Phase I – Case for Action and Array of Strategies and Tools

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Strategic Plan for Managing Growth

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INTRODUCTION
Utah Valley University (UVU) plays a unique and complex role within the Utah System of Higher Education. As a Master’s University (Regents Policy R312), UVU is primarily focused on “undergraduate programs at the associate’s and baccalaureate levels, including career and technical education programs.” In addition, the University offers “selected graduate programs in high demand areas…” and supports student success “through developmental programs and services associated with a comprehensive community college.” This variety of offerings combined with the institution’s long-standing reputation for student success has made UVU an increasingly popular destination university for traditional and non-traditional students.

In June 2009, President Matthew S. Holland assumed leadership of Utah Valley University less than one year after its transition from a baccalaureate college to master's university and during a time of state tax fund reductions and significant enrollment growth. In September 2009 (as part of his first year’s presidential priorities), President Holland charged a task force with developing a Strategic Plan for Managing Growth.

Framed by the university’s mission and core themes, the task force (comprised of representatives from Academic Affairs, Student Affairs, Administration, and Planning and Budget):

- Reviewed historical and current data as well as projections for the future
- Assessed environments and resources
- Identified pressures, limiting factors, and opportunities
- Reviewed best practices at other institutions and efforts of past and current UVU task forces and Quality Improvement teams
- Identified and considered numerous alternatives and tools
- Explored potential intended and unintended consequences of various alternatives and tools

This Phase I document provides:

1. A case for action based on UVU’s mission and state and national initiatives.
2. Key indicators of anticipated future growth and capacity/resource constraints.
3. An array of strategies and tools which may be employed individually or in complementary sets.
4. Recommendations for Phase II concerning the selection and implementation of key strategies and tools.

CASE FOR ACTION
The Task Force developed this plan framed by the guiding principles outlined below. This Case for Action is based on an extensive review of historical and current data, presents highlights of that data and projections for future demand, and discusses key resource constraints.

Guiding Principles
This strategic plan is guided by UVU’s mission, role, and core themes.

- Provide opportunity for individuals from a wide variety of backgrounds and perspectives and meet regional educational needs
- Provide quality academic learning opportunities for students through programs at the certificate, associate, baccalaureate and graduate levels
- Support students in achieving their educational, professional, and personal goals within a reasonable period of time
This plan responds to two goals adopted by the Board of Regents during 2009-10.

- Increase higher education participation rates for all Utahns
- Increase degree completion for those enrolling in higher education

The Board of Regents’ inaugural charge to President Holland provided further direction to this plan.

- Maintain UVU’s commitment to engaged learning, quality education, quality teaching, diversity, and its mission as a teaching-centered university.
- Maintain its commitment to career and technical education programs, open admission, and developmental education
- Be student-focused and student-centered
- Strive to make education affordable to all students, including minority, non-traditional, and international students
- Work with sister institutions (including BYU and MATC) to ensure all citizens in this area of the state are provided with the broadest array of education and training programs without unnecessary duplication

This plan responds to national, state, and university initiatives including:

- Governor Herbert charged the Utah State Board of Regents and the Commissioner of Higher Education to present a plan for how Utah’s colleges and universities will meet the needs of students and the talent demands of employers in the twenty-first century.
- The Board of Regents have adopted a big goal “to have 66% of Utahns’ age 25 to 64 ‘with a postsecondary degree or certificate by the year 2020; specifically to have 55% of Utah’s workforce with an associate’s degree or higher‘. (Figure 1.)
- From the White House to national organizations like the Lumina and the Bill and Melinda Gates foundations, the sense of national urgency is increasing to ensure all students participate and succeed in post-secondary education.
- UVU Strategic Directions Advisory Committee 2009-2010 identified issues related to enrollment growth in the institutional SWOT analysis.

Figure 1

UVU’s role in responding to the educational needs of the state is emphasized in the HigherEdUtah2020, 2010 Report. “Along with Salt Lake Community College, Weber State University and Dixie State College, UVU will be asked to pick up the bulk of state enrollment increases in the years ahead.”

