The University of Utah

Ad Hoc Self-Evaluation Report

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

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Contact Information:

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

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Introduction

Document History

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

In February 2013, NWCCU notified the University of Utah that it had reaffirmed the accreditation of the University of Utah based upon the Year Three *Resources and Capacity* Peer-Evaluation Report, and requested that the University address Recommendations 1 and 2 of the Peer-Evaluation Report without a visit in Fall 2014. NWCCU requested the receipt of an Ad Hoc Self-Evaluation Report by September 2, 2014. The University of Utah was requested to document its response to the above recommendations in this Ad Hoc Self-Evaluation.

Upon receipt of the Peer-Evaluation Report and Recommendations 1 and 2, the University of Utah developed and implemented a set of University-wide initiatives to implement these two recommendations. This Ad Hoc Self-Evaluation Report, submitted September 2, 2014, documents the structure and scope of these initiatives, and provides details regarding accomplishments and expected future progress in implementing these Peer-Evaluation Recommendations.

Development of the 2014 Ad Hoc Self-Evaluation Report

The University's response to the recommendations form the Fall 2012 Peer-Evaluation Report was developed in broad collaboration with stakeholders across campus. The campus units that contributed to the planning and execution of the institutional response to the NWCCU recommendations include:

The Office of the Senior Vice President for Academic Affairs
The Graduate School
The Office of Undergraduate Studies
The Office of General Education
The Office of Budget and Institutional Analysis
Human Resources
The Academic Senate
University Information Technology

Facilities Management
The College of Engineering
Continuing Education
The Department of Teaching and Learning Technologies
The Center for Teaching and Learning Excellence

Individuals contributing to this report include:

David Kieda, *Dean, The Graduate School*
Jennifer Mabey, *Assistant Dean for Postdoctoral Affairs*
Martha Bradley-Evans *Dean, Undergraduate Studies*
Ann Darling, *Associate Dean for Undergraduate Studies*
Mark St. Andre, *Assistant Dean for Undergraduate Studies*
Jeff Herring, *Chief Human Resources Officer*

Brief Update on Institutional Changes since the Year Three *Resources and Capacity* Report

The University of Utah has documented all Institutional Changes up to July 2012 in the Fall 2012 Year Three *Resources and Capacity* Self-Evaluation Report. Since that time, the University has applied for and received approval from the Utah Board of Regents for a substantial number of minor changes in its program offerings. On June 19, 2014, the University of Utah submitted to NWCCU an omnibus notification/request for approval of minor changes. This document detailed all minor changes to program offerings, degree and certificates for the period July 1, 2012-July 1, 2014.

Through increased departmental emphasis on increasing student access to online content and delivery, the University of Utah now has several degree programs that formerly had less than 50% program content provided by distance delivery, but have recently exceeded this threshold. NWCCU requires filing of a Substantive Change Application Form for degree-completion programs that exceed this threshold. In Spring 2014, the University of Utah undertook a comprehensive inventory of all programs offering online course and degree-completion activities, and has now identified all programs that require filing a request for Substantive Change. The University anticipates filing the Substantive Change Requests for the programs during Fall Semester 2014.

Other Communications with WCCU since the Year Three *Resources and Capacity* Report

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

Year Three Resources and Capacity Peer-Evaluation Report Recommendations

The Fall 2012 Year Three *Resources and Capacity* Peer-Evaluation Report outlines the following two recommendations:

Recommendation 1

Recommendation 1 is based upon the Peer-Evaluation of the description and evaluation of the University's compliance with NWCC Standard 2.C.2. This standard states:

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

The Fall 2012 Year Three *Resources and Capacity* Self-Evaluation Report provides the following description of the University's compliance with this standard:

"Expected learning outcomes for every academic program and degree are published on the University of Utah web site (http://learningoutcomes.utah.edu/). University regulations require that course descriptions, which are published in course syllabi and distributed to enrolled students, clearly state the learning outcomes and activities that are essential to the award of credit (http://www.regulations.utah.edu/academics/6-100.html). The Center for Teaching and Learning Excellence publishes a guide to the creation of course syllabi that are in compliance with University Regulations and best academic practices (http://ctle.utah.edu/doc/syllabus-guidelines.pdf). The Undergraduate Council rigorously enforces compliance with syllabus guidelines for all courses designated as satisfying one or more General Education requirements. A comprehensive collection of course syllabi is available for inspection."

The Fall 2012 Year Three *Resources and Capacity* Peer-Evaluation Report provides the following recommendation regarding this standard:

"The evaluation committee observed that the institution has collected and published learning outcomes for all degree programs. While some programs, particularly programs that undergo specialized accreditation, have an established track record of assessment of program learning outcomes, some faculty do not appear to be aware or have not accepted their responsibility for assessment of program learning outcomes. Substantial progress is needed to develop a comprehensive program of assessment across all disciplines (Standard 2.C.2)."

Recommendation 2

Recommendation 2 is based upon the Peer-Evaluation of the description and evaluation of the University's compliance with NWCC Standard 2.B.2. This standard states:

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

The Fall 2012 Year Three *Resources and Capacity* Self-Evaluation Report provides the following description of the University's compliance with this standard:

"University Hospitals and Clinics and designated units which have positions directly interfacing with clinical patient care complete a formal evaluation annually which is a requirement of The Joint Commission accreditation process. For 'main campus' units (distinct from the hospitals and clinics and designated health sciences departments), annual performance reviews are recommended. Human Resources works with individual departments to support performance reviews on a needs basis. Example templates for performance review processes are available on-line and can be found at http://www.hr.utah.edu/forms/#employment."

