, which is slightly above the average across the Montana University System. Average income progresses to \$51,100 ten years after graduation for the 59% of UP graduates who are earning income in Montana. Wages were highest for graduates from the registered nursing, accounting, clinical mental health counseling, and organizational leadership programs.

Education is the most common industry of employment for University of Providence graduates after college, comprising about 34% of total graduate employment in Montana. Public administration and healthcare and public assistance make up another 37% of graduate employment. Initially about 12% of Providence graduates found employment in lower-wage industries like accommodation and food service, and retail trade. However, over time graduates moved into higher-wage industries – such as public administration, finance and insurance.

As Montana businesses face a worker shortage, the University of Providence provides an important source of educated workers. The healthcare programs at Providence are in demand statewide, and the physical and social science programs are undersupplied in the North-Central region. Almost all the programs offered at Providence are undersupplied and can help meet statewide demand, offering opportunities for the university to expand existing programs and create new ones. The information provided in this report can help the University of Providence be better prepared for the future.

Appendix 38

Mission and Catholic Identity Assessment v3

University of Providence Mission and Catholic Identity Assessment

Dear University of Providence Student,
The University's Mission Committee is determining the level of mission and identity awareness of its students. Our intent is to use these findings to enhance orientation and core courses. Your honesty is appreciated. Your responses will be anonymous and strictly confidential. Please check your response. Thank you for your time.

As a student at the University of Providence, how well do you understand the following topics?
Please check a response box to the right of each topic.

	I am not aware of this topic	I am aware of this topic but could not explain it	I could explain/discuss this topic a little	I could explain/discuss this topic with some detail	I could explain/discuss this topic at length
The mission of the University					
The values of the University					
The evolution of the Catholic Church					
The relationship between faith and reason					
The Catholic Intellectual Tradition					
The Catholic Social Teaching					
The Catholic Moral Teaching					

As a student at the University of Providence, to what extent has your experience helped you to . . .
Please check a response box to the right of each topic.

	Not at all	Very little	Somewhat	Quite a bit	Not sure
Find relationships between the arts and things of divine or holy nature					
Find relationships between the sciences and things of divine or holy nature					
Reflect more deeply on how the sacred is present in daily life					
Explore ways of looking at the world informed by Catholic teaching					
Combine your imagination and intellect to learn and to solve problems					
Explore the role of religion in shaping culture and history					
Consider issues of social justice when making decisions in your life and work					
Examine the moral and ethical implications of your personal conduct					
Examine the moral and ethical implications of your future career					
Examine the effects of your personal conduct on the environment					
Formulate options and choose among alternative courses of action					
Express your views when they are in the minority					
Make a positive contribution to the broader communities in which you live and work					

As a student at the University of Providence, to what extent have you developed in the following areas?
Please check a response box to the right of each topic.

	Weakened dramatically	Weakened moderately	Weakened a little	Strengthened a little	Strengthened moderately	Strengthened dramatically
Depth of personal spirituality						
Hunger for learning						
Prayer life						
Compassion for others						
Curiosity about what motivates people's behavior						
Knowledge of the teachings of the Catholic Church						
Appreciation for the teachings of other faiths						
Curiosity of other cultures						
Hopefulness about the world						

As a student at the University of Providence, to what extent does the campus environment foster or promote the following?

Please check a response box to the right of each topic.

	Not at all	Very little	Somewhat	Quite a bit	Not sure
Personal integrity					
Service to others					
Environment stewardship					
Hospitality					
Spiritual vitality					
Social responsibility					
Respect for all					
Religious vocations					

Just a few more questions to help us analyze the data. Again, your responses will be anonymous and strictly confidential. Please write in or check your response. Thank you.

What is your age (in years)? _____

What is your major? _____

Why did you choose the University of Providence?

- | | |
|--|---|
| ☐ Location | ☐ Personal connection |
| ☐ Size | ☐ Catholic affiliation |
| ☐ Convenient schedule | ☐ Sport/Athletics |
| ☐ Reputation | ☐ Employer connection |
| ☐ Degree program | |

What is your religion?

- | | | |
|---|---|---|
| ☐ Baptist | ☐ Methodist | ☐ Spiritual with no particular affiliation |
| ☐ Buddhist | ☐ Mormon (LDS) | ☐ Agnostic (no religion) |
| ☐ Eastern Orthodox | ☐ Muslim | ☐ Atheist (no religion) |
| ☐ Catholic | ☐ Presbyterian | ☐ No religious identification |
| ☐ Episcopal | ☐ Non-denominational Christian | ☐ Other _____ |
| ☐ Hindu | ☐ Other Christian | ☐ Prefer not to answer |
| ☐ Jewish | | |
| ☐ Lutheran | | |

What is your level of faith or spirituality?

- ☐ None at all
☐ Some Faith/Spirituality
☐ Somewhat Strong
☐ Very Strong

How have you experienced the attitudes and behaviors of others at the University with regard to your faith or spirituality? *Please check a response box to the right of each University group.*

	Not at all welcoming	Welcoming	Very welcoming	No experience
Fellow Students				
Student Affairs Staff				
Campus Ministry				
Faculty				
Other University Staff				

Appendix 39

UP First Destination Survey

University of Providence First Destination Survey

Dear Graduate / Graduating Senior,
Congratulations! The University surveys recent graduates and graduating seniors to determine their first destination activity out of college. Information obtained is aggregated and used to compile a Career Outcomes Report for Career Services and University leadership. Your honesty is appreciated. All responses will be anonymous and strictly confidential. Thank you for your time.

* Required

* This form will record your name, please fill your name.

Individual Information

Please provide the following information. Your responses will be anonymous and strictly confidential.

1. What academic program have you graduated in or will graduate in? *

2. What is your degree level? *

- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Other

3. What is your graduation term (month and year)? *

4. Which of the following BEST describes your PRIMARY status after graduation? Please select only ONE of the following categories: *

- ☐ Employed full-time (on average 30 hours or more per week)
- ☐ Employed part-time (on average less than 30 hours per week)
- ☐ Seeking employment
- ☐ Participating in a volunteer or service program (e.g., Peace Corps)
- ☐ Serving in the U.S. military
- ☐ Enrolled in a program of continuing education
- ☐ Not seeking employment or continuing education at this time

Full-Time /Part-Time Time Employment

If employed, please provide the following information concerning your employment:

5. If your PRIMARY status is employed full-time OR employed part-time please select the category which BEST describes your employment:

- ☐ Employed with a business or corporation
- ☐ Employed as an entrepreneur
- ☐ Employed in a temporary/contract work assignment
- ☐ Employed freelance
- ☐ Employed in a postgraduate internship or fellowship
- ☐ Employed in other work categories

6. Employing Organization

7. Position Location

8. Job Title

9. Annual base salary range in U.S. dollars:

- ☐ Less than 19,999
- ☐ 20,000 – 29,999
- ☐ 30,000 – 39,999
- ☐ 40,000 – 49,999
- ☐ 50,000 – 59,999
- ☐ 60,000 – 69,999
- ☐ 70,000 or higher

Seeking Employment

If seeking employment, please provide the following information:

10. Are you seeking employment in your field of study?

☐ Yes

☐ No

11. Are you seeking full-time or part-time employment?

☐ Full-time

☐ Part-time

Volunteer or Service Program

If your PRIMARY status is participating in a volunteer or service program, please provide the following information about your assignment:

12. Organization name

13. Assignment location - city, state, country

14. Role or Title

Military Service

If your PRIMARY status is serving with the U.S. military, please provide the following information about your assignment:

15. Service Branch

16. Rank

Continuing Education

If your PRIMARY status is enrolled in a program of continuing education,

17. Name of Institution

18. Location of the institution: city, state, country

19. Program of study

20. Degree you are pursuing

Thank you!

Thank you very much for your time and meaningful support.

21. Please provide (optional) any additional comments regarding your UP experience and/or how your UP experience determined your first destination activities.

22. In order to maintain contact with you as an alum, please provide an email that we can use for you in the future.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

Appendix 40
Academic Probation Progress from ASC,
2019-2024

Academic Probation Progress from Academic Standing Progress Report

Semester	No. of Students on Probation	Term GPA Decreased in Subsequent Term		Term GPA Increased in Subsequent Term	
		No. of Students	% of Students	No. of Students	% of Students
Fall 2019	49	10	20%	24	49%
Spring 2020	28	1	4%	13	46%
Fall 2020	42	3	7%	32	76%
Spring 2021	27	6	22%	8	30%
Fall 2021	36	8	22%	17	47%
Spring 2022	16	6	38%	5	31%
Fall 2022	26	5	19%	15	58%
Spring 2023	21	0	0%	12	57%
Fall 2023	29	5	17%	22	76%
Spring 2024	23	5	22%	8	35%
Fall 2024	35				

DRAFT - University of Providence Website Content Management Policy

University of Providence
WEBSITE CONTENT MANAGEMENT POLICY
Draft Version 1.0
28 January 2025

1. Purpose

This policy establishes guidelines for the management, maintenance, and continuous improvement of the University of Providence's website to ensure accuracy, relevance, accessibility, and security.

2. Scope

This policy applies to all university departments, faculty, staff, and authorized personnel responsible for updating content on the university's website.

3. Roles and Responsibilities**Website Administrator (IS Department)**

- Oversees the technical functionality, security, and backend support.
- Manages system updates and resolves technical issues.
- Ensures compliance with university-wide security policies.

Marketing & Communications Team

- Maintains consistency in branding and messaging.
- Reviews and approves major content changes.
- Develops content strategies for key pages.
- Ensures all content aligns with the university's mission, Catholic identity, and values.

Departmental Content Managers

- Responsible for maintaining accurate and updated content for their respective departments.
- Ensures content aligns with the university's mission and values.

Faculty & Staff Contributors

- Submit relevant updates, articles, or news.
- Report outdated or incorrect information.

4. Website Management Schedule**Weekly Actions**

- **Content Updates:** Review and update event listings, academic deadlines, and news articles.
- **Broken Links Check:** Identify and fix broken links to ensure seamless navigation.
- **User Engagement Monitoring:** Track analytics and address user feedback.
- **SEO Optimization:** Update metadata, keywords, and alt-text for recent content.
- **Accessibility Compliance:** Check for ADA/WCAG compliance for new content additions.

Monthly Actions

- **Departmental Content Review:** Request departments to verify and update their respective sections.
- **Security Audit:** IT Department to conduct security scans and update software/plugins.
- **Multimedia Review:** Ensure videos, images, and PDFs meet quality and accessibility standards.
- **Content Performance Analysis:** Assess analytics and improve underperforming pages.
- **Social Media Integration:** Ensure cross-promotion of web content on university social media platforms.

Annual Actions

- **Full Website Audit:** Comprehensive review of all content, structure, and design.
- **Policy & Compliance Check:** Ensure website follows federal/state regulations and university policies.
- **Major Content Overhaul:** Update academic program descriptions, faculty directories, and strategic messaging.
- **Training & Development:** Provide training for departmental content managers on best practices.
- **User Experience (UX) Testing:** Gather student and faculty feedback to enhance navigation and usability.

5. Content Guidelines

- All content must be **accurate, professional, and reflective of the university's mission.**
- Use **clear, concise, and inclusive language.**
- Ensure **proper attribution for media files** (e.g., images, videos).
- Content must adhere to **accessibility guidelines (WCAG 2.1 Level AA).**



6. Update Request Submission & Review Process

Submission Process

- Faculty, staff, and departmental content managers must submit update requests through the university's designated **Website Update Request Form**.
- Requests should include a detailed description, supporting documents, and any associated images or forms.

Review Criteria

- **Accuracy & Relevance:** Content must align with current university policies and programs.
- **Brand Consistency:** Ensures proper use of university logos, colors, and messaging.
- **Legal & Compliance Standards:** Content must adhere to accessibility (WCAG), privacy policies, and copyright regulations.
- **Appropriateness:** Content should reflect the university's mission and uphold its professional standards.
- **Mission Alignment Compliance:** The Communications & Marketing Team will assess if content aligns with the university's Catholic identity, mission, and core values.

Approval & Communication Process

- The Marketing & Communications Team will review requests within **5 business days**.
- Approved updates will be implemented, and confirmation will be sent to the requesting entity.
- If a request is denied, a response will be sent with the reason for disapproval and recommendations for revision.

7. Mission Alignment Compliance

All content published on the university website must reflect the institution's **Catholic identity, mission, and values**. The Communications & Marketing Team will review submitted content to ensure:

- **Faith & Values Integration:** Content should promote the university's mission of academic excellence, service, and Catholic traditions.
- **Ethical & Moral Standards:** Content should uphold the ethical principles and moral teachings of the university.
- **Diversity & Inclusion:** Content should embrace the university's commitment to respect and dignity for all members of the community.
- **Consistency in Messaging:** Ensures that website content aligns with university-wide messaging, avoiding conflicting narratives.

If a piece of content does not meet these criteria, the Communications & Marketing Team will provide feedback and recommendations for revision.

8. Approval & Review Process

- Minor updates (typos, dates, minor text changes) can be made by departmental content managers.
- Major updates (new pages, significant content revisions) require Marketing & Communications approval.
- IT must approve any **technical** changes affecting website functionality.

9. Compliance & Enforcement

- Any unauthorized modifications or violations of this policy will be subject to university review.
- Regular compliance checks will be conducted to ensure adherence.

10. Review & Update Schedule

This policy will be reviewed **annually** by the IS Department and the Marketing & Communications Team to ensure continued relevance and effectiveness.



2. Data Governance Structure

2.1 Data Governance Council The Data Governance Council is the top-level governing body responsible for overseeing the university's data governance strategy, ensuring that data management practices align with the institution's goals and priorities.