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1 Restore America’s Leadership in Higher Education; http://www.whitehouse.gov/issues/education
Additionally, this plan ties directly to the first general recommendation of the Full-Scale Evaluation Committee representing the Northwest Commission on Colleges and Universities which conducted a site visit at UVU in November 2010.

The Evaluation Committee recommends that Utah Valley University complete its work on a strategic plan for managing growth so it is clear that additional resources must accompany additional growth. While the institution has accommodated recent rapid growth in enrollment and has acquired some additional human, physical, and financial resources for that endeavor, it is clear to the committee that a goal of additional growth must be consistent with both UVU’s mission and its resources.

**Key Indicators and Projections of Future Growth**

Five key indicators of future growth were analyzed. These key indicators are:

- Historical Enrollment Data
- UVU’s Student Demographics
- Regional and State Population Projections
- Participation Improvement Initiatives
- USHE and UVU Enrollment Projections

**Historical Enrollment Data**—Since 1976, UVU has experienced headcount growth each year with the exception of three years—1984, 1988, and 2006 (Figure 2). In 1976, UVU (Utah Technical College – Provo, at that time) enrolled 3,881 students during Fall quarter. By Fall semester 2010, the number of enrolled students had multiplied 8.4 times. Student enrollments increased by 8,830 from Fall 2007 to Fall 2010—the largest three-year growth in UVU’s history.

![Graph UVU Student Headcount (Fall)](image)

Through 1992, academic programming included certificates, diplomas and associate degrees. In 1993, the institution began offering its first three baccalaureate degrees. Then, in Fall 2008, the university offered its first master’s degree program. From 1992 to 2010, freshman/sophomore headcount increased by 11,609 (more than doubled) with upper division class headcount moving from 0 to 11,341 (Figure 3).

![Graph Student Headcount Fall Term by Level](image)
Of particular note is the large increase in junior/senior headcount beginning Fall 2008 (first Fall as Utah Valley University) from 8,904 to 11,341. Past mission change and academic program expansion have been contributing factors to past growth.

**UVU’s Student Demographics**—UVU serves a high proportion of Utah and Utah County students. In Fall 2010, 62.9 percent of UVU’s students were residents of Utah County with an additional 22.6 percent from other Utah counties (Figure 4). Of Utah County residents enrolled in the Utah System of Higher Education, 76.9 percent were enrolled at UVU. Beginning Fall 2008, UVU enrolled more Utah students than any other university in Utah.

**Figure 4**

As the university has both expanded the number of baccalaureate programs and developed its reputation as a university, enrollments have increased substantially at the sophomore, junior, and senior class levels (Figure 5.)

**Figure 5**

This growth in upper class standing students is further influenced by UVU’s retention efforts (Figure 6.) As more students are retained from semester to semester, enrollments will continue to increase. The impact of retention is illustrated by the large increase (over 3,500) in continuing students from Fall 2005 to Fall 2009 (Figure 7.)

**Figure 6**

The number of students new to UVU has also been increasing. New Freshmen attending UVU less than one year after high school has increased by over 37 percent since 2005 (Figure 7.) Transfer students are contributing to the increased upper class standing
enrollments. The spike in transfer students occurred in 2008 as the institution transitioned to UVU. The number of students transferring to UVU has increased by 76 percent over the past five years. However, this number has declined by 8 percent the past two years suggesting less future impact on enrollment growth.

Figure 7

UVU serves a large number of non-traditional age students with approximately 18 percent of UVU’s student body under the age of 18 and another 16 percent 30 years of age and older. Even with this wide range of ages, the mean age for a UVU student is 24 with the highest proportion of students in ages 22 to 24 years old.