The Fall 2012 Year Three *Resources and Capacity* Peer-Evaluation Report provides the following recommendation regarding this standard:

"The committee observed an uneven approach to staff and administrator evaluation. The committee recommends that the University of Utah implement a process to ensure regular staff performance evaluations (Standard 2.B.2)."
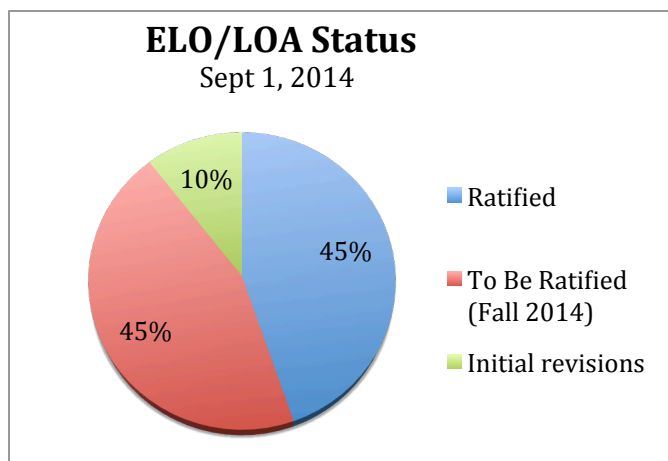
Response to Recommendation 1

The two key requirements of Recommendation 1 are:

1. Development of a comprehensive program of assessment across all disciplines.
2. Engagement of faculty across campus in the assessment of program learning outcomes.

The University of Utah endorses this recommendation as a key strategy for the improvement of academic programs and degree quality across campus. These two requirements also strongly support the University of Utah Core Theme 1 (teaching) and Core Theme 2 (research). Since the release of this recommendation the University has taken the following steps to address this recommendation:

1. In December 2013, the University embarked on a comprehensive review and update of the written Expected Learning Outcomes (ELOs) for every academic program and degree at the University. The University also surveyed each program to inventory the number and types of Learning Outcomes Assessments (LOAs) employed in each of these academic programs and degrees. The ELOs and LOA inventories are now stored in a common database which can be edited by the curriculum chairs of each academic unit; updates to the ELOs are automatically propagated to the public website http://learningoutcomes.utah.edu/. Faculty in each program and degree were required to review, modify, and ratify the revised ELOs and LOA inventories through a formal vote at a faculty meeting (Appendix A). As of September 1, 2014, faculty members of 38 programs had reviewed and formally ratified their ELOs and their LOA inventory, 38 programs had reviewed/revised their ELOs and their LOA inventory and are scheduled for a faculty vote in Fall semester 2014, and 9 programs (mostly interdisciplinary degrees programs) are

Figure 1: Program/Degree ELO description and LOA inventory Update Status as of September 1, 2014.

just beginning this process (Figure 1).

2. In spring 2014, the Office of General Education (OGE) conducted an assessment of 2 of the 15 General Education Learning Outcomes for General Education (Gen Ed) courses. Designated Gen Ed courses comprise approximately one-third of the required coursework for undergraduate baccalaureate degrees at the University of Utah. Improvements in student achievement in Gen Ed courses can therefore have a very large effect on all undergraduate degrees across campus. The results of this study (Appendix B) indicate that simplistic LOAs may not provide reliable indicators of student achievement for the Gen Ed courses. The development of LOAs that provide reliable tracking of student achievement requires careful design and testing. Consequently, the OGE has initiated a program of ongoing development and evaluation of Gen Ed LOAs.

3. At the request of the Dean of the Graduate School the Academic Senate formed an ad hoc committee in Spring 2014 to develop a campus-wide policy for mandatory departmental review of LOA results. The new policy would require analysis of LOA results on an annual basis, and based upon these findings, implementation of curricular modifications at the academic unit level. The committee will also make recommendations regarding the requirements for archiving of LOA data, and reporting the summary of LOA findings. The Academic Senate charged the ad hoc committee to develop a faculty-led white paper on a campus-wide strategy regular reporting on assessment activities and curricular modifications taken in response to the assessment data. The senate has requested a delivery of the report by the end of 2014. This ad hoc committee also will provide recommendations regarding university-wide administrative support necessary for the success of LOA efforts in individual academic units. The university-wide support may include items such increased access to data and reports from the University's Office of Budget and Institutional Analysis.

   The ad hoc senate committee met during spring and summer 2014, and reviewed existing campus-wide policies for assessment of learning outcomes at peer institutions. The committee also conducted a phone interview with the Director of the Office of Assessment of Teaching and Learning at Washington State University regarding their experiences working with their Academic Senate to develop similar teaching assessment policies. The Dean of the Graduate School at the University of Utah anticipates voluntary testing of a pilot assessment program in early 2015, with a campus-wide policy to be incorporated into University Policy shortly afterwards. The results of these policy initiatives will be reported in the University of Utah's upcoming Year Seven Report (fall 2015).

Response to Recommendation 2

Recommendation 2 requires the development and implementation of a process to ensure regular staff performance evaluations across campus.

