UVU Strategic Planning and PBA Process Guide 2016-17
The information in the following documents should be used to inform unit strategic planning. This information is also available through the Unit Strategic Planning web site at http://www.uvu.edu/insteffect/planning/strategic.html.

UVU Mission, Core Themes, Administrative Imperatives, and Objectives ........................................ (inside back cover)

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Utah Valley University’s planning process drives achievement of the university’s mission as articulated in its core themes and administrative imperatives and put into practice in its objectives:

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as life-long learners and leaders, serve as stewards of a globally interdependent community.

This mission is articulated through four core themes. These themes developed during a campus-wide integration process President Holland led during this inaugural year. This process was focused on reducing complexity that had developed through previous planning efforts and coincided with a new accreditation framework from the Northwest Commission on Colleges and Universities that required development of core themes, defined as:

a manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements.

The integration process resulted in the identification of core themes, where the university promotes student success by being inclusive, serious, and engaged. The mission and core themes represent the central identity of UVU; faculty, staff, and students are conscious and aware of them on a daily basis. Three administrative imperatives that UVU considers key practices and principles critical for sustained fulfillment of the university’s mission were added that, while less prominent than the core themes, are nonetheless immediately relevant to achieving the mission. Each core theme and administrative imperative is put into action through a series of objectives and assessed on the basis of key indicators of performance.

This model guides planning throughout the university. The core themes framework identifies the aims of UVU. Assessment processes at all levels of the university, including accreditation, program review, learning outcomes, and unit self-evaluations determine areas where action is needed. These areas are then reflected in strategic plans developed at the institutional and unit levels as well as the annual areas of focus. The strategic plans are put into action across the university through unit work plans, daily activities, and the PBA resource allocation process.

UVU’s planning process is a signature success. During its Mid-Cycle review in 2014, an NWCCU accreditation team member remarked, “I’ve never seen anything quite as well done in higher education.” The effectiveness of our planning processes reflects everyone’s commitment to the culture of planning, assessment, improvement and accountability.
2016-17 Areas of Focus

Based on institutional assessment processes and discussions in President’s Executive Leadership Council and other divisional meetings and in light of other recent progress, the following have been identified as university-wide areas of focus for continuous improvement efforts and resource allocations during 2017-17. PBA resource requests that directly support the areas of focus, especially if tied to the division’s four-year strategic plan, are not the only requests that will be funded; but such requests will receive priority funding consideration.

1. Improve Student Retention and Completion.  
   (Student Success Objective 1—UVU supports students’ preparation and achievement of academic success at the university.)

2. Expand and enhance the array of courses, programs, and delivery methods to meet students’ goals and the region’s educational needs.  
   (Inclusive Objective 4—UVU offers an array of courses programs, and delivery methods designed to reflect students’ goals and the region’s educational needs.)

3. Strategically allocate divisional/departmental resources to achieve institutional objectives.  
   (Operate Effectively Objective 2—UVU strategically allocates resources to achieve institutional objectives.)

These areas of focus are driven by a number of considerations, including the results of the bi-annual University Planning Advisory Committee SWOT analysis and self-evaluation of UVU’s mission fulfillment, accreditation pressures, legislative accountability and performance-based funding requirements, funding needs related to expected growth, and UVU’s student profile.
UVU uses a four-year, rolling strategic planning process to communicate vision, set priorities, and focus efforts on fulfilling their own missions and that of the university. Units’ missions and objectives describe what the unit will accomplish. Assessment allows units to identify needs for strategic action, while strategies define what steps units will take in response to assessment findings.

All units are encouraged to develop a strategic plan both to guide operations and to facilitate the PBA process; strategic plans are the primary means of supporting budget requests. Strategic plans are required for schools and colleges and for all units led by executives. Other units or major initiatives may be required to develop a strategic plan at the discretion of the respective supervisor.

For 2016-17, units should review, revise, and extend their four-year strategic plan by October 3, 2016. Plans for that year cannot be completed, updated, or revised after that date. President’s Cabinet will place funding priority on PBA requests aligned with strategic plan objectives and strategies.

MISSION

Strategic planning begins with the mission statement, a concise statement of purpose for the unit. It explains in just a few sentences what a unit seeks to accomplish (whether aspirational or practical), why it exists, how it contributes to the university and parent unit missions, and the ultimate result that is expected. The mission is in part inherent in the unit itself but must also reflect the unit’s relationships to the missions of its parent units and the university. They should be developed in conversation with related units and reflect consensus among the unit, its parent units, and its reporting units. Mission statements are fairly stable over time but should be revisited periodically.

OBJECTIVES

Objectives delineate and operationalize the unit mission, manifesting those essential elements of and collectively encompassing the unit’s mission, toward which strategic planning is directed. Like UVU’s core theme objectives, unit objectives are long term and ongoing, rarely changing in the absence of a change in mission. All academic departments have an inherent objective of meeting program learning outcomes for all programs offered by the department, which should be included as an objective.