- **Composition:**
 - Director of Institutional Research (if one is available)
 - Provost or Academic Affairs Representative
 - Chief Financial Officer (CFO)
 - Registrar or Enrollment Management Representative
 - Representatives from key departments (e.g., IS, HR, Student Affairs)
 - Vice President of Advancement, Marketing & Communications
- **Responsibilities:**
 - Develop and approve data governance policies and procedures.
 - Oversee the implementation of data management practices and data quality standards.
 - Review and address data-related risks and compliance issues.
 - Facilitate strategic data initiatives and align with university objectives.
 - Provide oversight and approval for major data-related projects.

2.2 Data Stewards Data stewards are responsible for managing data within specific domains and ensuring its accuracy and compliance with governance policies.

- **Responsibilities:**
 - Ensure data quality and consistency within their domain.
 - Act as the primary point of contact for data-related questions or issues.
 - Implement data validation procedures and monitor ongoing data collection processes.
 - Enforce data access controls and security measures within their domain.
 - Coordinate with other data stewards and the governance council on data-related initiatives.

2.3 Data Users All staff, faculty, and students who interact with institutional data, either directly or indirectly, are considered data users.

- **Responsibilities:**
 - Ensure they understand and comply with the data governance framework, policies, and training.
 - Use institutional data responsibly and ethically in their decision-making processes.
 - Report data discrepancies or security concerns promptly.

3. Data Governance Principles

3.1 Data Ownership and Accountability

- Define clear ownership of data at the university. Each data domain will have an assigned owner responsible for the quality, security, and appropriate use of that data.
- Accountability mechanisms should be in place to ensure compliance with governance policies.

3.2 Data Quality

- Establish data quality standards and ensure continuous monitoring. Key metrics for data quality should include accuracy, completeness, consistency, timeliness, and relevance.
- Implement data validation techniques to confirm the reliability of the data being reported.

3.3 Data Security and Privacy

- Protect institutional data from unauthorized access, breaches, or misuse. Implement role-based access controls, encryption, and secure storage systems.
- Adhere to relevant data protection laws and regulations, including FERPA (Family Educational Rights and Privacy Act), GDPR (General Data Protection Regulation), and HIPAA (Health Insurance Portability and Accountability Act).

3.4 Data Accessibility and Usability



- Make institutional data accessible to authorized users in a timely manner, while maintaining security and privacy controls.
- Foster a data-driven culture by providing tools, systems, and training to help users understand and utilize the data effectively.

3.5 Data Transparency

- Maintain transparency regarding data sources, definitions, and processes. Users should be able to trace data to its original source and understand how it was collected and used.
- Clearly communicate data-related policies and procedures to stakeholders.

4. Data Management Policies

4.1 Data Collection and Validation

- Data collection procedures will be standardized across departments and systems. Data must be validated regularly to ensure accuracy, completeness, and consistency.

4.2 Data Reporting

- Reports must be based on verified data. Before publication, reports must undergo internal review and, when necessary, external validation.
- Regular data audits will ensure that all reports align with the latest institutional data.

4.3 Data Access and Sharing

- Role-based access will be enforced to ensure that users have access only to the data they need to perform their duties.
- Shared data will be governed by data-sharing agreements to ensure privacy and security.

4.4 Data Archiving and Retention

- Establish clear retention policies for different types of data (e.g., academic, financial, health-related). Data that is no longer necessary will be securely archived or destroyed.

4.5 Data Ethics

- The University will adhere to ethical standards in the collection, use, and sharing of data, ensuring that data is used to benefit the institution, its students, faculty, and staff while safeguarding privacy.

5. Data Governance Process

5.1 Data Lifecycle Management

- Define processes for managing data from its creation, through its active use, to its eventual archiving or deletion. All stages of the data lifecycle will be governed by established policies.

5.2 Regular Audits and Assessments

- Conduct regular audits and assessments of data governance practices to ensure compliance with this framework. These audits should evaluate data quality, access, and security measures.

5.3 Training and Support

- Provide ongoing training for all data stewards and users to ensure they understand their responsibilities under the data governance framework. Additionally, offer resources to assist with data-related tasks and issues.

5.4 Continuous Improvement

- Establish a process for continuous feedback and improvement. Regularly update the framework based on feedback, audits, and evolving data governance best practices.

6. Compliance and Risk Management

6.1 Regulatory Compliance

- Ensure that the university complies with relevant regulations governing data use.
- Data governance policies will be regularly reviewed and updated to stay aligned with legal requirements.



6.2 Risk Management

- Regularly assess data-related risks (e.g., data breaches, non-compliance) and implement mitigation strategies to address potential vulnerabilities.

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DRAFT



Implementation Timeline (May – September 2025)

This implementation ensures a structured rollout of the University of Providence Website Content Management Policy.

May 2025 – Preparation & Training

- **Key Tasks:**
 - Finalize and distribute the Website Content Management Policy.
 - Conduct training sessions for departmental content managers on content submission, review, and accessibility standards.
 - Establish and test the centralized Website Update Request system.
- **Anticipated Impact:**
 - Stakeholders gain a clear understanding of content management roles and expectations.
 - Departments are equipped to submit and manage content effectively.
 - A streamlined request process reduces delays and errors in website updates.

June 2025 – Initial Implementation & System Testing

- **Key Tasks:**
 - Begin processing content update requests through the new system.
 - Conduct a baseline audit of website content, structure, and accessibility compliance.
 - Address initial feedback and adjust processes as needed.
- **Anticipated Impact:**
 - Improved consistency and accuracy of website content.
 - Early identification and resolution of technical or procedural challenges.
 - Increased confidence among faculty and staff in the update request process.

July 2025 – Website Audit & Compliance Review

- **Key Tasks:**
 - Conduct a comprehensive security and accessibility audit in collaboration with IT.
 - Evaluate branding consistency, mission alignment, and overall user experience.
 - Provide feedback to departments on necessary content updates or improvements.
- **Anticipated Impact:**
 - Enhanced website security, accessibility, and brand consistency.
 - Strengthened alignment between web content and the university's mission.
 - Clear guidelines for departments to refine their content strategies.

August 2025 – Performance Optimization & Stakeholder Engagement

- **Key Tasks:**
 - Analyze website traffic and user engagement metrics.
 - Identify underperforming pages and develop strategies for improvement.
 - Solicit feedback from students, faculty, and staff to enhance usability.
- **Anticipated Impact:**
 - Data-driven improvements lead to a more engaging and user-friendly website.
 - Increased collaboration between departments and the Marketing & Communications Team.
 - Strengthened integration of university values into website content.

September 2025 – Final Adjustments & Full Implementation

- **Key Tasks:**
 - Address final improvements based on audit results and user feedback.
 - Finalize an ongoing content review schedule for each department.
 - Officially transition to the long-term website management model.
- **Anticipated Impact:**
 - A fully optimized, mission-aligned, and accessible website.
 - Sustainable website management practices with continuous improvement.
 - Strengthened communication and engagement with the university community.

DRAFT - University of Providence Assessment of Communications Effectiveness



University of Providence
ASSESSMENT OF COMMUNICATIONS EFFECTIVENESS
Draft Version 1.0
28 January 2025

The following processes outline methods to gauge the effectiveness of institutional communications at the University of Providence. Conducting these assessments in prescribed, disciplined, consistent, and standardized manners will provide the university with an objective measurement of communications impact. This will help maintain alignment with strategic goals and mission.

1. Social Media

- **Key Metrics:** Engagement rate (likes, shares, comments), follower growth, impressions, click-through rate (CTR), sentiment analysis, hashtag performance.
- **Tools:** Use social media analytics tools (e.g., Hootsuite, Sprout Social, or native platforms like Facebook Insights, Twitter Analytics).
- **Assessment Process:**
 - Track engagement trends across platforms (Facebook, Instagram, X, LinkedIn, etc.).
 - Analyze which types of posts (e.g., announcements, testimonials, campus life, academic achievements) generate the most interaction.
 - Monitor follower growth and demographic insights to ensure content resonates with the target audience.
 - Conduct sentiment analysis on comments and messages to gauge audience perception and response.

2. Website

- **Key Metrics:** Website traffic (unique visitors, page views), bounce rate, average time on site, conversion rates (e.g., applications, newsletter sign-ups), user behavior (e.g., click paths, exit pages).
- **Tools:** Google Analytics, heat maps (e.g., Hotjar), A/B testing tools.
- **Assessment Process:**
 - Monitor traffic sources to determine if outreach campaigns are driving traffic.
 - Analyze top-performing pages and ensure alignment with university goals (e.g., admissions, events).
 - Identify points of drop-off in user flow to improve navigation and conversion opportunities.
 - Test various page layouts and content (A/B testing) to see what best drives engagement or action.

3. Print Collateral

- **Key Metrics:** Distribution numbers, response rates (calls, emails, event attendance), feedback surveys.
- **Tools:** Surveys, QR code tracking, follow-up calls, email tracking (if linked).
- **Assessment Process:**
 - Track the distribution of brochures, flyers, and other printed materials.
 - Use QR codes or specific URLs in printed collateral to track engagement.
 - Collect qualitative feedback through surveys or focus groups to assess whether the message was clear and compelling.
 - Measure response rates from recipients (e.g., applications, event RSVPs) after receiving materials.

4. Alumni Outreach

- **Key Metrics:** Event participation rates, response rates to outreach emails, donations or pledges, open rates for newsletters, engagement in alumni networks.
- **Tools:** Alumni databases, CRM software, email marketing tools (e.g., Mailchimp, Salesforce).
- **Assessment Process:**
 - Track participation in alumni events (in-person or virtual).
 - Measure engagement with alumni newsletters and emails, using open rates, click rates, and responses.
 - Assess the level of alumni involvement in mentoring, giving, and networking.
 - Analyze alumni donations or pledges as a direct outcome of communications.

5. Athletics Materials



- **Key Metrics:** Ticket sales, attendance at events, engagement on athletics-related content, merchandise sales, social media mentions.
- **Tools:** Ticket sales data, social media analytics, fan surveys, CRM for alumni/donor engagement.
- **Assessment Process:**
 - Track sales of tickets and merchandise to gauge the appeal of athletics-related communications.
 - Monitor social media buzz and engagement related to game-day promotions, team achievements, and athlete stories.
 - Measure attendance at athletic events and connect to promotional materials sent out.
 - Survey fans and alumni to gather insights on the effectiveness of promotional efforts.

6. Donor Engagement

- **Key Metrics:** Donation frequency and amounts, donor retention rates, engagement with donor communications (e.g., email open rates, event attendance).
- **Tools:** Donor management system (e.g., Blackbaud), email analytics, event tracking tools.
- **Assessment Process:**
 - Analyze the volume and size of donations before and after targeted communication campaigns.
 - Measure retention rates of recurring donors and their engagement with fundraising materials.
 - Survey donors to determine if the messaging aligns with their motivations and values.
 - Track the success of donor stewardship events (e.g., galas, thank-you events) and whether they drive further engagement.

7. Earned Media

- **Key Metrics:** Media mentions, sentiment analysis, media reach, audience demographics, web traffic from media sources.
- **Tools:** Media monitoring tools (e.g., Meltwater, Cision), Google Analytics, sentiment analysis tools.
- **Assessment Process:**
 - Track the volume of media mentions in traditional and digital outlets, categorizing them by tone and relevance to the university's goals.
 - Measure the reach of media coverage (e.g., audience size, demographics, geographic location).
 - Monitor traffic spikes to the website or social media from earned media placements.
 - Evaluate the impact of media coverage on institutional reputation and the public perception of the university.

General Assessment Framework for All Mediums:

1. **Set Clear Objectives:** Define the key goals for each medium (e.g., raise awareness, drive applications, increase engagement).
2. **Track and Collect Data:** Use analytics tools to gather data specific to each communication medium.
3. **Analyze Effectiveness:** Compare outcomes to set benchmarks and goals. Look for patterns in audience behavior (e.g., what times posts perform best, or which campaigns yield the highest conversion).
4. **Adjust Strategies:** Based on the analysis, refine strategies for each medium to ensure the university is communicating effectively to its target audiences.
5. **Continuous Improvement:** Implement an ongoing cycle of assessment and adjustment to improve messaging, audience engagement, and overall communication effectiveness.

This segmented approach ensures a comprehensive view of how each communication medium contributes to the university's outreach and engagement efforts, allowing for focused improvements in areas of need.



Frequency of Assessments & Responsibility

To ensure consistent monitoring and improvement, it's essential to define both the frequency of assessments and the key individuals or teams responsible for conducting them. Here's a breakdown of the recommended frequency and responsibility for each communication medium:

1. Social Media

- **Frequency:**
 - **Weekly:** Track engagement metrics (likes, shares, comments) to identify immediate trends and adjust content as needed.
 - **Monthly:** Review overall performance trends, including follower growth, impressions, and top-performing content.
 - **Quarterly:** Analyze broader trends and the alignment of social media strategies with broader institutional goals (e.g., enrollment, event promotion).
- **Responsible Parties:**
 - **Social Media Manager:** Conducts weekly and monthly assessments and provides regular updates to the Marketing and Communications team.
 - **Marketing and Communications Director:** Reviews quarterly reports and adjusts strategies.

2. Website

- **Frequency:**
 - **Monthly:** Monitor traffic, bounce rate, conversion rates, and user behavior to ensure the website is performing as expected.
 - **Quarterly:** Conduct in-depth analyses on top-performing pages, user flow, and conversion rates to determine whether the website is achieving long-term goals (e.g., driving applications, engagement).
- **Responsible Parties:**
 - **Web Analytics Specialist:** Regularly tracks and reports on key metrics, such as traffic sources, page performance, and conversion data.
 - **Web Content Manager:** Reviews monthly metrics, focusing on content engagement and user experience improvements.
 - **Director of Digital Strategy:** Oversees quarterly assessments and works with the website team to implement adjustments.