The University of Utah endorses this recommendation as a key strategy for the management and improvement of staff performance. The University views this recommendation as strongly supporting all four Core Themes of the University of Utah (Teaching, Research, Public Life, and Health Care). The University has aggressively responded to this recommendation with two independent initiatives: one centered upon main campus (distinct from the hospitals and clinics and designated health sciences departments), and one centered upon University of Utah Hospitals and Clinics.

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

At the University's main campus, the Division of Human Resources (HR) has collaborated with University Information Technologies (UIT) to develop and deploy an on-line staff performance management tool (University of Utah Performance Management or UUPM). UUPM is based upon a successful performance management system currently used by the State of Utah. UUPM allows online communication between supervisor and employee, including written documentation of job assignments, expectations, and yearly goals. The UUPM system provides the additional opportunities for written feedback between supervisor and staff member, and also strongly supports mentorship by management, and staff personal development.

The University plans to deploy UUPM across campus for use with staff performance evaluation and management Fall/Winter of 2014. At that time, UUPM will be implemented for staff throughout the University, with the exception of Health Sciences, which is currently using its preexisting performance management tool (described above). With the main campus launch of UUPM in Fall 2014 and existing Health Sciences performance management system rollout, all departments on campus will perform regular staff performance evaluations using a standardized online performance management system, as recommended by the Fall 2012 NWCCU Peer-Evaluation Report. After completing the successful rollout period of UUPM on main campus, HR and UIT will focus its next efforts on steadily increasing the consistency between the Health Sciences performance management tool and UUPM.

A detailed description of the heritage, development, and capabilities of UUPM is described in Appendix C.

Conclusion

As described by this Ad Hoc Evaluation report, the University of Utah has decisively committed itself to the full implementation of all recommendations of the Fall 2012 NWCCU Peer-Evaluation Report. The University has moved quickly and broadly to implement campus-wide initiatives to meet the requirements of these two recommendations. Moreover, the University has expanded the breadth and depth of its response to these recommendations, in an effort to build a campus-wide culture of data-driven assessment and continuous improvement that broadly supports the University's Four Core Themes.

Appendix A: Creation, Revision, and Faculty Ratification of ELOs and LOA surveys

For each academic program and degree at the University, the Expected Learning Outcomes (ELO) were reviewed and ratified, and the Learning Outcomes Assessment (LOA) tools were surveyed the following process.

1. In December 2013, the existing ELOs from the University web site http://learningoutcomes.utah.edu/ were imported into a new database, and this database was linked to an online University of Utah webpage http://assessment.gradschool.utah.edu/. This private (password-protected) web page provided automatic forms, check boxes, and text entry fields for the review and modification of ELOs of each academic program and degree across campus by the respective faculty curriculum chair.

2. Each curriculum chair was also required to provide an inventory of the LOAs that are being employed for each program and degree. These LOA inventories were also entered into the common database with the above ELOs using the same online University web page.

3. The Graduate School held group and one-on-one training sessions with the faculty curriculum chair to assist in the use of the online webpage forms to update the ELOs and LOA inventories. These training sessions were held from February-March 2014.

4. During April 2014, the finalized ELOs and LOA inventories were exported from the database to a written summary document (.pdf file), and these EOL/LOA documents were sent to the appropriate Department Chair and/or College Dean for review and ratification. The Chair/Dean of each academic unit circulated the ELO/LOA documents to each faculty member in their academic unit for review. The ELO/LOA document was then discussed (and modified, if necessary) at a regular faculty meeting. At the conclusion of the review/revisions, the ELO/LOA document was formally ratified through a faculty vote. Deans and/or Chairs reported back the progress of the ratification process throughout summer 2014. In cases where faculty members required additional discussion and revisions to the proposed ELO/LOAs, additional time was provided for formal ratification (through Fall semester 2014).

5. As of August 27, 2014, faculty of 38 academic programs have fully completed and ratified their ELO and LOA documents. The ratification of an additional 38 programs is currently underway, and these are expected to be ratified by the end of fall term 2014. (Figure 1).

6. There are 9 academic programs that are in the early stages of the ELO revision, ALO inventory and final ratification. We project these units will complete the revision, inventory and faculty ratification by end of spring semester 2015. These delayed ratifications are generally associated with interdisciplinary degree and certificate programs that require additional time to coordinate the faculty revision and ratification across multiple academic units.

7. Modifications to the ELOs are immediately displayed on the public website site http://learningoutcomes.utah.edu/ on a regular schedule. The web interface for modification of the ELO/LOA database is now a permanent resource available to individual departments for continuous update and modification as the faculty revises their ELOs and LOA inventories.

Appendix B: Learning Outcomes Assessment – Gen Ed Courses

In the spring of 2014, the Office of General Education (OGE) conducted an assessment of 2 of the 15 General Education (Gen Ed) Learning Outcomes: Critical Thinking and Written Communication. This appendix summarizes the details of this assessment, reports findings, discusses outcomes, and discusses process recommendations.

Assessment Framework and Design

This assessment was the first comprehensive attempt to study the achievement of the U's General Education Learning Outcomes using examples of student work from General Education classes as evidence.

Over the past four years academic departments have been asked, as part of their General Education designation applications or renewal applications, to indicate which of the learning outcomes their courses meet, with the understanding that at some point in the future OGE would be asking for evidence of the achievement of those outcomes for assessment purposes.

