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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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The institution ensures the quality of its educational offerings.





Upon faculty hire, educational qualifications are confirmed within human resources. As detailed in 3.C, 90% of full-time faculty have terminal degrees. For those without terminal degrees, each unit has a process/procedure for documenting “otherwise qualified” status. As detailed in 3.C, all offers and appointments flow through the provost’s office [[Resources for Faculty Hiring](#)] and the process of faculty evaluation follows [Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure](#).

DU does not offer dual credit programs linked to any high school. As a part of [The Early Experience Program](#), high school juniors and seniors enroll in unmodified university-level courses. Students are graded and receive college-level credit.

**4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

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**4.A.6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs fit represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g. Peace Corps and Americorps).**

The Office of [Career and Professional Development](#) (CPD) evaluates graduate outcomes and enhances the career success of students and alumni through coaching, programming, and resources; facilitating connections between students, alumni, parents/families, and employers; and experiential learning and professional development opportunities relevant to students and alumni at all career stages.



Since 2017, CPD staff, in collaboration with campus partners, have worked to increase the number of students securing Fulbright, Boren, and National Nuclear Security Administration's Graduate Fellowships, which averaged two to four awardees annually since 2016. This led to [growth in Fulbright applicants and awardees](#). In 2019, as part of DU IMPACT 2025, DU committed resources toward a full-time staff member focused on fellowships, though due to the COVID-19 hiring slow-down, this position will be posted later [[Job Description](#), [Fellowship Proposal](#), [Budget](#), [Evaluation Plan](#)].

Student Peace Corps participation has consistently been five to six students per year. Data from the class of 2019 reflects no Peace Corps volunteers, which is a concerning outlier that may be due to changing recruitment staff, strategy, and application cycle. CPD will work with the new recruiter to reverse the trend as the Peace Corps experience complements DU's mission and vision.

### **Alumni Career Mobility Survey**

In 2019, DU joined the first National Alumni Career Mobility (NACM) Survey to better understand the long-term success of graduates. This national survey collects data from alumni 5 and 10 years post-graduation, focusing on educational satisfaction, career pathways, career satisfaction, economic mobility, and community engagement [[DU 2019 Report](#)].









close reading skills, research methods, and introduction to literary studies [[Undergraduate Council Minutes February 2017](#)] to address the deficits.

**4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.**

Beginning in 2016, academic departments receive annual assessment feedback from OTL. To increase participation in assessment, OTL created the [Assessment Fellows](#) initiative and recruited [23 faculty and staff](#) to provide peer assessment consultations. Several AFs have spearheaded additional initiatives such as providing feedback on program assessment reports, co-developing and co-leading [assessment trainings](#), and serving on the [Assessment Groupware](#) committee to select a new technological platform to efficiently collect, analyze, and report assessment data.

In 2018-19, OTL [created a process](#) to better involve department chairs and associate deans, leading to more intentional connections between assessment and program review. Now, as discussed in 4.B.1, after faculty share a program assessment draft, their department chair writes a cover letter [[MASPP Example](#)] that associate deans review to inform their summary statements [[UCOL Example](#)]. Program assessment reports [are showcased on DU Portfolio](#). These practices [increased participation by 63%](#).

Program assessment reports are submitted annually using the [program assessment skeleton template](#) and reviewed by the DAA and AFs, who provide feedback. The DAA created a [faculty reflection rubric](#) to provide feedback about how faculty and staff can: collect, analyze, and interpret direct and indirect data; use interpretations to improve student learning and transform curricula and pedagogy; discuss student learning; and create equitable distribution of assessment responsibilities.

The [2020 Assessment Report](#) and a report on [assessment and inclusion research grants](#) underscore opportunities to further strengthen DU's culture of assessment. Therefore, OTL offers [Assessment Meetups](#), [exemplary assessment models](#) and more to strengthen the culture of assessment and improve student learning. OTL is working to shift the culture so that assessment is integrated into everyday activities of faculty and staff. A [Program Re-Design Institute](#) in 2019-20 encouraged faculty and staff to consider how assessment can feed into [Scholarship of Teaching and Learning](#)

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of



The most significant investments DU has made to increase student retention and completion are related to