Regional and State Population Projections—UVU is located in the third fastest growing state in the nation (2.1%) and the Orem Campus in the second most populated county in Utah (population 560,511). Utah County population has increased by 188,617 residents (50.72 percent) in the past decade. The Governor’s Office of Planning and Budget (GOPB) population projections for 2020 indicate Utah County will increase by an additional 167,207 residents—nearly 30 percent. Utah County’s current population is comparable to the individual cities of Tucson, Washington DC, Atlanta, Las Vegas, Albuquerque, Oklahoma City, and Portland as well as the entire state of Wyoming.

In 2008, Utah had the highest share of its total population in the preschool age group of any state in the country at 9.8%. Utah also ranks first among states with 21.2% of its population in the school-age group of 5 to 17. GOPB estimates for Utah in 2010 indicate that the population of 18-29 year olds will have increased 92,425 since 2000 with an additional increase of 76,479 expected from 2010 to 2020 (Figure 8.)

Figure 8

UVU’s service region is comprised of Utah, Wasatch, and Summit counties. In 2000, UVU’s service region included 81,534 traditional college age students (18-24 year olds); by 2010, that number is projected to have increased by 12,406 with an additional 24,461 by 2020 (Figure 9). Population projections indicate that UVU’s service region will have 26 percent more 18-24 year olds in 2020 than in 2010.

4 2010 Economic Report to the Governor
This projection is further supported by current K-12 enrollments within UVU’s service region. The graduating class of 2020 is projected to be 21.1 percent (1,608) larger than the class of 2011 (Figure 10) without immigration.

These projections of traditional college-age students in UVU’s service region indicate an increasing student demand greater than the demand of the past decade.

Participation Improvement Initiatives--
One of UVU’s Core Themes is “inclusive.” In the spirit of “Inclusive,” UVU actively identifies underserved populations and develops programs and initiatives to facilitate greater participation in higher education.

UVU serves a lower percentage of Hispanic students than is represented in the local population; however, UVU serves a higher percentage of other minorities than is represented in the local population (Figure 11). Initiatives and programs targeted toward the increasing Hispanic segment of the local population have resulted in a lessening of the participation gap. If UVU’s efforts closed the current gap by 50 percent, an additional 529 headcount (381 FTE) students would be added.

Another initiative is targeted to improving the participation of women in higher education in Utah and is being led by a UVU faculty member, Dr. Susan R. Madsen. Nationally, 57 percent of student enrollment in higher education is female. In Utah, that percentage is 49 percent and at UVU 43 percent (Figure 12). A goal of the Utah Women and

5 The Value of Higher Education for Women in Utah, Research and Policy Brief, January 2010, Utah Women and Education Project.
Education Project is to motivate more young women to enter higher education and complete degrees.

If efforts to engage more females in higher education improved UVU’s ratio by 2 percentage points, an additional 1,228 headcount (885 FTE).

Figure 12

USHE and UVU Enrollment Projections—Historically, the Office of the Commissioner of Higher Education (OCHE) published enrollment projections (latest publication was August 2009 (Table 1). This August 2009 projection was based on the historical relationship between UVU’s enrollments and the population of 25-45 year olds in UVU’s service area.

Table 1

Office of the Commissioner of Higher Education Enrollment Projections for UVU, August 2009

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>Proj. 2011-12</th>
<th>Proj. 2016-17</th>
<th>Proj. 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount (Fall)</td>
<td>28,765</td>
<td>31,305</td>
<td>35,717</td>
<td>38,349</td>
</tr>
<tr>
<td>Annualized FTE</td>
<td>21,234</td>
<td>23,422</td>
<td>26,798</td>
<td>28,812</td>
</tr>
</tbody>
</table>

Based on historical enrollments, UVU’s Office of Institutional Research and Information produced three alternative projections: 1) based on the geometric mean growth for the past 25 years (5.09%), 2) based on average growth for the past 25 years (7.86%), and 3) based on a 4 percent growth rate. These IRI projections and OCHE projections indicate UVU could expect headcount enrollments between 38,349-66,107 and FTE enrollments between 28,812-49,353 by 2020. (Figures 13 and 14) These historically-based models (while providing a range of possibilities) failed to adjust for the significant growth that occurred as UVU evolved from UTC and expanded its academic offerings to include baccalaureate programs (see Figure 3.) Such dynamic mission change will not repeat during the coming 10 years. Similarly, the models failed to adjust for the introduction and growth of concurrent enrollment.