In the fall of 2013, a request was sent to the departments of all courses that had chosen either the Critical Thinking or Written Communication learning outcome for their course over the past two years. This request asked departments to ask the instructors of these courses to submit, through a web link, four examples of student work: one of high quality, two of average quality, and one of low quality. This distribution of assignments was requested so that the whole range of achievement in each course was represented in the analysis.

The assessment tool that was used to score the artifacts was the set of rubrics that were designed by the American Association of Colleges & Universities (AACU) for these outcomes. Each outcome rubric has 5 criteria that describe the outcome, and scores that can be assigned to each of those criteria, including:

1: Baseline Achievement
2-3: Milestone Achievements
4: Capstone Level Achievement

Reviewers were also told to give artifacts a score of 0 if they thought there was no evidence of the achievement of the criterion or an "NA" if they thought that the application of this particular criterion was not appropriate for this artifact.

The General Education Curriculum Council (GECC) members served as the reviewers. The Senior Associate Dean and Assistant Dean of Undergraduate Studies

trained the Council members on the use of the rubrics. Two council members were assigned to score each artifact.

Results

The departments of 75 courses submitted 305 artifacts to OGE: 133 for Written Communication and 172 for Critical Thinking. Artifacts were pre-screened by OGE to remove any identifying information about courses, instructors, and student names. A number of these artifacts were eliminated from use because they had grading marks on the documents or because there was identifying information on the document that could not be removed.

From the remaining artifacts, 120 were randomly selected for review – 60 for each outcome. This subset was selected so that each Council member was assigned to review eight artifacts and each artifact was reviewed by two Council members. Of the 120 artifacts assigned, 86 (43 for each outcome) were reviewed by the two assigned Council members by the end of the evaluation period. The scores for those 86 artifacts are reflected in the results tables below.

Interrater reliability (IRR) - IRR was calculated using Spearman rank correlation (because the rating scale in the rubrics is ordinal level). After removing NA scores from the analysis the Spearman rank correlation for Critical Thinking was 0.42 and for Written Communication was 0.34. These estimates are lower than generally acceptable for IRR. However, there are several reasons why we are not surprised by these rates and expect them to improve in the future.

This study represents the first time all of these 30 raters have used the instrument, and OGE expects that reliability will improve with use. In addition, the design used in the current study utilized multiple raters and almost never the same raters for more than one artifact. Studies reporting higher IRR rates (0.70 and higher) tend to use only two or three raters who score a common subset of assignments. This method accomplishes two things: it allows for increased reliability of scorers but is also more efficient and cost-effective because all assignments are not read. The current study was primarily concerned with providing and opportunity for all individuals on the Curriculum Council to use the rubrics and the review process. The broad participation allowed a unique opportunity to collect informed feedback about the process. In the future, fewer reviewers may be used on a subset of assignments which will likely result in higher IRR.