Objectives link to the institutional objectives. Each objective must identify a primary UVU objective that it supports; units may identify one additional supported UVU objective. When necessary objectives may be linked to other objectives within a unit’s strategic plan to create a hierarchical organization.

ASSESSMENT

Self-evaluations, SWOT analyses, academic assessment, and program review allow units to evaluate the extent to which they are fulfilling their missions and understand the internal and external conditions that influence mission fulfillment from the immediate past through the foreseeable future. The assessment establishes the needs for and constraints on specific strategies for achieving objectives, as well as identifying objectives for which further efforts are not necessary.

Self-Evaluation

Units should identify indicators for each of the objectives that serve as the focus of strategy. Indicators describe a single method of evaluating achievement; measures operationalize that method in a concrete type of data. It is possible to have multiple indicators for an objective, but recommended that units use as few as necessary to effectively determine whether the objective is being met. Units should use the indicators and measures collectively to determine whether it is meeting its individual objectives and fulfilling its mission as a whole.
SWOT Analysis of Operating Environment
Analysis of the internal strengths and weaknesses of the unit and of external opportunities and threats (such as political or legal factors, social and economic conditions, and technological change) focuses on the effect these conditions have on mission and charge fulfillment. These explain assessment results, identify changing circumstances to which the strategic plan must respond, and suggest potential strategies for meeting objectives given the current operating environment.

Academic Assessment and Program Review
Similar to the self-evaluation, academic departments should use the results of course and program learning outcomes assessments and academic program review to evaluate whether they are fulfilling their academic missions.

STRATEGIES
Units pursue objectives by identifying one or more strategies. Strategies are multi-year, coordinated courses of action that will lead the unit to achieve an objective in the existing or anticipated operating environment. They are not always about doing more; strategies may include reducing or eliminating programs or services. Strategies would not normally include routine activities themselves, but would address the means of achieving desired transformations in those activities. Strategies are formally linked to a specific unit objective, and may be linked to parent unit or institutional objectives as well.

Rationales
Strategies should be chosen based on needs identified in the assessment. Each strategy should be accompanied by a rationale describing the need that the strategy addresses as identified in the assessment and the reasoning for pursuing this strategy to meet the need. The rationale should make specific reference to an assessment finding regarding the objective supported.

Timeframe and Progress
Strategies are expected to be completed within no more than a four-year time frame, though they will not necessarily be implemented immediately (especially where implementation depends on allocation of resources from parent units or the institution). They should be reviewed annually, evaluating progress made and continued relevance given changes in the operating environment.

Action Steps
While strategies will usually require multiple steps or actions, unit strategic plans are oriented toward a strategic rather than tactical view and should thus articulate only the strategy itself and not the detailed means of executing it. Unit leaders should maintain more detailed action steps or work plans outside of the strategic plan itself to ensure proper implementation of strategies. Implementation of strategies across reporting units is the responsibility of the parent unit, and should not appear in the reporting units’ plans.

INSIGHT 2.0
Strategic plans are managed in the Insight 2.0 system. Faculty and staff who contribute to managing their units’ strategic plans should request a user account via the link below and identify the plan in which they participate. All planning activity takes place through Insight 2.0’s user-friendly web portal. Unit leaders will have access to plans for all subordinate units.

Access links and instructions for using this system are available at http://www.uvu.edu/insteffect/insight.html. Institutional Effectiveness and Planning will conduct workshops on the system and substance of planning at UVU beginning in August.
## PLANNING EXAMPLES

<table>
<thead>
<tr>
<th>Mission</th>
<th>Objective</th>
<th>Assessment</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Affairs</strong></td>
<td>Provides courses and course content that reflect a commitment to diversity and inclusion. [Indicators: number of courses with course outcomes related to inclusion]</td>
<td>A review found an insufficient number of courses with inclusion outcomes. Future trends indicate an increase in demographic diversity in the region.</td>
<td>Improve opportunities, in the next three years, for faculty members to transform existing courses and create new courses that achieve inclusion learning goals.</td>
</tr>
<tr>
<td></td>
<td>Offers an array of courses, programs and delivery methods designed to reflect students' goals. [Indicators: course demand by time, day, semester; student satisfaction with delivery method options; etc.]</td>
<td>Course demand and satisfaction information from students indicates a need for more flexibility through distance and hybrid classes. Student Affairs indicates improved access will increase completion rates, an institutional area of focus. Potential for improved ability to cope with future student growth.</td>
<td>Improve student satisfaction with delivery options to 90% in four years through expansion of the use of technology in delivering instruction to optimize student access.</td>
</tr>
<tr>
<td><strong>Compliance Services</strong></td>
<td>Ensures full compliance with all state and federal regulations. [Indicators: internal reviews]</td>
<td>Internal review indicates less than satisfactory level of compliance with ethics regulations. Future risk for UVU.</td>
<td>Correct weaknesses in ethics compliance by 2017 through building internal support at all levels and incorporating the OIG’s eight elements of a comprehensive compliance program.</td>
</tr>
<tr>
<td><strong>Finance &amp; Business Services</strong></td>
<td>Optimizes revenue from campus services while keeping prices affordable. [Indicators: revenues, student surveys]</td>
<td>Sales revenues are less than projected. Surveys of students indicate lack of awareness of options. Student growth is expected to rise.</td>
<td>Market and re-image food service venues over the next two years.</td>
</tr>
<tr>
<td><strong>Institutional Effectiveness &amp; Planning</strong></td>
<td>Foster a culture of innovation, improvement, and sustainability through effective support of planning and assessment efforts at all levels of the institution. [Indicators: PBA evaluation rubric, % of completed plans by units, etc.]</td>
<td>PBA presentations lacked reference to strategic plans and/or assessment, per the rubric evaluation. Planning and assessment will be a major focus of the NWCCU accreditation visit in 2017.</td>
<td>Transform PBA to be more strategic in nature by tying assessment rationale to strategies and resource priorities.</td>
</tr>
</tbody>
</table>
Planning, Budget, and Assessment Guidelines