3. Print Collateral

- **Frequency:**
 - **Post-Campaign:** Assess response rates within 1-2 weeks after the distribution of printed materials.
 - **Annually:** Review the effectiveness of all print collateral (brochures, flyers, event programs) to ensure alignment with evolving communication strategies.
- **Responsible Parties:**
 - **Communications Coordinator:** Tracks distribution numbers and responses from recipients immediately after campaigns.
 - **Director of Marketing and Communications:** Reviews annual feedback and adjusts print collateral strategies as necessary.

4. Alumni Outreach

- **Frequency:**
 - **Monthly:** Monitor the open rates, click-through rates, and response rates of alumni emails and newsletters.
 - **Annually:** Conduct surveys and review alumni engagement metrics to assess the long-term success of outreach efforts and identify areas for improvement.
- **Responsible Parties:**
 - **Alumni Relations Manager:** Handles monthly tracking and engagement with alumni communications.



- **Director of Alumni Relations:** Oversees annual assessments and ensures alignment with institutional goals, including fundraising and engagement.

5. Athletics Materials

- **Frequency:**
 - **Per Campaign:** Analyze ticket sales, event attendance, and social media engagement during each athletic campaign or event.
 - **Annually:** Assess overall effectiveness of athletics-related communications and promotional efforts to align with the department's goals.
- **Responsible Parties:**
 - **Athletics Communications Coordinator:** Monitors ongoing campaigns and tracks engagement metrics during sporting events.
 - **Director of Athletics:** Reviews annual results and provides feedback on campaign strategies.

6. Donor Engagement

- **Frequency:**
 - **Monthly:** Review open rates and response rates for donor communications (emails, newsletters, event invites).
 - **Quarterly:** Assess donation frequency, donor retention, and event participation.
 - **Annually:** Conduct in-depth analysis of donor engagement trends, including the impact of specific campaigns or appeals.
- **Responsible Parties:**
 - **Donor Engagement Coordinator:** Tracks donor responses and participation on a monthly basis.
 - **Director of Advancement:** Oversees quarterly reviews and collaborates with the fundraising team for strategic adjustments.
 - **Vice President of University Advancement:** Reviews annual assessments and works with the team to refine donor engagement strategies.

7. Earned Media

- **Frequency:**
 - **Weekly:** Track mentions and media coverage to assess the tone and reach of media placements.
 - **Monthly:** Measure the impact of media coverage on website traffic, social media engagement, and overall public perception.
 - **Quarterly:** Conduct a deeper analysis of media impact on university reputation and strategic objectives.
- **Responsible Parties:**
 - **Public Relations Specialist:** Monitors media coverage and provides weekly updates on key mentions.
 - **Director of Public Relations:** Reviews monthly media impact and develops strategies for ongoing media relations.
 - **Vice President of Marketing and Communications:** Oversees quarterly evaluations of earned media's alignment with broader institutional goals.

General Recommendations for Frequency & Responsibility:

1. **Continuous Monitoring:** For all communication mediums, it's important that there is continuous monitoring at the day-to-day level, especially through the use of analytics tools, ensuring real-time responsiveness to trends.
2. **Monthly Check-Ins:** The department heads (e.g., Director of Marketing, Director of Alumni Relations) should hold monthly check-in meetings with the communications teams to review metrics and adjust tactics as necessary.
3. **Quarterly Deep Dives:** All departments should conduct a quarterly deep dive to assess long-term progress against institutional goals, ensuring strategic alignment.
4. **Annual Review:** An annual review should take place with all department leaders involved, gathering key insights from each medium and revising strategies based on cumulative data.



By maintaining consistent evaluation intervals and assigning clear responsibility to the appropriate staff members, the University of Providence can ensure that its communications remain effective, responsive, and aligned with institutional goals.

Implementation Strategy (April – July 2025)

April 2025 – Planning & Initial Setup

- **Kickoff Meeting:** The Vice President of Advancement, Marketing, and Communications will lead a meeting with department heads to align on goals, assign responsibilities, and establish baseline metrics for each communication medium.
- **Develop Tools & Templates:** Create standardized templates and dashboards for tracking key performance indicators (KPIs) across all communication channels (social media, website, print, alumni outreach, etc.).
- **Analytics Setup:** Implement necessary data analytics tools and platforms for real-time tracking of engagement, conversion, and impact metrics (e.g., Google Analytics, social media insights, email campaign reports).

May 2025 – Pilot & Initial Evaluation

- **Pilot Campaigns:** Select a few key communication campaigns (e.g., an alumni newsletter or social media initiative) to pilot the new assessment process.
- **Data Collection & Tracking:** Department leads will begin collecting data based on predefined KPIs and report findings.
- **Mid-Month Review:** Conduct a meeting to review initial findings, ensure consistency in tracking methods, and refine any processes as necessary.

June 2025 – Full Implementation & Adjustment

- **Full Rollout:** Expand the assessment process to all communication channels, ensuring consistent tracking and reporting across all departments.
- **First Round of Monthly Reports:** Each department will submit its first monthly report, analyzing performance across all communication channels.
- **Strategy Adjustment:** Use the data from the first full month to make strategic adjustments to messaging, frequency, or engagement tactics.

July 2025 – Quarterly Review & Refinement

- **Quarterly Review Meeting:** The Vice President of Advancement, Marketing, and Communications will lead a comprehensive review of all communication efforts, focusing on key trends, successes, and areas for improvement.
- **Adjust Long-Term Strategy:** Based on quarterly insights, refine communication strategies, identify new opportunities for outreach, and align further with the university's broader goals.
- **Set Goals for Next Quarter:** Establish new performance targets and next steps for the upcoming quarter, ensuring the continuous refinement of communication efforts moving forward.

This strategy ensures a structured and timely implementation of the assessment process, allowing the University of Providence to refine its communication efforts while aligning with its long-term goals.



University of Providence
POLICY MANUAL
VOLUME VIII
**Institutional Advancement & Public
Relations**

Revised
May 2024

8.2.2 *Print and Electronic Publications Policy*

PRINT AND ELECTRONIC PUBLICATIONS POLICY

Effective Date:	May 3 rd , 2018
Policy Number:	VIII – 8.2.2
Supersedes:	Not Applicable.
Issuing Authority:	Board of Trustees
Responsible Officer:	Director of Marketing and Communications
Applicability:	All members of the University community.
History:	

PURPOSE

The purpose of this Print and Electronic Publications Policy (“Policy”) is to ensure a consistent public image of the University and to establish the authority for the approval of print and electronic publications on behalf of the University, its events, or its programs.

POLICY

All print and electronic publications purporting to represent the University, its departments, divisions, offices, clubs/organizations, or programs must be produced under the direction of, or collaboration with the Marketing and Communications Office. The Marketing and Communications Office will ensure that the materials are consistent with the University mission and objectives, as well as compliant with the guidelines set forth in the Visual Identity Manual. Final authority as to the nature of the material to be published and the distribution of the publications resides with the Director of Marketing and Communications.

DEFINITIONS

Not Applicable.

PROCEDURES/GUIDELINES

Not Applicable.

RELATED POLICIES

Posting Policy



University of Providence
POLICY MANUAL
VOLUME VIII
**Institutional Advancement & Public
Relations**

Revised
May 2024

8.2.7 University Web Presence Policy

UNIVERSITY WEB PRESENCE POLICY

Effective Date:	May 3 rd , 2018
Policy Number:	VIII – 8.2.7
Supersedes:	Not Applicable.
Issuing Authority:	Board of Trustees
Responsible Officer:	Director of Marketing and Communications
Applicability:	All members of the University community.
History:	

PURPOSE

The purpose of this Web Presence Policy (“Policy”) is to establish authority, responsibilities, and actions that ensure that the University of Providence presence on the World Wide Web supports and promotes the University’s mission and is otherwise consistent with University policy.

POLICY

All aspects of the University of Providence web presence represent official communications from the University to the public and must adhere to University policies and standards regarding content, branding, and technical structure.

The University’s conduct policies—including all copyright rules and restrictions on the use of written, graphical, video, and audio materials and data, and standards and requirements for acknowledgment of sources in academic work—as stated in the *University of Providence Policy Manual* and other applicable policy documents—must be met in all aspects of the University’s Web presence.

The Office of Marketing and Communications maintains governance authority for all website content and reserves the right to remove or modify content that is inconsistent with the University’s Website standards.

DEFINITIONS

Individual Web pages—any web pages or social media platform developed and maintained by University school/division/department/organization or faculty for the purpose of self-expression, communication or other individual uses related to the individual’s affiliation with the University and the University’s Mission.

University Web pages—any web page or social media platform under the direct control of the University that represent the official voice of the University to all internal and external audiences, including prospective students, current students, alumni, employees, friends of the University and the general public.

Web Presence—Encompasses any form of content that may be presented via the Web or social media platform on University or individual or personal web pages or social media platforms.

PROCEDURES/GUIDELINES

I. University Web pages

University Web pages and other electronic publications are official University publications and, accordingly, they must conform to University web graphic identity guidelines and meet the appropriate standards for accessibility by users with disabilities.

All official University web page revisions and additions must be approved by the appropriate area vice president (or designee) and then the Office of Marketing and Communications. Once approved, the revision or addition will be published to the Internet by the University webmaster. The Office of Marketing and Communications will confirm that the proposed postings are consistent with University policies and guidelines, as well as local, state, and federal law. Before University policies are posted to the “official” University website, such policies must have been vetted and approved through the University’s policy approval process.

II. School/Division/Department/Organization Webpages

School/division/department/University-recognized organization web pages and other electronic publications are the equivalent of printed publications or official communication and must be approved by the appropriate area vice president (or designee) and the Office of Marketing and Communications. The Office of Marketing and Communications will confirm that the proposed postings are consistent with University policies and guidelines, as well as local, state, and federal law.

University web graphic identity guidelines are available through Marketing and Communications. Each school/division/department/organization web page must include:

- The University’s standard template including header and footer, logo, and University official name;
- An electronic mail address for the school/division/department/organization’s web page creator or administrator;
- The page’s expiration date when appropriate;
- A link to the University’s home page.

Official school/division/department/organization pages must be maintained with current and relevant information, and the page owner may designate page administrators to maintain the content on their behalf.

Official school/division/department/organization pages and academic pages must meet the appropriate standards for accessibility by users with disabilities. Contact the Office of Marketing and Communications for accessibility guidelines.

All school/division/department/organization web page revisions and additions are completed in conjunction with the Office of Marketing and Communications. The Office of Marketing and Communications will confirm the proposed postings are consistent with University policies and guidelines, as well as local, state, and federal law. If it is determined that the page is in violation of University policy, the page

owner will be asked to correct the problem. If the problems are not corrected, the site will be removed from the server.

III. Athletic Department Webpage

The official website of University Athletics is: <http://upargos.com/>. Updating rosters, schedules, biographical information on athletes and coaches and posting releases to the website is the direct responsibility of the Athletics Department.

IV. Faculty Webpages

Faculty may create web pages that provide information relevant to that individual's role at the University. The work on individual web pages represents the work of individual artists, scholars, and authors who created them, and they are not intended to represent the University. As such, the University bears no responsibility for the content of individual web pages.

Each individual page, cluster of linked pages, or other electronically published information will display by a browser:

- The individual's name;
- The individual's position or affiliation with the University;
- The individual's University electronic mail address; and
- A link to the University's copyright and disclaimer, terms of use, and privacy policies.

Page owners should assert copyright when they own it.

Complaints of alleged breaches of web authoring guidelines or the University's Acceptable Use Policy by faculty will be discussed with the individual. If the complaint cannot be resolved through discussion with the individual, the matter will be referred to the Academic Dean for appropriate discipline. In addition, if it is determined that the page is in violation of University policy, the page owner will be asked to correct the problem. If the problems are not corrected, the site will be removed from the server.

V. General Guidelines

The University respects the First Amendment of the Constitution of the United States and does not restrict the content of employee and student webpages beyond the restrictions of University policy, applicable law, and the general guidelines set forth below. The University, however, reserves the right to remove from any University server a web page that is found to be in violation of the law or University policies.

In addition to University policy and applicable law, the following guidelines also apply to receiving and maintaining a website account:

- Personally identifiable information or confidential student data such as grades or class-rosters must not be posted. For questions relating to the confidentiality of student records, refer to the University's *FERPA* Policy or contact the Registrar;
- The use of website space for promoting or advertising commercial goods or services; soliciting customers or investors; or selling and distributing goods or services is strictly prohibited;

- Websites may not be used as archive space for any files not directly related to the website. Outdated and/or unlinked files shall not be stored on the server;
- The assigned website storage space is to be used by the assignee and shall not be used for or by outside entities; and
- Links to resources outside of the University server must not violate University policies, the University's Mission, or local, state or federal law.

Each individual website shall include a disclaimer indicating that the views and opinions expressed on the site are those of the site developer or organization and are not those of the University.

The content of pages is the responsibility of the individual owner, including the responsibility for making sure that their pages follow the University's Acceptable Use Policy. If a complaint of copyright infringement is brought against the individual, the steps set forth in the University's Copyright Policy will be followed.

It is the responsibility of any page owner leaving the University of Providence to copy and remove any unofficial page material. This includes faculty members who have left the University.

Unless other arrangements have been made, unofficial pages will be removed three months after an individual's employment termination or graduation date.