Figure 2 shows the overall distribution of ratings across all the criteria of both learning outcomes rubrics. This figure shows that the distribution of scores was normal with Written Communication (mean=2.0) receiving slightly higher scores on average than Critical Thinking (mean=1.94), although this difference was not statistically significant.
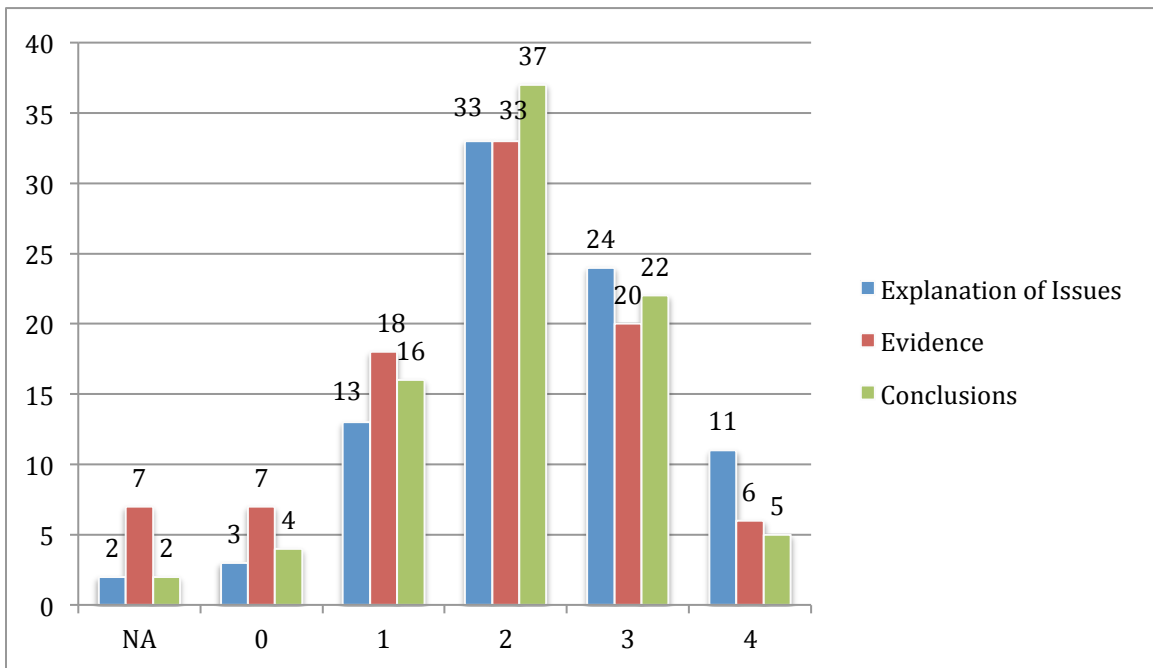
Figure 3 shows the distribution of ratings on two of the Critical Thinking criteria: Student's Position (perspective, thesis/hypothesis), and Influence of Context and Assumptions. Figure 4 shows the distribution of ratings for the Critical Thinking Criteria of Explanation of Issues, Evidence, and Conclusions. Figure 5 shows the distribution of ratings for the Written Communication criteria of Syntax Mechanics and Sources of Evidence. Figure 6 shows the distribution of ratings for the Written Communication criteria of Genre, Context, and Content.
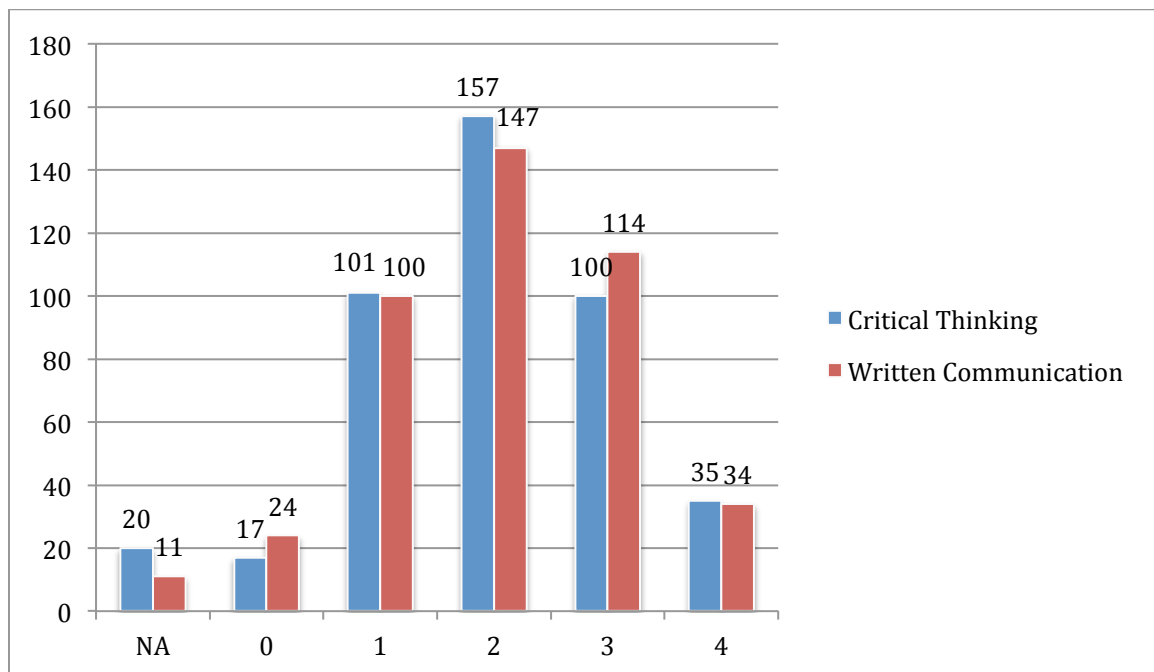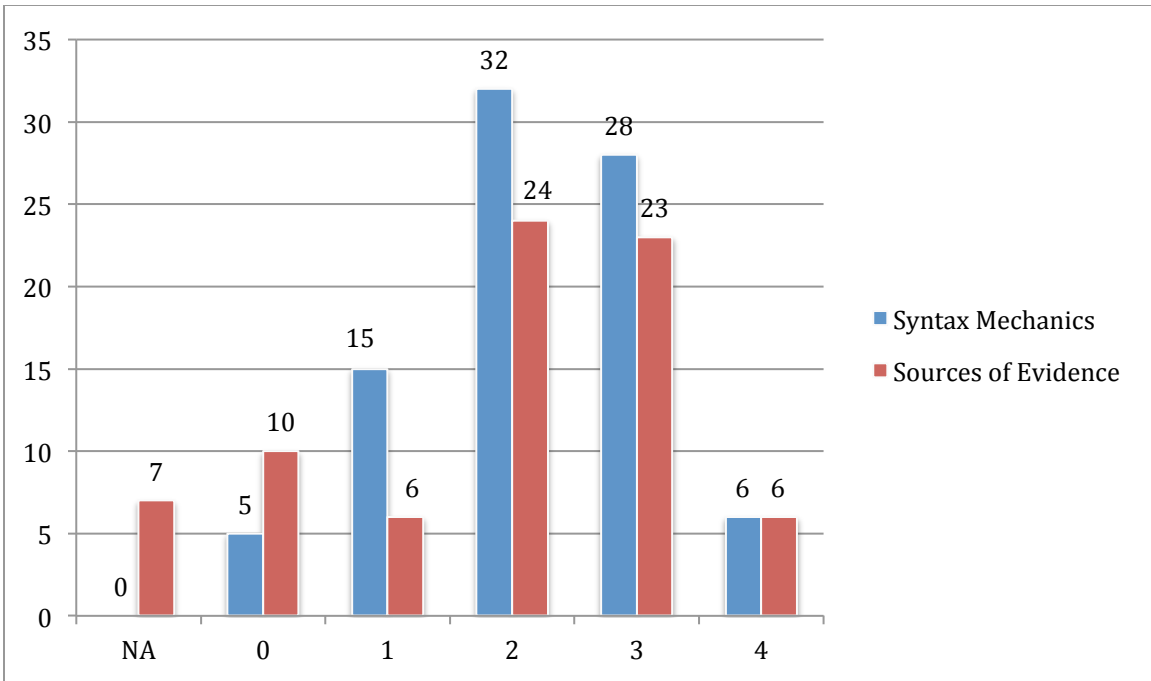