Planning, Budget, and Human Resources
May 2016

PURPOSE

UVU’s Planning, Budget, and Assessment (PBA) process facilitates the alignment and prioritization of initiatives throughout the university in support of UVU’s mission, Core Themes, and Administrative Imperatives. The institution, as well as its various divisions, follows a planning model in which objectives are defined and progress is assessed through self-evaluations and SWOT analyses of the operating environment. Based on assessment, strategic initiatives are developed and prioritized in support of four-year strategic plans and annually identified University-wide areas of focus. The PBA conversations provide a public forum to promote collaboration, alignment, integration, and transparency in discussing initiatives, priorities, and the allocation of resources.

GUIDING PRINCIPLES FOR RESOURCE ALLOCATION

The following principles provide guidance for the resource allocation process and decision-making:

- Aligned with UVU’s mission, Core Themes and Administrative Imperatives.
- Transformational and strategic in moving forward the University’s plans and unit four-year strategic plans.
- Aggressively build capacity in preparation for projected enrollment growth.
- Strengthen foundations for success under current and future funding models (such as performance funding).
- Fulfill commitments made during legislative process.
- Decisions made over an appropriate period of time with provision for one-time allocations as on-going commitments are identified and implemented.

PBA REQUEST PREPARATION, SUBMISSION, AND PRIORITIZATION

Not all strategies require additional resources. For those that do, requests must be submitted through the PBA Resource Request Form. This form will be available for units to complete and submit beginning August 16. Leaders may submit updated forms should initiatives change and/or new opportunities arise. New opportunities may arise out of collaboration with others’ initiatives.

Requests for new resources and/or new salaried positions should be submitted through the PBA process regardless of funding source (with the exception of sponsored programs/grants). Based on revenue projections, each division is strongly encouraged to limit the amount of on-going and one-time requests for appropriated funds within targets which will be determined by fall. Requests for resources from non-appropriated funds require the identification of non-appropriated revenue to support the request.

In the process of developing and prioritizing requests, Deans and Associate/Assistant Vice Presidents are encouraged to hold PBA discussion(s) within their Colleges/Schools and Divisions and involve their respective leadership teams. Prior to the PBA Conversations, prioritization need only occur at the College/School or Division level. Deans and Associate/Assistant Vice Presidents are encouraged to review their prioritized requests with their individual Vice President prior to the PBA Conversations and
communicate their priorities with their leadership team. With the exception of critical, time-sensitive requests, prioritization at the Vice President level need not occur until after the PBA Conversations closer to January and March allocation decision points.

Divisions are encouraged to collaborate on projects that meet joint needs or leverage services and activities. Leaders are encouraged to consolidate, as appropriate, requests to reduce the number of low dollar requests. Requests for compensation increases (with the exception of broad requests from Academic Affairs, Human Resources, PACE, or Faculty Senate) are not appropriate PBA requests but should be directed through the appropriate leader to Human Resources.

In order to facilitate information for Cabinet decision-making, deadlines established and communicated by the Budget Office must be adhered to.

Training will be provided in September. Questions regarding the PBA Resource Request Form or process may be directed to the Budget Office—Ellen Sweat, Director; Susan Palmer, Budget Analyst.

**PBA CONVERSATIONS**

Each Vice President will be allocated time and assigned a day/time for his/her PBA Conversation. The PBA Conversation schedule will be available at [http://www.uvu.edu/pba/current.html](http://www.uvu.edu/pba/current.html)

By October 3, each Vice President will communicate to the Budget Office the allocation of their assigned time by College/School and Division (PBA Reporting Units). The Budget Office will publish and communicate the detailed PBA Conversation Schedule by October 7.

All members of the campus community are invited to attend the PBA Conversations. Members of PELC are strongly encouraged to attend all PBA Conversations.