Figure 13
While no projection model will be accurate, IRI working in conjunction with the Office of the Commissioner of Higher Education developed a new model for projecting enrollments at UVU utilizing selected historical growth rates (reviewed against state and regional population projections) for specific student entry actions. Thus, separate headcount and FTE projections were calculated for graduate students, high school concurrent enrollment students, first-time freshmen entering more than one year after high school/transfer students, first-time freshmen entering within one year of high school students, and returning/continuing students. The combination of these individual projections produced the total projection (Figure 15).

Using this model, UVU is projected to have 46,340 headcount and 37,330 Annualized FTE students by 2020.
Key Indicators and Projections of Future Growth Summary—UVU is positioned to play a significant role in responding to Utah’s expected enrollment growth of 33,000 students by 2020. Key indicators and projections suggest that UVU’s enrollments for the coming decade will be driven by:

- Projected growth in Utah and Utah County’s population of 18-29 year olds
- Projected growth in 18-24 year olds and K-12 graduating classes in UVU’s service region’s
- Success of UVU’s retention initiatives
- Progress toward participation goals for Hispanics and women

By 2020, UVU projects student demand at Fall headcount enrollment of 46,340, Fall FTE of 34,888, and annualized FTE of 37,330—increases of 13,670 headcount, 13,571 Fall FTE, and 14,521 Annualized FTE students over 2010-11.

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Capacity/Resource Constraints

Physical Facilities
UVU is both the “youngest” campus (oldest main campus building is 1977) and data suggest the most efficiently utilized campus in the Utah System of Higher Education. The Office of the Commissioner of Higher Education has hired a consultant to conduct a new space utilization study for the USHE. For the purposes of this report, the data in Table 2 based on Education and General (E&G) gross square feet and annualized student FTE are utilized. These data indicate a five-year average of 102.3 square feet per student—a decrease of 2 square feet per FTE student (2 percent) since 2006-07.

Table 2
Gross Square Feet (Education and General) Per Student

<table>
<thead>
<tr>
<th>Year</th>
<th>Gross Sq Ft</th>
<th>Fall FTE</th>
<th>Sq Ft per Fall FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>1,700,641</td>
<td>16,313</td>
<td>104.3</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,798,394</td>
<td>16,135</td>
<td>111.5</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,946,964</td>
<td>17,910</td>
<td>108.7</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,922,583</td>
<td>19,670</td>
<td>97.7</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,945,467</td>
<td>21,825</td>
<td>89.1</td>
</tr>
<tr>
<td>5-year avg</td>
<td></td>
<td></td>
<td>102.3</td>
</tr>
</tbody>
</table>

Source: UVU Space Inventory (excludes Student Center & Portion of UCCU Center)

UVU’s recently approved facilities master plan includes 660,000 square feet of additional instructional space in
- Six new buildings on the Orem campus including a Fine Arts building, Business Building expansion, three classroom buildings, and demolition and replacement of the Extended Education building
- The potential purchase of the LDS institute (220,000 square feet)
- Facilities at Thanksgiving Point, in Payson, on the West Campus, and possibly in downtown Provo.

If this 660,000 square feet of space was added and UVU enrolled no additional students beyond 2010-11 FTE enrollments, the average square feet per student would be 126.7.

Maintaining the current 5-year average of 102.3 square feet per FTE student, UVU could accommodate 40,468 headcount and 27,033 Fall FTE students if the proposed 660,000 square feet were completed.