Figure 2: Overall Distribution of Learning Outcome Criteria Ratings: Written Communication and Critical Thinking
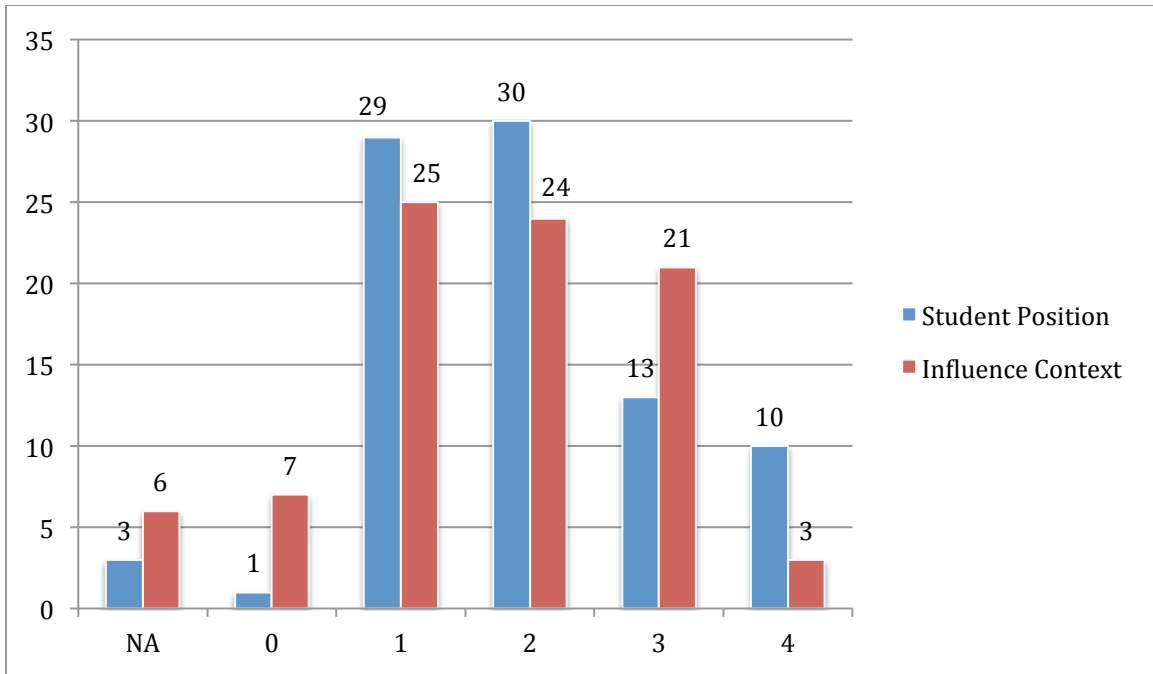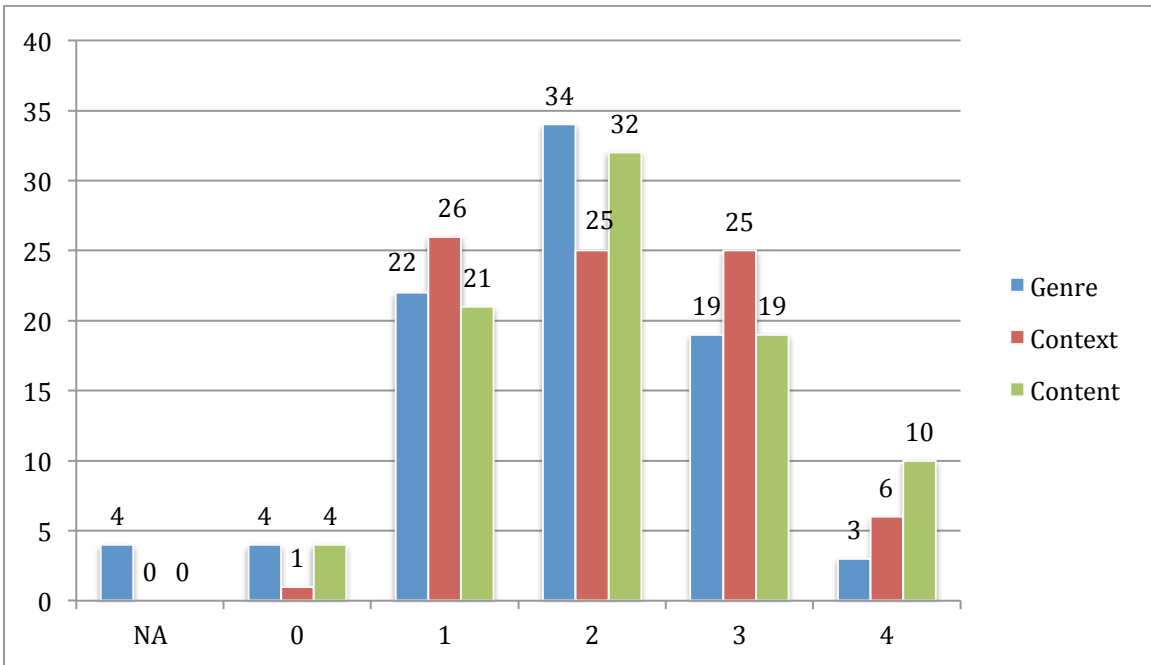
Figure 3: Distribution of Ratings on Critical Thinking Criteria of Student Position and Influence of Context