Presentations are to include a brief overview of the College/School or Division mission and objectives from their four-year strategic plan. Leaders are encouraged to present only the highest priority strategies and PBA requests with particular attention to those that align with 2016-17 Areas of Focus. *Please note: There is no expectation that all submitted PBA Resource Requests be presented during the conversations. All submitted PBA Resource Requests, even those not presented during the PBA conversations, will be considered for possible funding.*

Vice Presidents must submit a PowerPoint or pdf file of presentation material to the Budget Office by the end of the day of their PBA Conversation for posting to the web.
2016-17 Planning, Budget & Assessment (PBA) Cycle

- Critical/time-sensitive allocation decisions
- PBA Conversations
- State of the University
- Legislative Outcomes and Tuition Setting
- Allocation decisions
- PBA Outcomes Announced (Hoagies with President Holland)
- Trustees Approve Operating Budget
- Institutional and Divisional Planning and Assessment

One-time and critical on-going (limited) allocation decisions
The following standards are used to evaluate the PBA process’ success in fostering a culture of planning, assessment, improvement and accountability at the institutional level. They thus provide useful guidance to units in developing their strategic plans, budget requests, and PBA presentations. These standards are neither used to evaluate individual units nor to make allocation decisions.

PBA REQUESTS

Units should justify plans as affecting the achievement of planning elements for the unit or related units, or benefit to the unit or institution using assessment or SWOT findings (including matters that would typically be identified in SWOT analysis even if not specifically identified in a formal SWOT exercise) or other data that may be available to the unit. Requests are evaluated holistically. Incidental mention of data is not in itself sufficient for rating in higher categories; a "connected" or "strongly connected" rating indicates a coherent argument for the request across findings, expected effects, and data.

- **Strongly connected.** The rationale justifies the request explicitly as a response to assessment or formal SWOT exercise findings and describes specific expected effects on unit objectives.
- **Connected.** The rationale identifies specific findings and planning effects or benefits, and links effects or benefits to data
- **Limited connection.** The rationale mentions relevant effects or findings but without specifying them in detail or explicitly connecting findings and effects.
- **Not connected.** The rationale provides little justification beyond unsubstantiated assertions.
- **No Justification.** The rationale simply describes the request in more detail (e.g., itemizing the use of funds requested) without offering any justification for it.

The connection between PBA requests and unit planning improved significantly from 2014 to 2015. One-third of PBA requests included a sound connection to units’ objectives, assessments, or strategies in 2015, double that of the previous year. The percentage of requests with no connection to planning fell by nearly half. This shows the increasing success UVU has in building a culture of planning, assessment, and improvement.
PBA PRESENTATIONS

PBA Presentations should present a division’s strategic plan and discuss the resources needed to implement that plan. Presentations are evaluated holistically based on the extent to which it shows the relationships among planning elements and not the adequacy of any specific planning element.

- **Integrated.** Presents a fully integrated strategic plan in which objectives fully encompass the mission, strategies respond to assessment of objectives, and budget requests provide specific resources to implement a strategy.
- **Strategic.** Presents elements of a strategic plan without integration or partially integrated and budget requests are related to strategies or objectives.
- **Tactical.** Presents elements of a strategic plan without integration but does not relate budget requests to strategies or objectives.
- **Reactive.** Presents only budget requests without elements of a strategic plan.
UVU maintains data supporting self-evaluation of all institutional core themes, administrative imperatives, and associated objectives. This information should be considered by units as part of their SWOT analysis in the assessment phase of the planning processes. The selected Key Performance Indicators provide the minimum of institutional context for unit planning; units are strongly encouraged to consult the additional data below as well, which includes data down to the academic program level as well as data regarding many support programs and student characteristics.

**UVU SOURCES OF PLANNING DATA**

Measures for University Core Themes and Administrative Imperatives  
http://www.uvu.edu/iri/indicators/

Academic Program Review Data  
http://www.uvu.edu/iri/academicprograms/program_review.html

Strategic Plan for Managing Growth Population and Enrollment Projections  

Graduation and Retention Data for First-time, First-year Students  
http://www.uvu.edu/iri/academicprograms/ssr.html
**STUDENT SUCCESS**

### 6-year Bachelor’s Degree Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVU</td>
<td>25%</td>
<td>35%</td>
<td>36%</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>Peer</td>
<td>17%</td>
<td>21%</td>
<td>25%</td>
<td>30%</td>
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</table>

### Overall Entering Cohort First-Year Retention Rates

Fall First-Time, Full-Time Entering Class to Next Fall Semester

<table>
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<tr>
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<th></th>
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<tbody>
<tr>
<td>Actual</td>
<td>54%</td>
<td>61%</td>
<td>59%</td>
<td>59%</td>
<td>57%</td>
<td>67%</td>
<td>68%</td>
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<tr>
<td>Goal</td>
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### Employment after Graduation