VI. Support

The University's IS Office will provide the following support:

- Provide an unlimited amount of server space for official pages, and a limited amount of web server space to each for web development (contact IS for more details on the resources provided); and
- Provide designated individuals with a contribute interface for all official pages.

The Office of Marketing and Communications will provide templates and branding guidelines.

RELATED POLICIES

Acceptable Use Policy
Copyright Policy
FERPA Policy



University of Providence
POLICY MANUAL
VOLUME VIII
**Institutional Advancement & Public
Relations**

Revised
May 2024

8.2.6 Social Media Policy

SOCIAL MEDIA POLICY

Effective Date:	May 3 rd , 2018
Policy Number:	VIII – 8.2.6
Supersedes:	Not Applicable.
Issuing Authority:	Board of Trustees
Responsible Officer:	Director of Marketing and Communications
Applicability:	All members of the University community.
History:	

PURPOSE

The purpose of this Social Media Policy (“Policy”) is to establish policies and procedures for creating and approving content pertaining to the University of Providence (including schools, departments, divisions, offices, centers, programs, series, etc.) on any publicly available social media platforms. In addition, guidelines are provided to the general campus community regarding personal use of social media.

POLICY

The University’s official presence on social media platforms is overseen by the Office of Marketing and Communications and the Athletics department as applicable. Websites and/or accounts that purport to represent official University information (including the schools, departments, divisions, offices, centers, programs, series, etc.) on any publicly available social media platforms must be approved by and coordinated with the Office of Marketing and Communications. Official University of Providence social media accounts must be kept current. The Office of Marketing and Communications reserves the right to remove all outdated accounts.

Websites/providers or social media platforms that host unauthorized accounts using the University of Providence name or the name of its subdivisions—in name or image, including the University seal or its logos—will be contacted for immediate removal of accounts.

DEFINITIONS

Social Media—includes the various online technology tools that enable people to communicate easily via the Internet to share information and resources. Social media may include blogs and social networking sites including Facebook, Twitter, Instagram, YouTube, and LinkedIn. Any Web application, site, or account maintained by the University that facilitates an environment for employees, students, and alumni to share information and opinions in an interactive way is included in this definition.

PROCEDURES/GUIDELINES

I. University Use of Social Media

A. Notification

Individuals are requested to report violations of this Policy to the Office of Marketing and Communications.

B. Enforcement

The Office of Marketing and Communications is responsible for the appropriate enforcement of this policy.

C. Sanctions

The Office of Marketing and Communications staff may remove any textual or multimedia content, webpages, or external links from University websites or other social media formats that violate University policies and standards, or local, state, federal, or international laws. In addition, IS staff may refer violators to the appropriate administrators for disciplinary action.

II. Personal Use of Social Media

A. University Employees

In using social media as part of the employee's personal life, employees should refrain from presenting personal opinions in ways that imply endorsement by the University. If posted material may reasonably be construed as implying the support, endorsement, or opposition of the University with regard to any personal statements, including opinions or views on any issue, the employee should make clear that he or she is speaking for oneself and not as a representative of the University.

In addition, an employee's personal use of social media or electronic postings should be consistent with University policies. Examples of postings that are contrary to University policy include, but are not limited to the following:

- Unlawfully discriminatory or harassing behavior against any member of the University community based on race, color, gender, disability, veteran status or military status, religion, age, creed, national origin, gender identity or expression, sexual orientation, marital status, or any other applicable legally protected status (see the University's Non-Discrimination and Harassment Policy and Title IX Policy);
- Posting of materials or information in violation of the University's confidentiality or student record policies or provisions protecting trade secrets contained in any University confidentiality agreement, contract, and/or grant;
- Postings that maliciously defame the University, its employees, or students or make reckless or maliciously false statements about the University, its employees or students;
- Use of the University's name or the posting of the University's seal, logo, trade and service marks, monograms, or image for personal profit in violation of the Use of the University Name, Seal, and Logos Policy; and
- Any violation of the Standards of Ethical Conduct.

No sections of this Policy will be interpreted or applied in a way that interferes with the rights of employees to engage in protected concerted activity concerning terms and conditions of employment.

B. Students

University of Providence students must be concerned with any behavior that might reflect badly on themselves, their families, and the University. Such behavior includes any activities conducted online.

Students users must understand that any content they make public via online social networks or digital platforms (i.e., cell phones, mobile devices, laptops, tablets, etc.) is expected to follow acceptable social behaviors and also to comply with federal and state government laws and University policies, procedures, rules, and regulations, including the Student Code of Conduct. Because social networking sites are part of the public domain, students should make use of any available privacy settings, and as a general rule should avoid posting sensitive personal information such as a home address, phone number or birth date. Students should also be aware that inappropriate conduct online could negatively affect their personal, academic and professional lives if viewed by University personnel, employers or potential employers, internship supervisors, scholarship committees or admissions committees. If inappropriate conduct is deemed a violation of any law or regulation, disciplinary and/or law enforcement action may be taken. Examples of misconduct include, but are not limited to, derogatory language about any member of the University community; demeaning statements about or threats to any third party; and incriminating photos or statements depicting hazing, unlawfully discriminatory or harassing behavior, sexual or gender-based misconduct, vandalism, stalking, underage drinking, and illegal drug use.

C. Student Athletes

Participation in intercollegiate athletics at the University is a privilege, not a right. While the Athletic Department does not prohibit student-athlete use of online social network sites and/or digital platforms, it must be understood that the high standard of integrity expected of student-athletes on the field also extends to areas off the field, such as comments and postings made to Internet sites. The Athletic Department reserves the right to take action against currently enrolled student-athletes engaged in online behavior that violates National Association of Intercollegiate Athletics (NAIA), Athletic Conference, or University, Athletic Department, or team policies, rules, and regulations. This action may include education, counseling, team suspension, termination from the team, reduction or non-renewal of any athletic scholarships, disciplinary sanctions or involvement of law enforcement agencies.

RELATED POLICIES

- Acceptable Use Policy
- University Web Presence Policy
- Standards of Ethical Conduct



University of Providence
POLICY MANUAL
VOLUME VIII
**Institutional Advancement & Public
Relations**

Revised
May 2024

8.2 Marketing and Communications Policies

8.2.1 Marketing Policy

MARKETING POLICY	
Effective Date:	May 3 rd , 2018
Policy Number:	VIII – 8.2.1
Supersedes:	Not Applicable.
Issuing Authority:	Board of Trustees
Responsible Officer:	Director of Marketing and Communications
Applicability:	All members of the University community.
History:	

PURPOSE

The purpose of the Marketing Policy (“Policy”) is to ensure a consistent public image of the University and to establish the authority for the approval of marketing to prospective students and other key audiences on behalf of the University.

POLICY

The marketing of the University of Providence, its events, and its programs that target an external audience must originate from, be approved by, or created in collaboration with the Marketing and Communications Office and approved partners and agencies. Final authority as to the nature of the material to be published and the distribution of the materials rests with the Director of Marketing and Communications. Internal communication must also adhere to the standards set forth in the Visual Identity Manual as applicable.

Exclusions: Employment advertising placed by Human Resources and the Provost’s Office, as well as posting information related to ongoing campus activities, events, and notices of interest exclusively for on-campus audiences on campus easels, etc. are excluded from this policy. Such advertisements, however, must adhere to the branding guidelines set forth in the Visual Identity Manual as applicable. In addition, print and electronic communications must be approved via the procedures set forth in the Print and Electronic Communications Policy.

DEFINITIONS

Advertising—any message created and displayed for the sole purpose of promoting the University, its events, or programs in any of the following media: national/local broadcast and cable TV, national/local radio, commercial websites, consumer magazine print, newspaper print, trade professional magazine print, professional journals and newsletters (that accept paid advertising), outdoor signage (including billboards), digital advertising including display, keyword search, free or paid social sites, texting, and various forms of mobile advertising; transit signage (subway and bus poster/cards, bus shelters, subway stop posters), recruitment collateral, program reference guides, student newspapers, sponsorships, and cross-promotion identification.

PROCEDURES/GUIDELINES

I. Advertising Requests

The Marketing and Communications Office must be contacted with any requests for marketing the University, its events, and its programs.

II. Procedures for the Approval of Student Recruitment Materials

Recruitment of students is the responsibility of the Admissions Office. Admissions works with the Marketing and Communications Office to develop recruitment and admissions marketing materials to ensure that they accurately reflect the University's programs and admissions standards and that all student related data made public by the University is otherwise accurate and complete, including student achievement of learning and student persistence, retention, and completion data.

III. Procedures for the Approval of Athletic Department Recruitment Materials

The National Association of Intercollegiate Athletics (NAIA) has rules governing the use of athletics-related printed materials for use in recruiting and distribution off campus. This includes media guides, posters, brochures, and other materials. Please contact the Athletics Department for any questions relating to the use of athletics-related printed recruiting material or Athletics logos. Athletics works with the Office of Marketing and Communications to ensure integrity of the University brand.

RELATED POLICIES

Posting Policy

Print and Electronic Communications Policy

2024 October Prov UP MOU Amendment #10

AMENDMENT NO. 10 TO
MEMORANDUM OF UNDERSTANDING

This Amendment No. 10 (“Amendment No. 10”) to the Memorandum of Understanding between the Parties (“MOU”) is entered into as of October 7, 2024, by and among the UNIVERSITY OF PROVIDENCE, a Montana public benefit corporation (“University”), PROVIDENCE HEALTH & SERVICES, a Washington nonprofit corporation (“PH&S”), and PROVIDENCE ST. JOSEPH HEALTH, a Washington nonprofit corporation (“PSJH”). The University, PH&S, and PSJH each may be referred to herein collectively as the “Parties”.

WHEREAS, the Parties entered into the MOU dated November 14, 2018, to memorialize the relationship and obligations of the Parties, and as amended in 2019, February 2021, June 2021, February 2022, July 2022, June 2023, August 2023, April 2024 and again in 2024.

WHEREAS, the Parties desire to amend the MOU again to extend PSJH’s funding commitment to the University as set forth herein.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and intending to be legally bound, the Parties hereby agree as follows:

(1.) The following subsection (iii) is hereby added to Section 2.1 (c) of the MOU:

(iii) The Parties understand and agree that the funding commitments of PSJH set forth in Section 2.1 (a - c) of the MOU have been fully met and therefore, shall terminate on the effective date of this Amendment No. 10 to the MOU.

(2.) The following subsection (d) is hereby added to the MOU at Article 2, Section 2.1 PSJH Funding Commitments:

(d) Future Funding from October 7, 2024, through December 31, 2027:

(i) The Parties acknowledge and agree that between January 1, 2024, and October 7, 2024, PSJH provided funding to the University for operating costs and/or losses in the amount of \$10,990,660.00.

(ii) From January 1, 2025, through December 31, 2027, PSJH will provide up to \$8.5 Million per calendar year to fund operating costs and/or losses of the University; subject to (1) PSJH’s available resources as determined by PSJH Finance, (2) the University’s submission of appropriate need for funding of operating costs and/or losses, and (3) establishment of a Commission composed of members of the University Board of and leadership team, the Sisters of Providence, and representatives of the PSJH Sponsors Council, Board and executive leadership to explore preferred future possibilities of engagement between the University and the Health System, and (4) the University’s attainment of enrollment, operating, and fiscal performance metrics as agreed upon by the Parties. During the term of this Amendment No. 10, the

University shall develop financial and strategic plans to eliminate the need for further funding from PSJH.

(iii) The Parties acknowledge and agree that PSJH will provide no capital funding to the University during the term of Amendment No. 10 to the MOU.

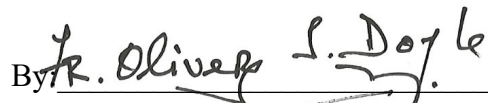
(3.) Article 4, Section 4.1 Term of the MOU, is hereby amended to state:

4.1 Term. The “Term” of this MOU shall be from October 7, 2024, through December 31, 2027, unless earlier terminated in accordance with Article 4 of the MOU.

Except for Section 2.1 (a through c), all other terms and conditions set forth in the MOU shall remain in full force and effect.

IN WITNESS WHEREOF, the Parties have executed this First Amendment effective as of October 7, 2024.

UNIVERSITY OF PROVIDENCE

By: 
Title: Chair, Board of Directors

By: 
Title: President

PROVIDENCE HEALTH & SERVICES

By: 
Title: President

PROVIDENCE ST. JOSEPH HEALTH

By: 
Title: President, Chief Executive Officer



ACADEMIC ADVISING CORE COMPETENCIES MODEL

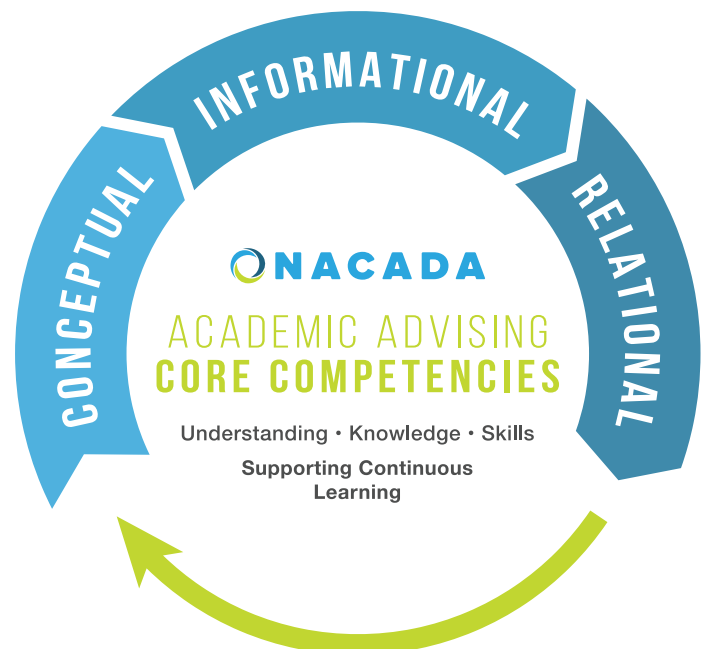
At the request of the association's leadership, the **NACADA Academic Advising Core Competencies Model** (2017) was developed by the association's Professional Development Committee. The purpose of the model is to identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success. It is intended that the model may be used by:

- **Primary Role Advisors** for self-assessment and evaluation, and to guide learning, career development, and advancement.
- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

FRAMEWORK FOR ACADEMIC ADVISING CORE COMPETENCIES

Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content components – the **conceptual**, **informational**, and **relational**. An understanding of these content areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees.