Figure 4: Distribution of Ratings on Critical Thinking Criteria of Explanation of Issues, Evidence, and Conclusions

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Figure 5: Distribution of Ratings on Written Communication Criteria of Control of Syntax Mechanics and Sources of Evidence


Figure 6: Distribution of Ratings on Written Communication Criteria of Genre and Disciplinary Conventions, Context of and Purpose for Writing, and Content Development

Comparison of Teacher and Reviewer Ratings

Another way in which OGE assessed the validity of reviewer ratings was to compare them to the overall quality category that instructors labeled their students' work with upon submission to the study. As a reminder, faculty were asked to submit one high, two medium, and one low quality example of student work for the selected outcome.

The overall correlation (again using the Spearman rank correlation) between teacher and reviewer ratings was 0.187, which is quite low. However, when the analysis is done separately for Critical Thinking and Written Communication, differences arise. In Critical Thinking, the correlation is 0.339, which is statistically significant. There is virtually no relationship between teacher and reviewer rating for Written Communication (0.026) (Figure 7).

A likely reason for the lack of relationship between teacher and reviewer ratings for the Written Communication learning outcome was the absence of any artifacts that were submitted for the Upper Division Communication and Writing requirement. The distribution of designations for the courses from which the artifacts were submitted shows that the code for Upper Division Communication and Writing (CW) does not appear (Table 1).
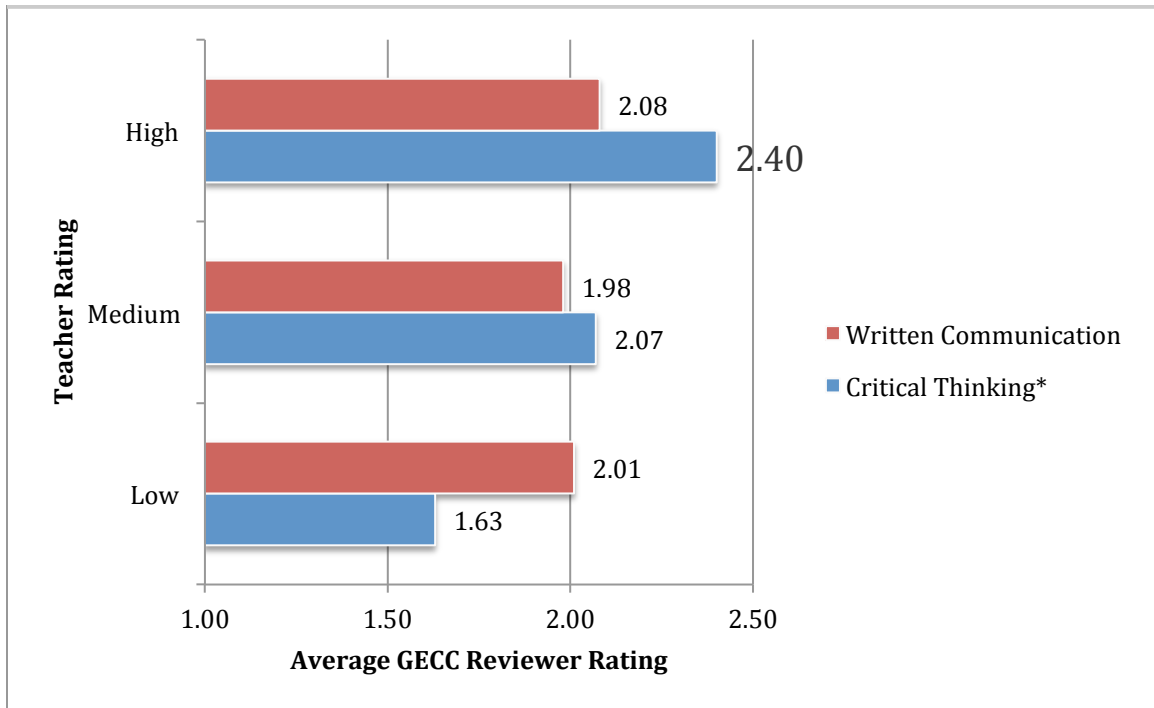
*r=0.339, p<0.001.

Figure 7: Spearman Rank Correlation Between Teacher and Reviewer Rating: Written Communication and Critical Thinking

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AS	20	2.3	2.3	2.3
	BF	450	52.3	52.3	54.7
	DV	60	7.0	7.0	61.6
	FF	100	11.6	11.6	73.3
	HF	30	3.5	3.5	76.7
	IR	20	2.3	2.3	79.1
	SF	180	20.9	20.9	100.0
	Total	860	100.0	100.0	

Table 1: General Education Designations of Courses from Which Artifacts were Submitted

Recommendations for improving Gen Ed LOA

Because this was the first large scale assessment of learning outcomes in General Education, the Council also discussed the process that was used to derive these data and observations. This discussion focused on three potential ways to improve the assessment process:

Improve IRR. Assign teams of reviewers to the same artifact. Asking the same two reviewers to review the same artifacts of student work will improve the integrity of our assessments and enhance our IRR. Where possible, make reviewer teams based on subject matter alignment with the artifacts of student work. For example, rather than have an English Professor evaluate a piece of critical thinking from a nuclear engineering course, assign that writing to an Engineering faculty member.