Classes of 2008-09 through 2012-13 First Year Alumni Surveys

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<tr>
<td></td>
<td>55%</td>
<td>53%</td>
<td>57%</td>
<td>60%</td>
<td>59%</td>
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### Continued Education after Graduation

Classes of 2008-09 through 2012-13 First Year Alumni Surveys

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<tr>
<td></td>
<td>41%</td>
<td>44%</td>
<td>49%</td>
<td>42%</td>
<td>34%</td>
</tr>
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</table>
SERIOUS

Effective Teaching Practices Indicator
Senior Year National Survey of Student Engagement, 2013 – 2015

Level of Academic Challenge Indicator
Senior Year National Survey of Student Engagement, 2013 – 2015

Full-Time Faculty by Highest Degree

Fall Instructional Credit Hours by Faculty Type
ENGAGED

1 or More High-Impact Practices, First Year and Senior Year

Enrollment in Engaged Courses
Based on Preliminary Assessment of 2014 Catalog Descriptions

Graduates Working in Utah
Classes of 2008-09 through 2012-13 First Year Alumni Surveys

Student Participation in Civic Engagement
2014 Utah Campus Compact Survey
INCLUSIVE

Gender and Minority Representation
Utah County Resident Students

<table>
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<tr>
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<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>Female</td>
<td>37%</td>
<td>38%</td>
<td>51%</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td>Male</td>
<td>43%</td>
<td>42%</td>
<td>44%</td>
<td>44%</td>
<td>47%</td>
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Student Support Characteristics

<table>
<thead>
<tr>
<th></th>
<th>Work 21+ Hours/Week</th>
<th>Part-time</th>
<th>Non-Traditional Students</th>
<th>Needs Remedial Class</th>
<th>Need-Based Aid Recipient</th>
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<tbody>
<tr>
<td>2011</td>
<td>47%</td>
<td>47%</td>
<td>45%</td>
<td>53%</td>
<td>53%</td>
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<tr>
<td>2012</td>
<td>53%</td>
<td>45%</td>
<td>48%</td>
<td>48%</td>
<td>46%</td>
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<tr>
<td>2013</td>
<td>53%</td>
<td>48%</td>
<td>48%</td>
<td>47%</td>
<td>46%</td>
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<tr>
<td>2014</td>
<td>55%</td>
<td>46%</td>
<td>48%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>2015</td>
<td>59%</td>
<td>48%</td>
<td>48%</td>
<td>51%</td>
<td>51%</td>
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Fall Enrollment by Degree Type

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<th>2015</th>
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<tbody>
<tr>
<td>Non-degree Seeking</td>
<td>18%</td>
<td>17%</td>
<td>20%</td>
<td>21%</td>
<td>22%</td>
</tr>
<tr>
<td>Masters</td>
<td>59%</td>
<td>60%</td>
<td>59%</td>
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<td>59%</td>
</tr>
<tr>
<td>Certificate/Diploma</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td>Associates</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
<td>19%</td>
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Supportive Campus Environment Indicator

<table>
<thead>
<tr>
<th></th>
<th>UVU</th>
<th>Rocky Mtn. Public</th>
<th>Carnegie Class</th>
<th>All NSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>31.52</td>
<td>31.23</td>
<td>31.63</td>
<td>33.08</td>
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</table>
**ADMINISTRATIVE IMPERATIVES**

**Projected Student Headcount and FTE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Annualized FTE</th>
<th>Fall EOT Headcount</th>
</tr>
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<tbody>
<tr>
<td>1999</td>
<td>23,409</td>
<td>33,682</td>
</tr>
<tr>
<td>2001</td>
<td>34,373</td>
<td></td>
</tr>
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<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
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<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2023</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2025</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Regional College-Age Population Growth**

<table>
<thead>
<tr>
<th>Year</th>
<th>K-12 (5-17)</th>
<th>Traditional College (18-24)</th>
<th>Non-Traditional College (25-39)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>71,243</td>
<td>50,323</td>
<td>193,559</td>
</tr>
<tr>
<td>2000</td>
<td>85,807</td>
<td>64,717</td>
<td>163,707</td>
</tr>
<tr>
<td>2010</td>
<td>124,271</td>
<td>82,016</td>
<td>108,023</td>
</tr>
<tr>
<td>2020</td>
<td>160,975</td>
<td>96,778</td>
<td>119,882</td>
</tr>
</tbody>
</table>

**Connection of PBA Requests to Planning and Assessment**

<table>
<thead>
<tr>
<th>Themes</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Themes</td>
<td>46%</td>
<td>39%</td>
</tr>
<tr>
<td>Administrative</td>
<td>34%</td>
<td>51%</td>
</tr>
<tr>
<td>Administratives</td>
<td>12%</td>
<td>48%</td>
</tr>
<tr>
<td>Strategic</td>
<td>19%</td>
<td>30%</td>
</tr>
<tr>
<td>Funding</td>
<td>21%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Tuition and State Revenue per FTE**