At a rate of one building per three years, UVU could expect to add approximately 400,000 instructional square feet by 2020. At 102.3 square feet per FTE student, UVU’s facilities would support a total of 36,664 headcount and 24,491 FTE students—only 3,994 more headcount and 2,666 FTE students than in 2010-11. Current projections of UVU’s enrollment exceed these thresholds within the next 5 years.

To maintain the 102.3 average square feet per student FTE projected for 2020, UVU would need a total of 3,333,780 square feet—an addition of 1,388,313 square feet beyond existing space, and double that outlined in UVU’s approved facilities master plan. Thus, in addition to completing the Orem campus, facilities at other locations would need to be added.
Beyond additional square feet, UVU must expand its infrastructure, including parking. The master plan includes the addition of six parking structures and 5,000 new parking stalls. To accommodate projected students in 2020, 4,926 of the planned stalls would need to be provided.

**Human Resources**

**Salaried faculty**—Salaried faculty provide the foundation of academic programs and activities. They set academic standards and tone, frame the curriculum, consult with the community, engage in their disciplines and with industry stakeholders, create the reputation of their programs and the university, and perform the work of a department. Expanding and maintaining an appropriate base of well-qualified salaried faculty is a fundamental capacity challenge.

An appropriate balance of adjunct faculty is necessary to both complement the university’s salaried faculty expertise and to respond to the cyclical waves in enrollments. During university transition, UVU established a goal to have 55 percent of instructional credit hours delivered by salaried faculty; and progress was made (Figure 16). Using the 55 percent salaried faculty instructional goal, an additional 26 salaried faculty would need to be added for every 1,000 FTE increase in students. This means that to accommodate projected growth, UVU will need to add 350 salaried faculty by 2020.

**Adjunct faculty**—UVU is located in a demographic area which provides an unusually large pool of well-educated and experienced individuals who are capable and willing to teach on an adjunct basis. In 2009, many of the new sections needed to respond to enrollment growth were taught by adjunct faculty. In the short term, staffing new sections with adjunct faculty provides the benefit of timely response to demand as well as the ability to scale back should demand decline. Based on the goal of 45 percent adjunct faculty instruction, an additional 21 FTE adjunct faculty would need to be added for every 1,000 FTE student growth. To support projected student FTE in 2020, UVU will need to add 272 FTE adjunct faculty.

Achieving and maintaining competitive pay and providing appropriate recognition and faculty resources are key to assuring UVU’s continued access to well-qualified and motivated adjuncts.

**Staff**—Enrollment growth not only increases demand for faculty but also increases demand for staff, particularly those providing academic and student support services. For example, based on UVU’s current goal of 375 students per advisor, UVU will need to add 2.67 advisors per 1,000 headcount students. By 2020, UVU will need to add 47 academic advisors to respond to growth.

Other areas will need to grow commensurately. For example, for every 65,000 square feet of additional space, three custodians and one maintenance specialist are needed. Using UVU’s 2009-10 staffing per student FTE ratio of 1 staff per 25 FTE students, UVU will need to add 496 staff (in addition to the 47 academic advisors) by 2020. Whether support services are delivered face-to-face or through ________

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7 An additional 272 FTE adjunct faculty equates to approximately 650 headcount adjunct faculty.
technological means, staff support will continue to be needed in increasing numbers to provide adequate student service, financial processing, facility support, and technology support.

**Financial Resources**

**Tuition**—The largest revenue source for Utah Valley University is tuition. In building its annual initial revenue budget, projected tuition revenues based on the most recent prior year enrollments at new tuition rates are utilized. Tuition revenue during the budget year which exceeds initial budget projection is retained by the university for future allocation.

Since 2000-01, tuition at UVU has increased 2.7 times, nearly tripling (Figure 17).

![Figure 17](image)

Currently, UVU’s tuition rate is comparable to that of Weber State University (Figure 18.)

![Figure 18](image)

Some programs at UVU employ differential tuition. For example, each master's degree programs has an individual tuition rate. Dental Hygiene and Culinary Arts charge significant course fees in addition to undergraduate tuition. Global Aviation and ESL programs are completely “off-budget” and use individual tuition rates.