To achieve excellence in their work, regardless of the specifics of their individual campus' advising mission, all academic advisors must understand all three components and be able to synthesize and apply them as needed in academic advising interactions.

CORE COMPETENCY AREAS FOR ACADEMIC ADVISING

CONCEPTUAL

Core competencies in the **Conceptual component** (concepts academic advisors must understand) include **understanding of**:

1. The history and role of academic advising in higher education.
2. NACADA's Core Values of Academic Advising.
3. Theory relevant to academic advising.
4. Academic advising approaches and strategies.
5. Expected outcomes of academic advising.
6. How equitable and inclusive environments are created and maintained.

INFORMATIONAL

Core competencies in the **Informational component** (knowledge academic advisors must master) include **knowledge of**:

1. Institution specific history, mission, vision, values, and culture.
2. Curriculum, degree programs, and other academic requirements and options.
3. Institution specific policies, procedures, rules, and regulations.
4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
5. The characteristics, needs, and experiences of major and emerging student populations.
6. Campus and community resources that support student success.
7. Information technology applicable to relevant advising roles.

RELATIONAL

Core Competencies in the **Relational component** (skills academic advisors must demonstrate) include the **ability to**:

1. Articulate a personal philosophy of academic advising.
2. Create rapport and build academic advising relationships.
3. Communicate in an inclusive and respectful manner.
4. Plan and conduct successful advising interactions.
5. Promote student understanding of the logic and purpose of the curriculum.
6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
7. Engage in ongoing assessment and development of self and the advising practice.

For more information about the **NACADA Academic Advising Core Competencies Model**, please visit
nacada.ksu.edu/resources/pillars/corecompetencies.aspx



UNIVERSITY OF
PROVIDENCE

Collection Development and Library Use Policy

November 13, 2024



University of Providence Library • Great Falls, Montana

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Mission

In accordance with the University's mission and the University's Strategic Plan, the mission of the University of Providence Library is to enrich the educational experience by providing access to information for students, faculty, and staff. With a focus on supporting the University's curriculum, the Library aims to empower students to not only succeed in their careers but also to make a living and truly live.

Goals of the Library

- Supply accurate information with efficient service and creative solutions
- Empower patrons to development life-long learning skills
- Foster a friendly, caring atmosphere

Statement of Purpose and Audience

The collection development policy is designed as a guide for the selection of print, non-print and electronic resources for the University of Providence Library. It informs the administration, faculty, staff, students and public of the goals and plans of the Library. This policy is also designed to aid the Senior Librarian in the allocation of budgets funds for the various academic programs. Additionally, it assists other libraries in understanding the scope of the library's collection plan.

Patron Needs and Services

The focus of the materials collected corresponds to the subjects taught by the University, but the collection also includes materials in all standard subject fields. Emphasis is on educational and research needs related directly to the programs and courses offered rather than on recreational reading.

The Library is open to the public, but services are generally limited to current University students, faculty, and other campus personnel. In support of campus educational and research needs, the Library offers Interlibrary Loan via OCLC, internet access, and various online databases, as well as conventional paper reference and indexing materials. Faculty may place materials on reserve for student use. The Library provides study spaces for both individuals and groups.

The Library participates in several reciprocal interlibrary loan groups to provide materials beyond the scope of the UPROV Library's collection to the constituents of the University. In return, most of the materials in the Library are made available to other library members of these consortia.

The Librarians are available to provide bibliographic instruction to individuals and in conjunction with regularly scheduled classes.

General Priorities and Limitations

Chronological coverage varies in accordance with subject. English language materials are purchased unless specific foreign language editions are requested to support specific courses. The primary format of the collection is books either online or print with supporting materials available in journal. The Library's online resources include full-text journal databases, electronic book collections and streaming video. With the exception of local publications, all journal subscriptions are indexed in an online database or via PRIMO.

While the Library does not usually purchase textbooks used in current classes, recreational books, entertainment videos, or purchase and retain multiple copies of materials, the Library will sometimes add donations of these materials to its collections.

Censorship, Intellectual Freedom and Confidentiality

In accordance with the ALA Bill of Rights, the Freedom to Read Statement, the Intellectual Freedom Statement, and the ALA Code of Ethics (see appendix), the University of Providence Library attempts to facilitate the free exchange of ideas. No materials are excluded from the collection because of race, sex, or nationality of the author(s) or the political, moral, or religious views expressed therein. All sides of controversial issues are represented. In areas where there is disagreement concerning the truth of wisdom of particular ideas, issues, or beliefs, the Library attempts to see that views of the best or major spokesperson are represented.

Because opinions do differ, the Library's materials may be questioned or challenged. The procedure for review is:

1. The Senior Librarian or designee interviews the patron making the complaint. In many cases, after the selection policy and the various intellectual freedom statements are understood, the patron may not wish to pursue the complaint.
2. If the patron wishes to make a formal complaint, s/he must submit a signed *Request for Review* form.
3. The Library Committee will consider the *Request for Review* based on the following criteria"
 - a. The item is in accord with the established University Collection Policy.
 - b. The item is relevant to the current curriculum.
 - c. The item must be judged as a whole, not on individual sections or words.
4. Based on the Library Committee's decision, the materials will either be retained or removed. The person lodging the complaint will be informed of the committee's decision.

While the Library can provide statistical information on the usage of an item, the Library keeps all personally identifiable patron information strictly confidential. Library staff, including student workers, cannot provide information about a specific patron's borrowing record.

Acquisition Policies

Responsibility

The Senior Librarian has the responsibility for all library acquisitions with guidance from faculty, library staff, students, the Library Committee, and administrators. An adequate university library can function and grow only through the active interest of all scholarly constituencies. The librarians rely on the faculty for recommendations in specific disciplines and program areas. The Library Staff is responsible for general areas and e-resources.

Criteria

1. Selection of materials depends on the following factors:
 - The institutional needs for curricular support
 - The library holdings in the specific field
 - The individual merit of the requested title
2. The selection of materials must complement the overall educational goals of the institution. As new fields of study are added, materials will be selected to support those areas.
3. Materials recommended for purchase by the library will be evaluated in relation to the library budget and the library collection. Titles recommended for purchase should contribute to the balanced development of the total collection.
4. Titles recommended for purchase by the library will be evaluated in accordance with the following:
 - What is the relation to current or proposed curricula?
 - Is the material accurate and up-to-date?
 - Does the material duplicate content already available? If so, is it sufficiently superior to warrant supplanting the older items?
 - Do professional reviews recommend the title for a library of this level?

Procedures

All purchase requests are to be submitted to the Senior Librarian. It may be in the form of a marked publisher's catalog, e-mail, or written note. The request should contain the following information:

- Author(s)
- Title
- Publisher and date of publication
- ISBN
- Price

After reviewing each request, the librarian will order the material.

Budget Allocation

The materials budget is the responsibility of the Senior Librarian. It is generally divided to provide balanced resources for each curricular area, but the final expenditures are the sole purview of the Senior Librarian.

Gift Policy

The Library encourages and accepts gifts with the understanding that materials are added to the collection only if they meet the same criteria as purchased materials. Gift materials are accepted with the understanding that they may be added to the collection, sold, exchanged, given to other libraries or discarded. Preferably, gift items are added to the general collection to avoid multiple separate collections. The Library cannot legally appraise gifts for tax and inheritance purposes. However, a letter acknowledging receipt of the gift will be sent upon request.

Collection Management

Collection management involves more than acquiring additional materials. A systematic evaluation of the collection will identify materials that are candidates for removal or weeding. Library materials are removed from the collection for one or more of the following reasons:

- The material is no longer relevant to the curriculum.
- The material is no longer suitable for use due to damage or poor physical condition.
- The material contains outdated or inaccurate information and is not of historical value.
- Equipment for using the materials is no longer available.

Procedures for Weeding

- The Librarians will examine a given section of the collection, looking for materials in need of repair or removal.
- The Senior Librarian will invite faculty members in the appropriate discipline(s) to come by the library and review the materials that have been selected.
- Items recommended to be kept by the faculty will be reviewed again and, in most cases, returned to the shelves or replaced. All other items will be withdrawn and discarded.

Repair and Replacement

Materials are repaired, when possible, particularly if they still meet the criteria for acquisition. Materials too damaged for repair are replaced if funding is available and the item continues to meet the acquisition criteria.

Levels of Collection Intensity

The Library will adhere to the following general collecting intensities as defined by the Resources and Technical Services Division of the American Library Association.

Collection Development and Library Use Policy

Minimal Level

A subject area in which a few selections are made beyond very basic works. A collection at this level is frequently and systematically reviewed for currency of information.

Information Level

A selective collection of materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks and a few major periodicals. The collection is frequently and systematically reviewed for currency of information.

Study Level

A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals and the reference tools and fundamental bibliographic sources pertaining to the subject.

Research Level

A collection that includes the major published source materials required to dissertation and independent research, including material containing research reporting, new findings, scientific experimental results and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as extensive collection of journals and major online databases. Older material is usually maintained for historical research and is actively preserved. A collection at this level supports doctoral and other original research.

Subject Areas by LC Classification

A	General Works	Minimal Level
B	Philosophy	Information Level
BF	Psychology	Study Level
BL	Religion	Study Level
C-F	History	Study Level
GN	Anthropology	Information Level
GV	Sports	Study Level
H	Business/Economics	Study Level

Collection Development and Library Use Policy

HM-HX	Sociology/Criminal Justice	Study Level
J	Political Science	Information Level
K	Law	Study Level
L	Education	Information Level
M	Music	Minimal Level
N	Art	Minimal level
P	Language/Literature	Study Level
QA	Math/Computer Science	Study Level
QB	Astronomy	Information Level
QC	Physics	Information Level
QD	Chemistry	Study Level
QE	Geology	Information Level
QH	Biology	Study Level
QK	Botany	Study Level
QL	Zoology	Information Level
QM-QP	Anatomy/Physiology	Study Level
QR	Microbiology	Study Level
R	Medicine	Study Level
S	Agriculture	Minimal Level
T	Technology	Information Level
U-V	Military/Naval	Minimal Level
Z	Bibliography/Library	Minimal Level

Special Collections

The following special collections will be maintained:

- Juvenile Literature and curriculum materials K-12
- Law Collection

Policy Implementation and Evaluation

This policy is flexible and periodically reviewed. The total policy is reviewed every three years during Spring Semester by the Library Committee. All policy changes must be approved by the Provost.

This policy was approved on _____

Senior Librarian _____

Provost _____

DRAFT

Appendix: American Library Association

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996

ALA Code of Ethics

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations. Ethical dilemmas occur when values are in conflict.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- 
1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
 2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
 3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
 4. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
 5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
 6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
 7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.

Collection Development and Library Use Policy

8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.

DRAFT

Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that

Collection Development and Library Use Policy

publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

Collection Development and Library Use Policy

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Appendix 50

Library Survey

Academic Support Services Form



Please fill out the below questions to the best of your ability

* This form will record your name, please fill your name.

1. Are you taking courses online or on campus

- ☐ Online (Distance)
- ☐ On Campus
- ☐ Both Online and on Campus

2. What year in school are you?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Graduate Student
- ☐ Other

3. Have you used the Library during this past academic year?

- ☐ In person
- ☐ Online
- ☐ Both in Person and Online
- ☐ Have not used the library

4. If you used the Library this year, how often did you use it for the following activities?

	Not at All	1-3 times	3-6 times	6-10 times	10 or more times
Look for a book/article	☐	☐	☐	☐	☐
Use library computers	☐	☐	☐	☐	☐
Use the WiFi	☐	☐	☐	☐	☐
Study by yourself	☐	☐	☐	☐	☐
Study with a group	☐	☐	☐	☐	☐

5. How easy is it for you to do the following? (using a scale where 1 is Difficult/Not Easy and 5 is Easy)

	1 (Difficult)	2 (Moderately Difficult)	3 (Neither Difficult nor easy)	4 (fairly easy)	5 (Easy)
Get Research Help	☐	☐	☐	☐	☐
Use Library Website	☐	☐	☐	☐	☐
Find Journal Articles	☐	☐	☐	☐	☐
Find Books	☐	☐	☐	☐	☐

6. Comments or suggestions for the University of Providence Library? (anything we should focus on improving)

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.





Information and FAQs about the *21st Century Distance Education Guidelines* April 6, 2021

The Council of Regional Accrediting Commissions (C-RAC) has posted *21st Century Distance Education Guidelines* [on its website](#) along with its statement about them.