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition</th>
<th>Tax Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>4,172</td>
<td>2,773</td>
</tr>
<tr>
<td>2011</td>
<td>4,364</td>
<td>2,711</td>
</tr>
<tr>
<td>2012</td>
<td>4,615</td>
<td>2,979</td>
</tr>
<tr>
<td>2013</td>
<td>4,280</td>
<td>3,446</td>
</tr>
<tr>
<td>2014</td>
<td>4,919</td>
<td>3,460</td>
</tr>
<tr>
<td>2015</td>
<td>4,584</td>
<td>3,360</td>
</tr>
</tbody>
</table>
UVU's Core Themes represent essence of the institution’s mission. Each Core Theme has specific objectives, with indicators supported by measures that provide evidence upon which the university can assess its success in meeting its objectives, core themes and administrative imperatives, and ultimately its mission as a whole. The University Planning Advisory Committee evaluates fulfillment of objectives, core themes, and administrative imperatives biannually, making recommendations to the President’s Cabinet for final determination and action as appropriate. This periodic review ensures that UVU regularly evaluates and continuously improves its institutional performance.

STUDENT SUCCESS

UVU supports students in achieving their educational, professional, and personal goals.

**Satisfactory.** UVU provides students with the foundations for professional and academic success as indicated by employment and continued education rates. Students interact with faculty at rates comparable to peer institutions and are very likely to participate in campus activities. UVU has already met its 2015 graduation rate goals. However, retention rates are stagnating below institutional goals, which presents a substantial challenge to ongoing academic success.

**Student Success 1:** UVU supports students' preparation and achievement of academic success at the University.

**Unsatisfactory.** Retention rates have improved since becoming a university but appear to have plateaued below the 2015 goal. This raises significant concerns about the sustainability of the current growth in graduation rates, which are unlikely to continue increasing if retention does not. UVU demonstrated improvement in completion and graduation rates over the last six years, meeting the 2015 goals for both the overall and bachelor's degree graduation rates. While UVU remains committed to continued progress and implementation of new graduation improvement initiatives, we recognize that our graduation rate measurement captures less than one quarter of our graduates (i.e., traditional students), and that less than half of our peer group institutions are open enrollment institutions. The forthcoming IPEDS Outcomes Measure will likely provide a more representative evaluation. Our increased performance came in spite of negative outside influences such as an improved economy and a missionary age change for students who are members of the LDS church.

**Student Success 2:** UVU provides a meaningful and well-rounded university experience.

**Satisfactory.** Student-faculty interaction outside of the classroom is comparable to peer groups and increases substantially from the first year of study through students’ senior years. Three-
fourths of students participate in at least one student activity each semester, a high number for a non-residential institution.

**Student Success 3: UVU prepares students for success in their subsequent academic, professional and lifelong learning pursuits including serving as leaders, people of integrity and stewards of their communities.**

**Satisfactory.** UVU’s graduate employment rate one year following graduation continues to rise but is not fully rebounding to levels prior to the great recession, which is consistent with the economy generally. The percentage of graduates continuing their education within one year of graduating is off of its historic peak but consistent with long-term trends, and increases steadily with time since graduation. It was also significant to the rating that our employer perception of graduates on surveys showed most students as adequate and approaching ideal.

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**ENGAGED**

UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.

**Satisfactory.** UVU is a major contributor to Utah’s economy. UVU’s students are increasingly participating in engaged learning activities, and they make important contributions to Utah’s communities and economy following graduation. Our commitment to community engagement is recognized by the Carnegie Foundation. However, there are some concerns about the extent to which engagement is consistent across all locations.

Engaged 1: UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.

**Satisfactory.** UVU students’ participation in engaged learning courses and in volunteer and service learning has increased considerably over the past five years. Seniors participate in more than three times as many high-impact learning practices as first-year students. Due to changes in the National Survey of Student Engagement (NSSE) following 2012, peer comparison data is no longer available.

Engaged 2: UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.

**Under Development.** UVU’s Carnegie Engaged Institution designation was renewed in 2014, demonstrating its success in maintaining community partnerships, and anecdotal evidence suggests considerable success in this area. However, the lack of centralized administration of such partnerships and outreach opportunities limits the university’s ability to collect data for this objective. It is recommended that the institutional indicator for this objective be continued Carnegie Engaged Institution designation or data collected as part of the renewal process for that designation.

Engaged 3: UVU serves as a portal of civic engagement and an engine of regional economic and business development.

**Excellent.** The majority of our graduates live in Utah, but about nineteen percent take jobs out of state. The number of our graduates remaining in Utah is declining slightly as we attracted more students from out of state. Our economic impact for students has grown dramatically. Based on
the most recent data available, we retained $7.97 for every dollar of appropriated funding. Job creation by UVU and UVU graduates also boosted our impact on economic and business development. Finally, our students are well above the Utah and National average for students who participate in some sort of civic engagement.