Enhance Communication about Rubrics. The GECC observed that many of the student artifacts submitted to provide evidence of Critical Thinking were not well suited to review using the AAC&U rubric. Several recommendations were made about how to help faculty access and use the rubric to make decisions about which student artifacts to submit as evidence for the Critical Thinking learning outcome. Suggestions included giving the ELOs and VALUE Rubrics a more prominent placement on the UGS website, attaching the rubrics to our call for student artifacts, and offering faculty workshops about the rubrics. Each of these suggestions was explored during Summer 2014 and targeted actions will be taken in Fall 2014.

Strategize Sampling. Faculty were asked to submit four artifacts of student work, one representing low level work, two representing middle range work, and one

representing high level work. The GECC discussed this sampling strategy at length. Ultimately, we would like to get to a place that would allow us to randomly sample a pool of archived student artifacts and we believe that increased use of Canvas will allow us to achieve that ultimate goal at some point in the future. In the meantime, the discussion focused on several options including asking for the top 20% of student work, or asking for only three samples of work, and looking into a purposeful stratified sampling technique.

Appendix C: Heritage, Development and Capabilities of the UUPM system

The development of the University of Utah's Performance Management system (UUPM) was initiated as a direct response to Recommendation 2 of the Fall 2012 NWCCU Peer Evaluation Report. UUPM is a customized version of the pre-existing Utah Performance Management System (UPM), which was developed by the State of Utah's Department of Human Resource Management in partnership with the Utah Governor's Office of Planning and Budget. UPM is described at the web page https://dhrm.utah.gov/employment/upm-utahperformancemanagement.

UPM provides a strategic tool for employee to identify performance goals that align with the organizational strategies. In spring 2013, a representative from the State of Utah was invited by the University of Utah's Chief Human Resources Officer (CHRO) to demonstrate UPM to Human Resources (HR). The evaluation of UPM by HR demonstrated that a modified version of UPR could be employed as an effective tool for annual staff performance evaluation and management at the University of Utah. The University of Utah subsequently acquired permission for the State of Utah to develop a version of the UPM code that was customized for the university's unique performance assessment and management requirements.

The transformation of UPM into UUPM began in fall of 2013 through coordinated input from stakeholders across campus, including the Senior Vice President for Academic Affairs, the Associate Vice President for Enrollment, University Information Technology, and University of Utah Staff Council. HR partnered with University Information Technology (UIT) to configure UPM for use at the University of Utah and implement a pilot web site.

From fall 2013 through February 2014, UIT worked on configuring UUPM with input from HR. The UUPM system was branded with University of Utah colors and logos.   The work team included a Training Specialist in HR to create training sessions, and team of HR people for pilot tests. Customization was done in coordination with UPM developers from the State of Utah.

Seven departments participated in a pilot focus group on March 7, 2014. At the focus group, UIT and HR provided a demonstration of the configured system and received feedback regarding performance and configurability. During Spring 2014, UIT incorporated the feedback into UUPM. HR subsequently met individually with each pilot department to learn more about their specific needs and prepare them for a pilot test. The UUPM system was then opened to these departments for pilot testing from April 21 through June 13, 2014.

UIT and HR received feedback from the pilot testing, and incorporated the pilot responses into additional system configurations. Additional pilot evaluations were performed in Spring/Summer 2014 by the HR Roundtable (a group of employees across campus who are involved in HR transactional work), the College of Engineering Dean's office, Facilities Management, Continuing Education, and the Department of Teaching and Learning Technologies.

UUPM incorporates several key features that will be beneficial to departments. Either the manager or the employee can initiate a "Performance Plan." The Performance Plan is usually a list of goals, job duties, or other criteria used for employee evaluation. There are four types of Performance Plans: annual, interim, performance improvement, and probationary. Departments are also able to utilize "templates" as a starting basis for their individual performance plans. A template can be based on department, division, job title, or other factors. After the manager and employee are in agreement on the plan, the manager activates the plan.

UUPM provides several tools for evaluating employees' performance. Each personal goal can receive comments and/or ratings. Summary comments about the employee's achievements, strengths, and development plans can be submitted at any time. Additional documentation can be attached to the plan either in document form or as a web URL. Performance notes can be added at any time. At the end of the review period, overall summary comments can be made and overall performance is rated. Departments have the flexibility to select appropriate rating criteria, for example "Meets expectations" and "Does not meet expectations," or a Likert scale.

The UUPM system also provides the ability to create "Agreements, Acknowledgements, and Authorizations" (AAA's). This provides a method for a supervisor and employee to document a mutual agreement (e.g. a flexible work schedule, a security authorization form, or a conflict of interest agreement). The system has reporting functionality. This allows departments to run reports to determine who has started a plan, who has finished a plan, and who still needs to complete a plan. It also allows HR to run reports to determine utilization of the system campus-wide. System generated emails are built in so that if either party (supervisor or employee) makes a change to a plan or adds a comment, the other party is notified. "Help" features are placed throughout the system so users can click a link and learn more about the system and its functionality. Employees with multiple jobs at the University of Utah will be able to create a performance plan for each job assignment.