Key Information for SARA Purposes

- Adherence to C-RAC's *2011 Interregional Guidelines for the Evaluation of Distance Education* is a requirement for institutions to participate in SARA.
- NC-SARA commissioned NCHEMS to undertake a review of accreditors' use of the *2011 C-RAC Guidelines* and then, based on the findings of that review, to develop the *21st Century Distance Education Guidelines* in service to the field and accreditors. The guidelines are not NC-SARA's; NC-SARA will post the guidelines on its website upon NC-SARA board's approval to incorporate them into the *SARA Policy Manual*.
- The *21st Century Guidelines* are not in draft form; they were finalized by NCHEMS along with the numerous expert participants in the project. NC-SARA "proposed" them to C-RAC for its consideration of acceptance. C-RAC, with its statement on its website, has indicated its support for them. C-RAC has informed NC-SARA that C-RAC has retired the *2011 C-RAC Guidelines*.
- Given C-RAC's acceptance of the guidelines, the NC-SARA board now needs to vote to replace language that references the *2011 C-RAC Guidelines* in the *SARA Policy Manual*. This vote will take place in the May NC-SARA board meeting.
- NC-SARA staff will be recommending an implementation / transition period for SARA institutions and states needing to use these guidelines for the review of SARA institutions. During April, through compacts', states', and institutions' input, we will determine an appropriate transition timeline to recommend to the NC-SARA board.
 - SARA institutions may directly contribute their preference of the implementation timeline through a brief survey that will be emailed.
 - Regional compacts will be seeking input from states in their respective regions to gather this information.

- Until the implementation / transition period is complete, the *SARA Policy Manual* and SARA administrative forms will reference both the *2011 C-RAC Guidelines* and the *21st Century Guidelines*.

NC-SARA will share details of the implementation and transition plan after its May board meeting.

General FAQs about the 21st Century Distance Education Guidelines

What are the *21st Century Distance Education Guidelines*?

The *21st Century Distance Education Guidelines* are designed to help support accreditors' reviews of distance education programs. They are not accreditation standards; instead, they are a collection of elements designed to inform, but not limit, accreditors and states in their judgment of satisfactory levels of quality in the offering of programs through distance education.

The guidelines are organized into six categories:

1. **Institutional Capacity** addresses institutional investments in student supports, technology, professional development, and online program management (OPM).
2. **Institutional Transparency and Disclosures** outlines information that institutions should be proactively prepared to provide students.
3. **Academic Programs** addresses academic quality expectations, including the collection and use of meaningful assessment data for program improvement.
4. **Support for Students** details effective practices to engage and assist distance education students.
5. **Program Review** describes expectations for the regular review of programs, including feedback from a variety of stakeholders as well as graduate success measures.
6. **Academic and Instructional Integrity**, which addresses ensuring adequate oversight and accountability.

What is the difference between these guidelines and accreditors' standards?

These guidelines are not accreditation standards; instead, accreditors may use them to inform their standards and/or processes for the review of distance education. It is important to note that the previous *2011 C-RAC Guidelines* were also guidelines and not accreditation standards. As C-RAC's statement confirms, "*Each Commission within C-RAC has adopted its own standards, policies, and procedures for evaluating distance education delivered by their institutional members and will independently determine how to use the new Guidelines.*"

Adherence to the guidelines is a requirement for institutions to participate in SARA.

Why do we need *21st Century Distance Education Guidelines*?

Guidelines previously developed by the Council of Regional Accrediting Commissions (C-RAC) have been the primary source of quality assurance for distance education since 2001. Adherence to the guidelines is a requirement for institutions to participate in SARA. The guidelines were last updated in 2011, yet institutions' and accreditors' practices around distance education quality have been continually and rapidly evolving.

Given the numerous advancements in technology, learning sciences, competency-based programs, and distance learning pedagogy, along with the increase in distance education programs, the need for high quality credentials, and the economic realities facing families and states, distance education leaders, accreditors, and NC-SARA believed that it was time for a new set of guidelines. NC-SARA assumed a leadership role in supporting the development of this proposed new set of guidelines for institutional accreditors reviewing distance education.

Who was involved in creating the *21st Century Distance Education Guidelines*?

NC-SARA commissioned the National Center for Higher Education Management Systems (NCHEMS) to develop the guidelines, which were crafted with input from a wide array of postsecondary distance education experts, as well as accreditors, university presidents, and higher education association leaders. The extensive list of expert participants is listed in Appendix A.

When do SARA states and institutions need to start using the *21st Century Guidelines*?

NC-SARA and its regional compact partners are researching what it will take for states and institutions to implement the use of these guidelines. NC-SARA staff will use this insight to propose an implementation timeline to the NC-SARA board in its May meeting.

Where do I go for additional information?

NC-SARA will be sharing more information about the implementation timeline, resources to help states and institutions, and process details after the May NC-SARA board meeting. For additional questions, you may contact info@nc-sara.org

Appendix 52

Review of Online Standards

UNIVERSITY OF PROVIDENCE

SharePoint

University of Providence
Community
Employees
Students
Academics
Athletics

Distance Learning and Instructional Design

+ New
Promote
Page details
Immersive reader
Analytics

Published 1/10/2025

University of Providence ~ Review of Online Standards

All Reviews up to Summer 2025 will use the 6th Edition QM Rubric.

All Reviews after Summer 2025 will use the 7th Edition QM Rubric.

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technology is provided.	2
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication guidelines for the course are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technology is provided.	2
Learning Objectives (Competencies)	2.1 The course-level learning objectives describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3
	2.3 Learning objectives are clearly stated, are learner-centered, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3

Standards Reviewed

Fall 2024; Spring 2025; Summer 2025

- Computer skills and digital information literacy skills expected of the learner are clearly stated. 1.6
- Learners are asked to introduce themselves to the class. 1.9
- Learning outcomes or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. 2.3
- The course grading policy is stated clearly at the beginning of the course. 3.2
- The course provides learners with multiple opportunities to track their learning progress with timely feedback. 3.5
- The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. 4.3
- A variety of instructional materials is used in the course. 4.5
- Learning activities provide opportunities for interaction that support active learning. 5.2
- A variety of technology is used in the course. 6.3
- The course design facilitates readability. 8.2

Initial 10 UP Online Standards Revisited

(Fall 2023; Spring 2024; Summer 2024)

1. Learners are introduced to the purpose and structure of the course (1.2).
2. Communication expectations for online discussions, email, and other forms of interaction are clearly stated (1.3).
3. The self-introduction by the instructor is professional and is available online (1.8).
4. Learning outcomes or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course (2.3).
5. The course grading policy is stated clearly at the beginning of the course (3.2).
6. Specific & descriptive criteria are provided for the evaluation of learners' work, & their connection to the course grading policy is clearly explained (3.3).
7. The relationship between the use of instructional materials in the course and completing learning activities is clearly explained (4.2).
8. The learning activities promote the achievement of the stated learning outcomes or competencies (5.1).
9. The instructor's plan for interacting with learners during the course is clearly stated (5.3).
10. The requirements for learner interaction are clearly stated (5.4).

Standards Reviewed

Fall 2022; Spring 2023; Summer 2023

1. Computer skills and digital information literacy skills expected of the learner are clearly stated. 1.6
2. Learners are asked to introduce themselves to the class. 1.9
3. Learning outcomes or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course. 2.3
4. The course grading policy is stated clearly at the beginning of the course. 3.2
5. The course provides learners with multiple opportunities to track their learning progress with timely feedback. 3.5
6. The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials. 4.3
7. A variety of instructional materials is used in the course. 4.5
8. Learning activities provide opportunities for interaction that support active learning. 5.2
9. A variety of technology is used in the course. 6.3
10. The course design facilitates readability. 8.2

Initial 10 UP Online Standards reviewed (Fall 2021; Spring 2022; Summer 2022)

1. Learners are introduced to the purpose and structure of the course (1.2).
2. Communication expectations for online discussions, email, and other forms of interaction are clearly stated (1.3).
3. The self-introduction by the instructor is professional and is available online (1.8).
4. Learning outcomes or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course (2.3).
5. The course grading policy is stated clearly at the beginning of the course (3.2).
6. Specific & descriptive criteria are provided for the evaluation of learners' work, & their connection to the course grading policy is clearly explained (3.3).
7. The relationship between the use of instructional materials in the course and completing learning activities is clearly explained (4.2).
8. The learning activities promote the achievement of the stated learning outcomes or competencies (5.1).
9. The instructor's plan for interacting with learners during the course is clearly stated (5.3).
10. The requirements for learner interaction are clearly stated (5.4).

Purpose

This review process is designed to: (a) ensure that University of Providence Standards are being applied to all online courses, (b) facilitate overall improvement of our online offerings, and (c) determine key educational opportunities for future faculty development.

Preparation

UP online courses (ASY) will be reviewed through a gentle rollout. Preparation should focus on "current" and "upcoming" courses, rolling them out in the sequence they occur.

Templates

A Moodle template has been built, which provides a framework where instructors can "fill-in-the-blank" in order to meet over half of the University of Providence Online Standards. Starting in Fall 2022, all course shells will be created with elements of this template.

Using these templates may save you time, especially if you create a master template for each unique course you teach. Once built, simply make all improvements in the template and import from it every time the course is offered.

If interested in having your own master template(s) with these resources, reach out to the Distance Learning Office. Jim Gretch or Christopher Nelson would be happy to help you with that.

How criteria are handled

- The first round of review will focus on 10 UP Online Standards. As UP moves through this review process, criteria will rotate to meet all UP Online Standards.
- A Yes/No response will be given to criteria. Either the evidence is documented (Yes) or it is not present (No).
- Target is that 80% of online UP courses will be reviewed within a 12-month process. At that time, new criteria will be selected for review.
- Criteria selected will not overlap with the work of the UP Administrative Assistants who review course syllabi each term.

Review Process

There are two options for review:

Option 1:

Faculty request a review of a specific course.

Monitoring will occur within the first 60 days of the request by the faculty member. Two members of the QM Work Group who have passed the initial Applying the QM Rubric (APPQMR) and/or Peer Reviewer Course (PRC) will complete the review. Because this is a quality improvement process versus research, inter-rater reliability is not necessary.

Results will be tabulated, and a summary report will be presented to the requesting faculty member for review.

Option 2:

The Director of Instructional Design will provide a list of current/upcoming online UP courses (ASY) including title of course, instructor, and primary responsible Program Lead/Director.

A percentage of courses will be randomly chosen and reviewed for the listed criteria. Suggested percentages include: (a) 30% of online courses during Fall semester, (b) 30% of online courses during Spring semester, and (c) 20% of online courses during Summer semester.

Courses will be listed and provided an identification number. A randomized process will ascertain which courses are selected for review each term. Once a course is reviewed it will be documented to ensure that the same course is not randomly selected two terms in a row.

Reviewing will occur within the first 60 days of the term by members of the QM Work Group who have passed the initial Applying the QM Rubric (APPQMR) and/or Peer Reviewer Course (PRC). Because this is a quality improvement process versus research, inter-rater reliability is not necessary.

Results will be tabulated, and a summary report will be prepared for the instructors, school deans, and the Provost for review.

Aggregate results will be reported to faculty every year at faculty development meetings.

Review Tool

1. Currently only UP online (ASY or HYB) courses will be selected for review.
2. The review is a three-tiered approach:
 - a. Criteria will be reviewed utilizing current course syllabus submitted by the instructor in the Moodle shell.
 - b. If evidence is not found in the syllabus, then a Moodle review of the course modules will be completed.
 - c. If evidence is not found in either the syllabus or Moodle, then a reviewer will provide helpful recommendations for meeting the standard in question.

Link to source:

<https://uprovidence.sharepoint.com/sites/academics/distancelearningandinstructionaldevelopment/SitePages/Monitoring-University-Standards.aspx>