SERIOUS

UVU fosters a culture of academic rigor and professional excellence.

Satisfactory. UVU is comparable with its peers in quality of instruction and has improved the quality of its students, faculty, and staff. This has led to a strong perception for quality among the community. We continue to lack reliable data on faculty and student scholarship and creative work.

Serious 1: UVU champions learning through outstanding teaching in an academically rigorous environment.

Satisfactory. NSSE data indicates that UVU is consistent with comparable institutions in effective teaching practices and active and collaborative learning, and slightly below them on level of academic challenge. Student Ratings of Instruction results show generally strong performance from faculty, though there are concerns that the data may suffer from several biases pulling results in competing directions.

Serious 2: UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors.

Under Development. Indicators are not available yet due to inconsistent implementation of the Digital Measures system for tracking faculty scholarly and creative activity.

Serious 3: UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators.

Satisfactory. UVU has maintained the percentage of students for whom UVU was their first or second choice even while ACT scores have increased. While the percentage of full-time faculty with doctorate degrees has declined slightly the combined percentage with either doctorate or masters degrees has remained steady. UVU still rates equal or in some cases above peers in employee satisfaction, but the overall trend since the last rating period shows employee satisfaction down slightly. Voluntary employee terminations are up over the six year period with most of the change attributable to employees other than faculty.

Serious 4: UVU is recognized for high quality, efficient, and effective programs and services.

Excellent. The Community perception of UVU has dramatically increased since we have become a University. Nearly two thirds state of Utah and ninety percent of Utah County look highly on UVU. Additionally, our specialized accreditations have increased dramatically.

INCLUSIVE

UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

Satisfactory. UVU’s substantial efforts to improve educational opportunities for underserved groups and expand its educational offerings have been generally successful in ensuring a representative student body, providing a safe environment, and meeting the region’s needs. There are concerns that UVU may
not be prepared to maintain that success in the face of regional demographic change, and that a significant minority of students may feel disrespected by classmates or instructors. More data is needed regarding opportunities for intercultural competence.

**Inclusive 1: UVU provides accessible and equitable educational opportunities and resources for all students.**

*Satisfactory.* UVU’s demographics are reasonably representative of Utah County, though there is concern that enrollment of women is below national trends and that enrollment of racial minorities will need to continue to increase to keep pace with regional demographic changes. UVU continues to enroll a large number of non-traditional students. There is also some ambiguity in the cause of increases in the percentage of students receiving financial aid and decreases in the percentage of students needing developmental coursework.

**Inclusive 2: UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.**

*Under Development.* NSSE data is limited to the past two years, and shows that UVU is below peers in the Discussions with Diverse Others indicator. Graduates consistently report moderate growth in global perspective and understanding diversity. Neither indicator provides a clear measure of opportunities to develop awareness, understanding, and appreciation of differences among students. Participation in courses meeting the Global/Intercultural requirement or surveys conducted in these courses may provide effective indicators.

**Inclusive 3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.**

*Satisfactory.* Most students report a positive environment in line with peers throughout the region and within UVU’s Carnegie classification. One in five students report problems with respect from classmates and one in four from instructors; it is not immediately clear whether these views correspond to membership in minority groups or to religious identification. There is also no data examining respect based on sexual orientation and gender identity, and underreporting of circumstances creating a hostile environment for some students is to be expected. While there is insufficient evidence to substantiate serious problems in this area, further examination of this data and additional is necessary to better understand the nature of those students who have negative experiences.

**Inclusive 4. UVU offers an array of courses, programs, and delivery methods designed to reflect students’ goals and the region’s educational needs.**

*Satisfactory.* Students are generally satisfied with course availability by location, time, and semester, but satellite locations appear to be underutilized. About one-third of students would like additional degree offerings. UVU’s STEM offerings correspond to regional employment needs; reliable data for regional non-STEM job demand is unavailable.

**OPERATE EFFECTIVELY**

UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources.

*Satisfactory.* UVU allocates its resources to prioritize its core themes and administrative imperatives, and is ensuring that growth in administrative expenses does not exceed that of instructional expenses. Most
evidence suggests that UVU’s culture of planning and decision-making processes are stronger than its peers, though could improve further.

**Operate Effectively 1: UVU fosters a culture of planning, assessment, improvement and accountability.**

*Satisfactory.* Overall UV is well above its peers in regard to this measure. There is some cause for concern due to the fact that our resources distributions don’t seem well aligned to some of our core themes, and a small minority of PBA requests are connected to planning and assessment activities.

**Operate Effectively 2: UVU strategically allocates resources to achieve institutional objectives.**

*Satisfactory.* UVU currently puts most of its resources towards the Serious theme and Operate Effectively imperative. While such distribution is satisfactory, care for resource allocation should be taken to prevent lopsided allocations preventing full mission achievement. It is meritorious that most of the growth in spending has gone for instruction and not for administration. Growth in administration demonstrates balance.