UVU serves a population comprised of large families which results in low per capita income. Forty-three percent of total non-high school students at UVU receive grants or scholarships with thirty-seven percent receiving federal aid based on need. Given these dynamics, UVU must continue to be sensitive to tuition pricing.

**Tax Funds**—Historically, Utah’s universities and colleges have received tax fund support for enrollment growth. Prior to the mid-1990’s, enrollment growth funding was based on projected enrollments for the future fiscal year. In the mid-1990’s, this was changed to a lag model which funded growth over one year after the enrollment growth occurred at institutions. **Since 2002, no new tax funds have been appropriated to the Utah System of Higher Education (including UVU) for enrollment growth. Institutions have relied on revenue from tuition alone to support the costs of additional students.**
During the transition to university status, UVU received an additional $10 million in tax funds primarily directed to improving the undergraduate experience through the addition of salaried faculty and academic advisors. In 2008-09 and 2009-10 and for 2011-12, UVU experienced one-time and ongoing tax fund reductions. Thus during this recent period of large enrollment increase, the university has received less state tax fund support. This combination of fewer tax dollars and additional tuition revenue from growth has moved UVU from receiving 61.46 percent of appropriated budget from tax funds in 2001 to 42.46 percent in 2011 (Figure 19).

The Board of Regents recently adopted a new model for its annual budget request to the legislature. This model—Mission-Based Funding—has two main components. The first component is enrollment growth and the second component is Regents Priorities. Annually the Regents have the opportunity to determine the percent of Mission-Based Funding to request for enrollment growth and the percent for Regents priorities. The 2011 Legislature codified this funding model but included language requiring the Regents to including in their budget recommendations “unfunded historic growth” and “recommend to the Legislature ways to address funding any inequities for institutions as compared to institutions with similar missions.”

As illustrated in Figure 20, tax fund support per student FTE has been volatile during the past ten years ranging from $2,355 in 2002-03 (a year of significant growth and budget reduction) to a high of $4,138 in 2007-08 (a year of growth and addition of $8 million for university status). Since 2007-08, budget reductions and growth of 25 percent in annualized FTE has pushed tax funds per FTE down to $3,145 (projected) below the 2005-06 level.
Table 3
UVU Revenue Per Budget-Related FTE

<table>
<thead>
<tr>
<th>Year</th>
<th>Tax Funds Per FTE</th>
<th>Tuition Per FTE</th>
<th>Difference (Tax Funds - Tuition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-01</td>
<td>$2,619</td>
<td>$1,848</td>
<td>$771</td>
</tr>
<tr>
<td>01-02</td>
<td>$2,609</td>
<td>$1,941</td>
<td>$668</td>
</tr>
<tr>
<td>02-03</td>
<td>$2,355</td>
<td>$2,251</td>
<td>$104</td>
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<tr>
<td>03-04</td>
<td>$2,411</td>
<td>$2,689</td>
<td>$-278</td>
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<tr>
<td>04-05</td>
<td>$2,632</td>
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<td>06-07</td>
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<td>$3,524</td>
<td>$-74</td>
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<tr>
<td>07-08</td>
<td>$4,138</td>
<td>$3,788</td>
<td>$350</td>
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<tr>
<td>08-09</td>
<td>$3,772</td>
<td>$3,810</td>
<td>$-38</td>
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<tr>
<td>09-10</td>
<td>$3,161</td>
<td>$4,106</td>
<td>$-945</td>
</tr>
<tr>
<td>Proj. 10-11</td>
<td>$3,145</td>
<td>$4,262</td>
<td>$-1,117</td>
</tr>
</tbody>
</table>

A number of alternative tax fund support goals are presented below:

- To achieve 50 percent state tax fund support based on 2009-10 annualized FTE, the state would need to invest an additional $21,260,000 in tax funds.
- To achieve 50 percent state tax funding for future growth, an additional $4,262,000 in tax funds would need to be added for every 1,000 FTE student growth. In order to support projected student FTE in 2020 at 50 percent state tax funding, the state will need to increase tax fund support by $61,884,200.
- To support projected student FTE in 2020 at projected 2010-11 state tax funds per FTE rate, the state will need to increase tax fund support by $45,668,500.