Appendix 53

Course Design Audits Trends FA21-FA24

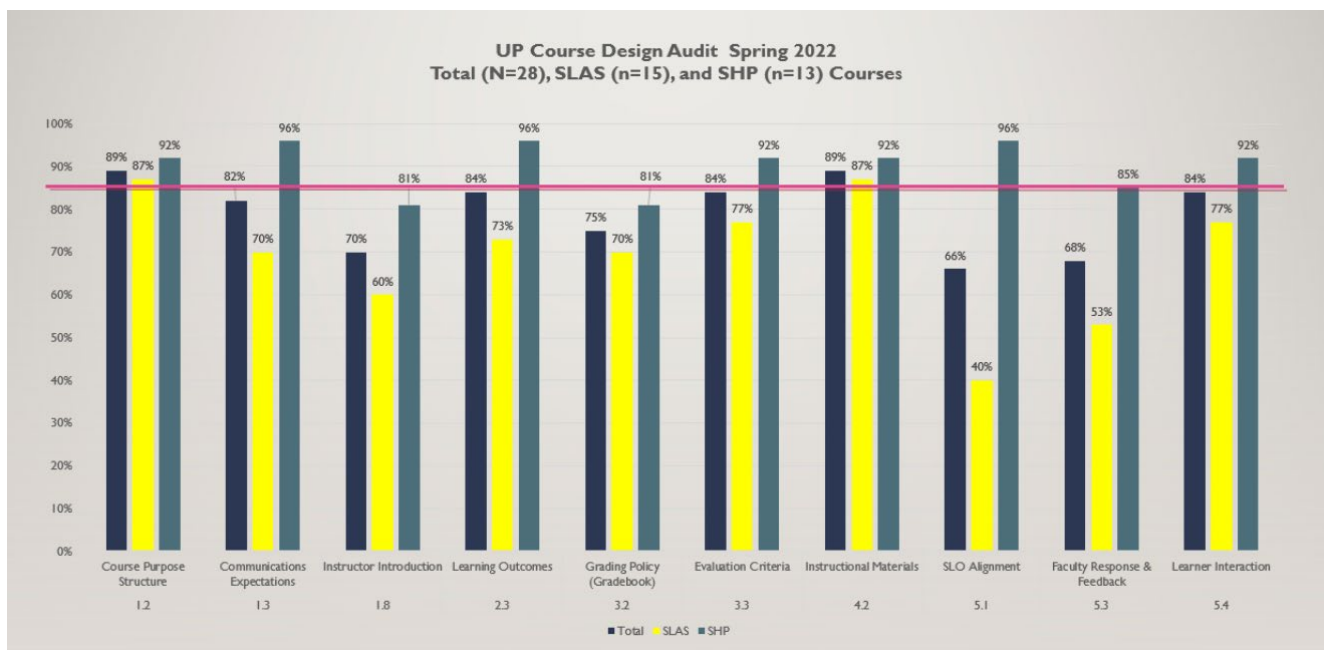
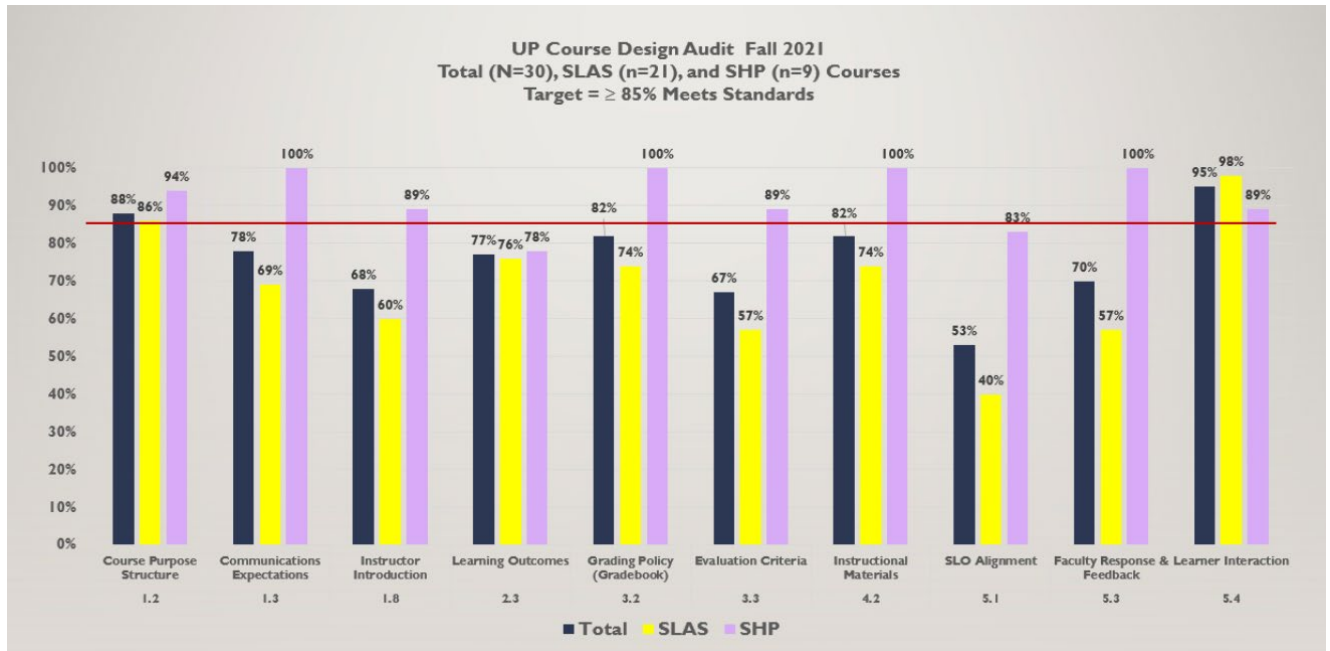
UNIVERSITY OF PROVIDENCE SharePoint Search this site

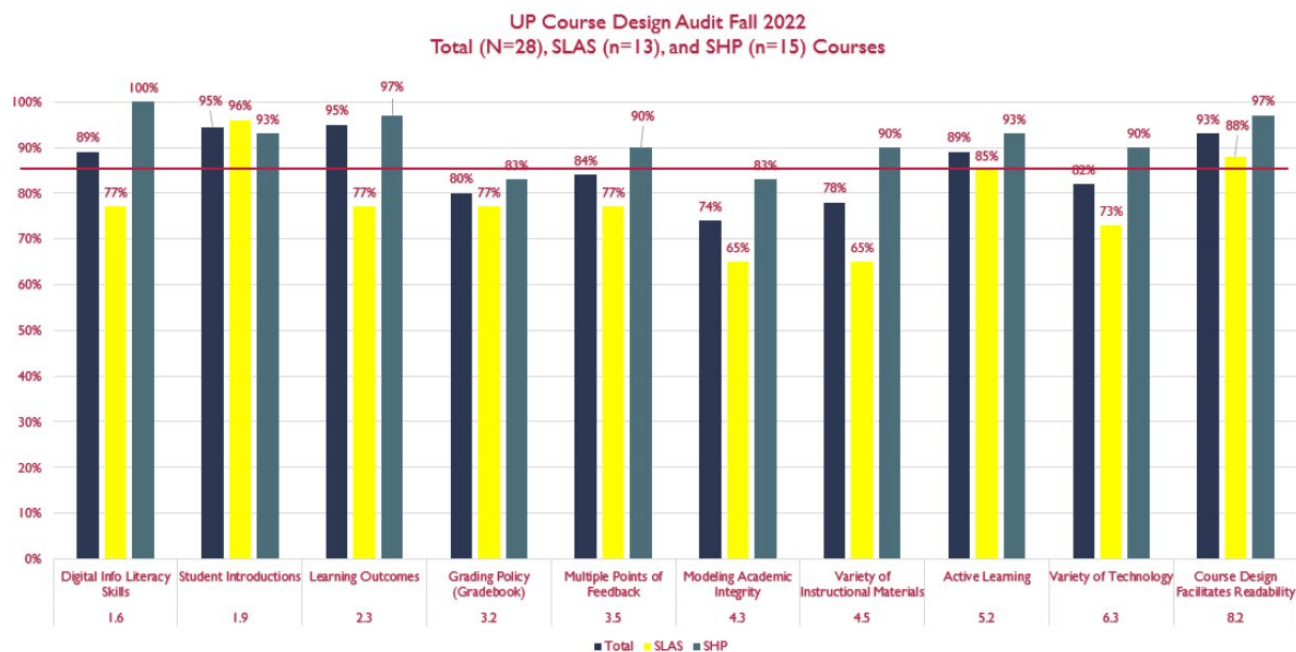
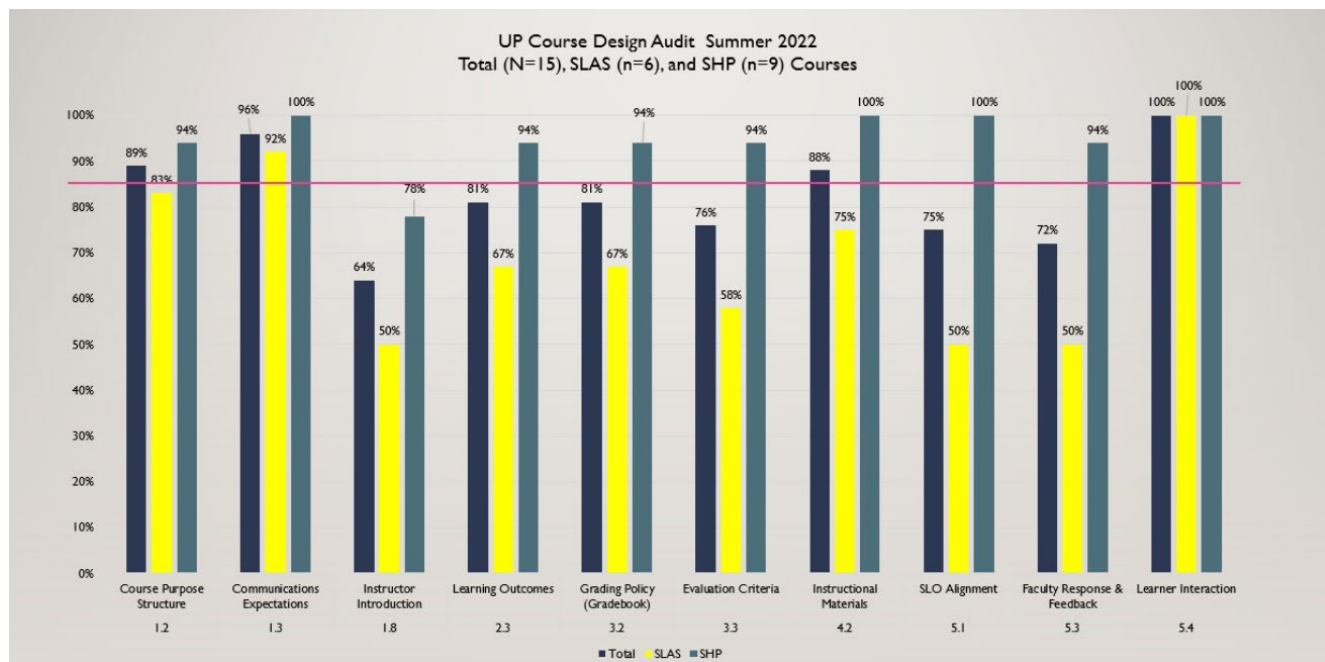
University of Providence Community Employees Students Academics Athletics

Distance Learning and Instructional Design

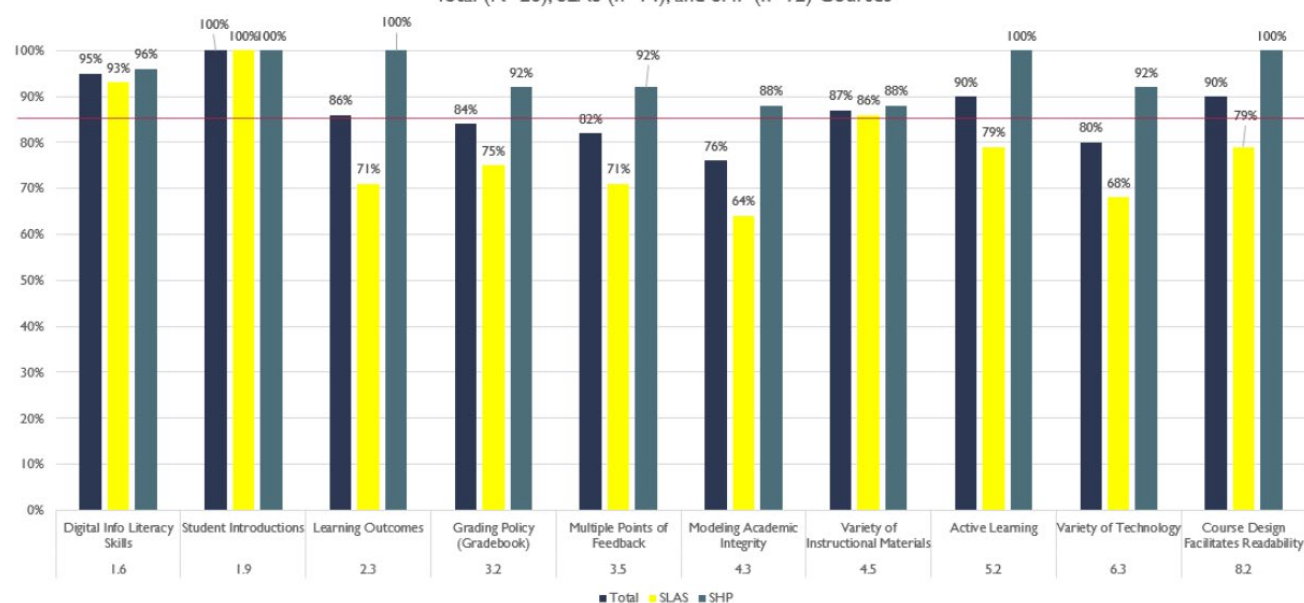
New Promote Page details Immersive reader Analytics Published 1/10/2025