**Operate Effectively 3: UVU utilizes transparent and collaborative decision-making processes.**

*Satisfactory.* UVU is doing well based on employees’ perceptions of transparency and collaboration, but is less impressive on questions related to their perceptions of shared governance. These measures were in decline but were not out of line with changes in our peers, which may reflect a general trend in the higher education environment.

**MANAGE GROWTH**

UVU anticipates and appropriately responds to the region's higher education needs.

*Satisfactory.* UVU continues to plan for growing demand for higher education in Utah County, though increased consideration to the needs of the rest of the service region would enhance this. Major expansions of facilities have eased but not eliminated pressures resulting from enrollment growth.

**Manage Growth 1: UVU anticipates and plans for future regional educational needs.**

*Satisfactory.* Indicators show K12 enrollments peaking and then declining. They also show regional traditional college age population continuing to grow into the foreseeable future with non-traditional-aged students possibly trending towards the least growth. UVU needs to revisit regularly its growth planning to anticipate continued growth and is collecting additional data to support program planning based on these needs.

**Manage Growth 2: UVU adapts to meet student and community needs consistent with its educational mission.**

*Satisfactory.* UVU added newly needed programs consistently over time, while the percentage of instructional credit hours taught by salaried faculty consistently fell over time. We continue to meet our state mandated goal of 12 instructional credit hours for each salaried faculty member. UVU’s gross square footage continued to grow to 2.4 million square feet, but it is still the lowest square footage per FTE in USHE. Recent efforts towards constructing a new arts building will continue to improve this deficit, but will also bring more students.
SECURE RESOURCES

UVU seeks and obtains public and private resources to fulfill its mission.

**Satisfactory.** In spite of a difficult fiscal environment, UVU has increased state revenue and maintained relatively low tuition by the standards of a four-year institution. UVU’s tuition may be high relative to its community college mission. Contributions from alumni and research grants are generating valuable additional revenue.

Secure Resources 1: UVU communicates its resource requirements and secures appropriate state tax fund support to fulfill its role within the Utah System of Higher Education.

**Satisfactory.** Over time UVU’s combined state and tuition revenue has fluctuated with tuition revenue generally growing more over time. Recently, we have seen growth in state revenue from equity funds given in 2014, but continued state funding growth is uncertain. Tuition remains the dominant revenue source for UVU rather than state funding with UVU having the lowest percentage of state funding of any non-research institution in the state. Considering the conditions, UVU performance in this area is commendable.

Secure Resources 2: UVU establishes tuition and fees consistent with the economic environment and its mission.

**Satisfactory.** UVU’s tuition is below average for our peer tuition group and the national average at $5,086 per year. We were higher than one comparable school in USHE. A concern not shown is that Utah County does not have a community college, so we might not rate so well when compared to the cost of community college in geographically close counties such as Salt Lake.

Secure Resources 3: UVU strategically pursues and acquires private and public resources beyond state appropriations.

**Satisfactory.** The number of alumni donating is growing yearly. We have had great success in sponsored programs, which generate $15 million a year primarily from government grants.
## 2016 UPAC SWOT Analysis

**University Planning Advisory Committee**  
**April 5, 2016**

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions internal to UVU that promote mission fulfillment.</td>
<td>Conditions internal to UVU that constrain mission fulfillment.</td>
</tr>
<tr>
<td>- UVU has experienced, supportive, and committed faculty, staff, and administrators that promote student success.</td>
<td>- UVU’s lack of diversification in its revenue stream.</td>
</tr>
<tr>
<td>- UVU is committed to its community college and university roles, its open enrollment mission, inclusion, and engaged learning.</td>
<td>- The institution lacks resources in sustained external fundraising and securing major grants.</td>
</tr>
<tr>
<td>- UVU offers diverse academic programs across multiple fields, degree levels, and delivery options.</td>
<td>- UVU needs additional full-time faculty and staff with appropriate support for onboarding, training, and professional development.</td>
</tr>
<tr>
<td>- UVU already has land on which it can build new facilities to meet expected growth.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conditions external to UVU that promote mission fulfillment.</td>
<td>Conditions external to UVU that constrain mission fulfillment.</td>
</tr>
<tr>
<td>- UVU can expand academic programs to suit students' needs and those of a growing and increasingly diverse community.</td>
<td>- Meeting the needs of UVU’s large population of underprepared students and projected substantial growth with current and possible new state funding models.</td>
</tr>
<tr>
<td>- Innovative teaching approaches and technologies can improve both effectiveness and efficiency.</td>
<td>- Labor market competition makes it more difficult for UVU to retain qualified employees.</td>
</tr>
<tr>
<td>- UVU can increase engaged learning opportunities.</td>
<td>- The relevance of higher education is increasingly questioned by some influential voices as interest in non-degree options grows.</td>
</tr>
</tbody>
</table>