Course Design Audits Trends: FA21 to FA24

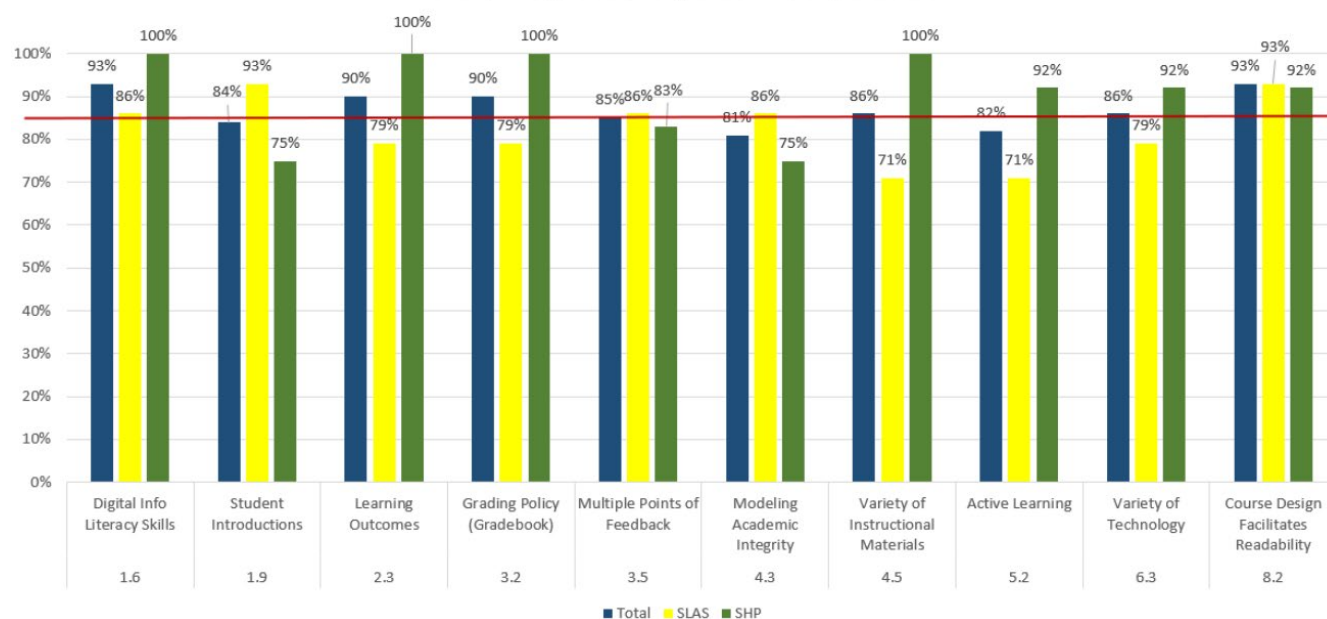




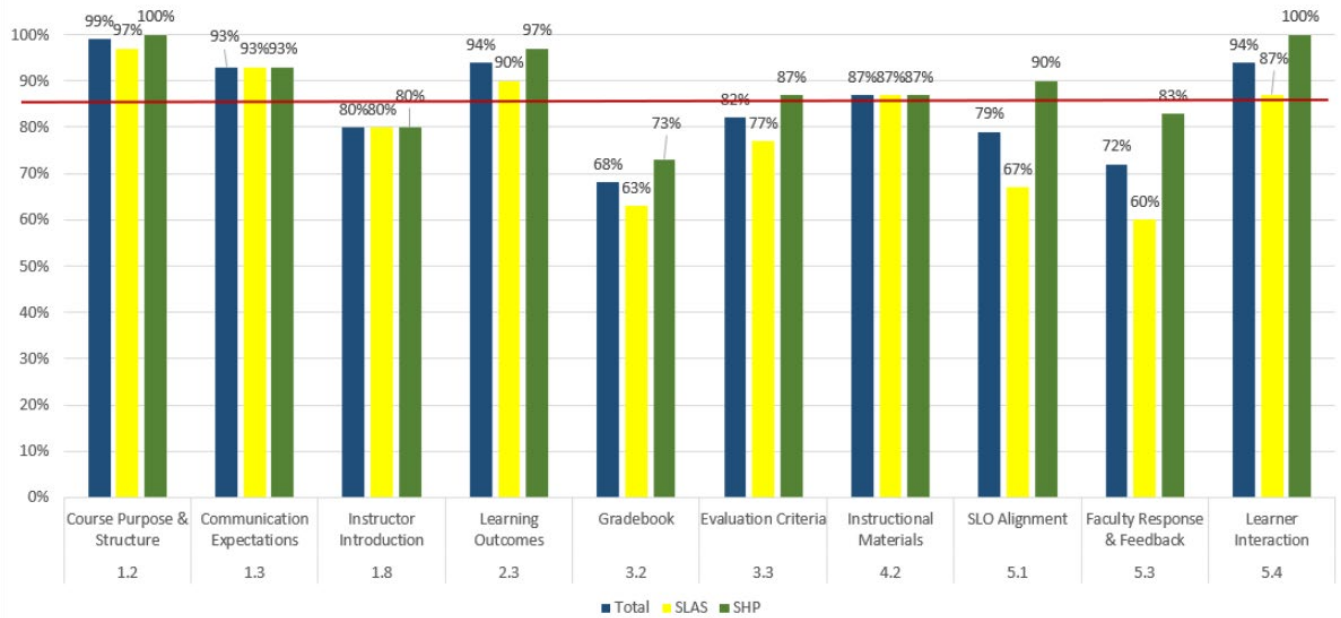
UP Course Design Audit Spring 2023
Total (N=26), SLAS (n=14), and SHP (n=12) Courses



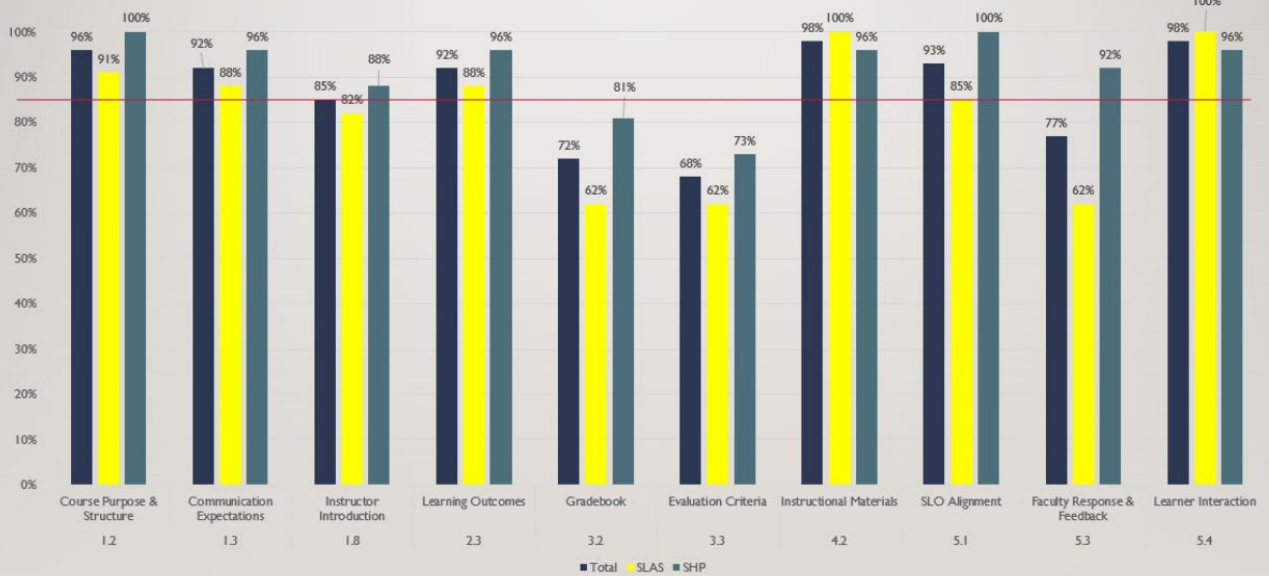
UP Course Design Audit Summer 2023
Total (N=13), SLAS (n=7), and SHP (n=6) Courses

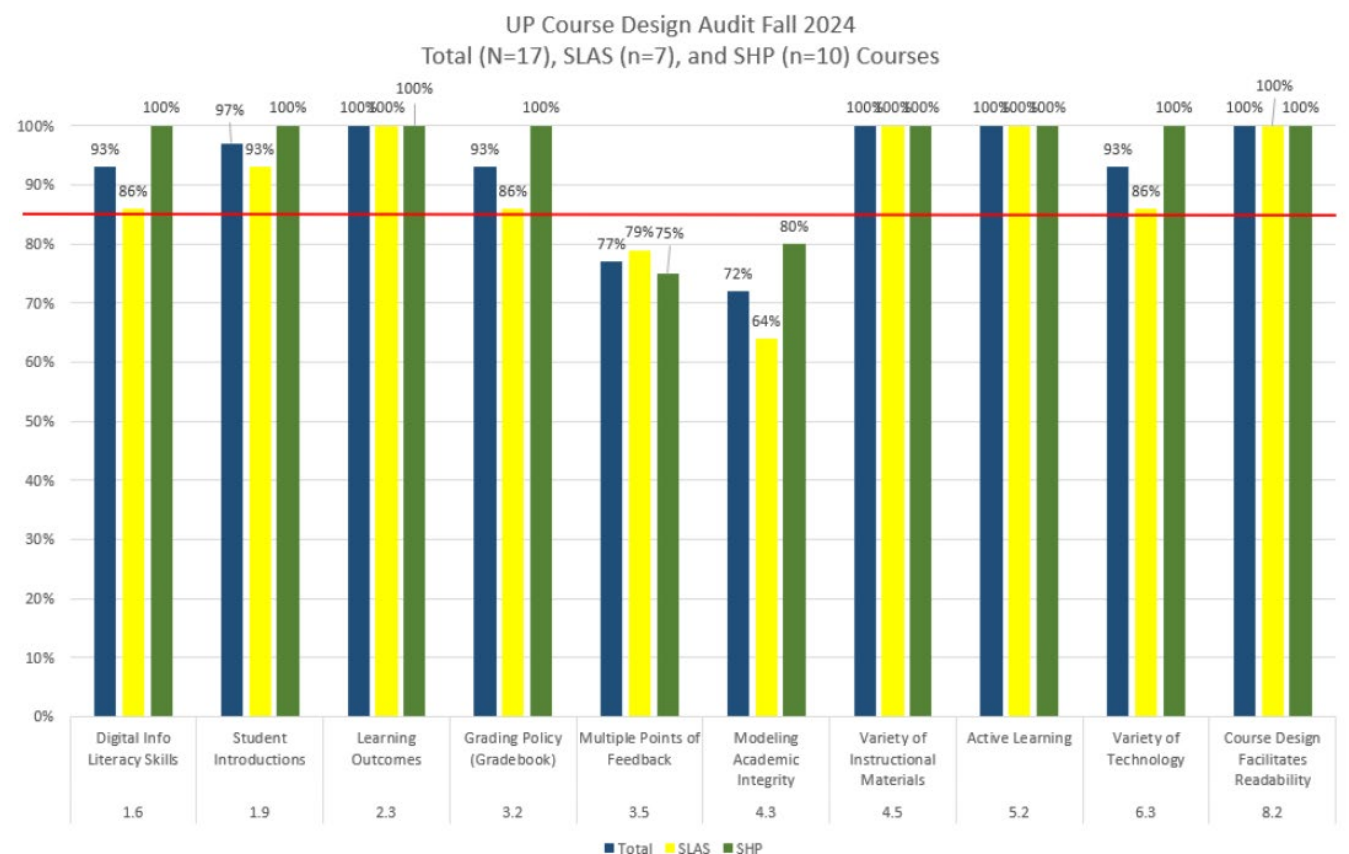
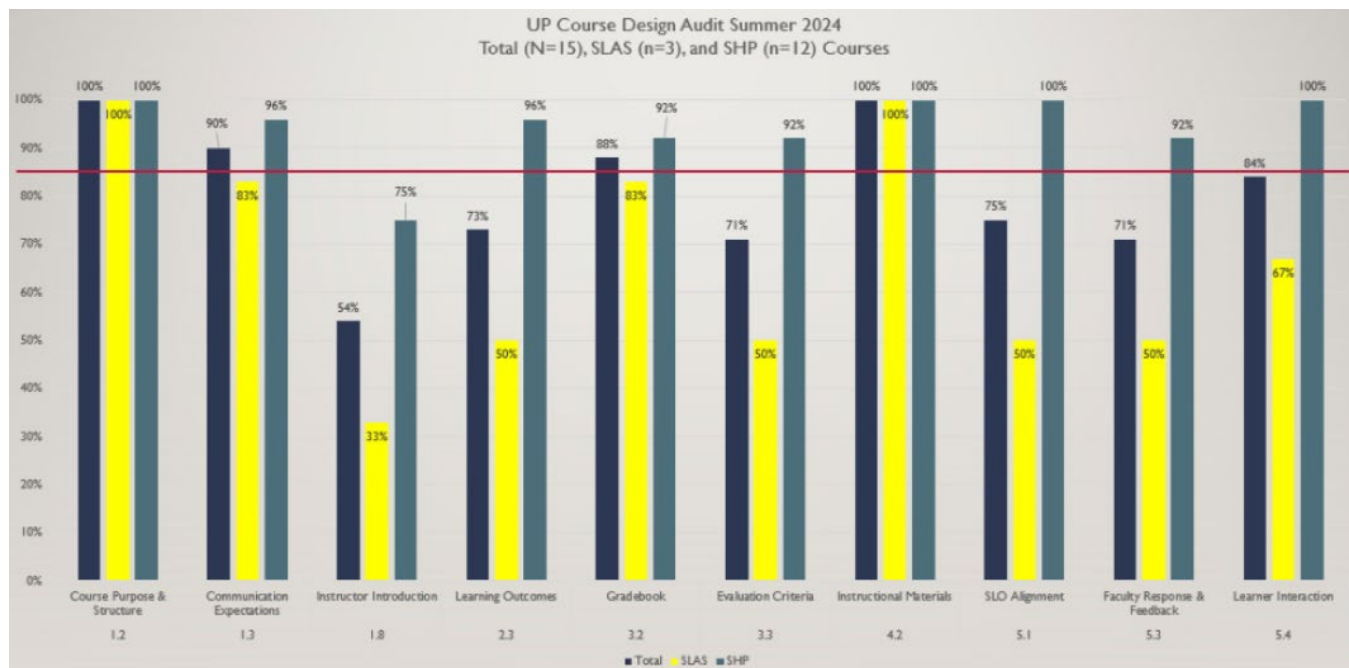


UP Course Design Audit Fall 2023
Total (N=30), SLAS (n=15), and SHP (n=15) Courses



UP Course Design Audit Spring 2024
Total (N=30), SLAS (n=17), and SHP (n=13) Courses





Link to source:

<https://uprovidence.sharepoint.com/sites/academics/distancelearningandinstructionaldesign/SitePages/Course%20Design%20Audit%20Trends.aspx>