Summary
UVU will continue to experience student demand in the coming decade in response to:

- Projected growth in Utah’s population of 18-29 year olds
- Projected growth in 18-24 year olds and K-12 graduating classes in UVU’s service region’s
- Success of UVU’s retention initiatives
- Progress toward participation goals for Hispanics and women

UVU projects Fall headcount enrollment of 46,340, Fall FTE of 34,888, and annualized FTE of 37,330 in 2020—an increase of 13,670 Fall headcount, 13,571 Fall FTE, and 14,521 annualized FTE students over 2010-11.

By 2020, based on current quality benchmarks, UVU would need to add nearly 1.4 million square feet of space, over 4,900 parking stalls, 350 salaried faculty, 272 FTE adjunct faculty, and over 500 staff to support additional students, faculty, and space. Tax fund revenue would need to increase nearly $46 million to support the same revenue mix and cost structure as in 2010-11.

The challenge for UVU is balancing the tension of increasing demand and limited resources alongside its mission and role within the USHE.
STRATEGIES AND TOOLS
Recognizing that the demand to grow appears inevitable but that the ability of the university to expand its resources (particularly facilities and tax fund support) is constrained, the Task Force was challenged to identify as many potential strategies and tools to respond to growth as possible. Fundamental to this task is the tradition of creative entrepreneurialism that exists at UVU. Similar challenges of demand versus capacity have been met in the past through innovation.

The strategies and tools presented in this plan offer an array of options from limiting demand to expanding capacity. Inclusion of strategies and tools in this plan should not infer recommendation for the use of the individual strategy or tool. Each strategy and tool individually has potential to aid in responding to UVU’s challenge. Some may be complementary to others; some may exclude others; some may complement UVU’s mission; others may not.

Some strategies and tools have already begun to be implemented based on recommendations from other task forces or QI teams. As additional strategies and tools are considered for implementation, consequences (both intended and unintended) should be identified and weighed. These strategies and tools are presented for institutional consideration and should not be implemented by individual units unless directed by university leadership.

By thoughtfully and intentionally implementing appropriate strategies and tools, UVU can fulfill its mission and appropriately respond to growth challenges. The following broad strategies have been identified. The following strategies have been identified. In the pages that follow, tools are presented to further each specific strategy.

Strategies

- Expand Resources
- Maximize Efficiency of Existing Resources
- Expand Delivery Options for Programs and Curriculum
- Streamline the Curriculum
- Shape Enrollment Growth
- Provide Student Support for Timely Graduation
- Restrict Enrollment Growth
Strategy: Expand Resources

Expand physical facilities and infrastructure

- Complete UVU’s campus master plan in an expedited timeframe to provide needed classroom, lab, and office space.
- Construct at least one general classroom/office building.
- Develop parking (including parking structures) to accommodate student and employee demand.
- Continue to develop alternative transportation systems including partnerships with UTA on Edu-Pass and bus rapid transit.
- Work closely with UDOT and Orem City to reduce/eliminate transportation bottlenecks around campus.

Identify and construct or lease additional satellite locations

- Explore and develop community partnerships such as educational sites on the first floor of Wolverine Crossing or on the MATC Thanksgiving Point campus.
- Increase the number of UVU Off-Campus Centers with a major UVU building in the north and south ends of Utah Valley.
- Explore the purchase of land near the Orem campus, on the west side of Utah Lake, and the south end of Utah Valley for future UVU sites.
- Develop building and program plans for Thanksgiving Point.

Expand and retain faculty (salaried and adjunct) and staff

- Hire additional salaried faculty to support programs impacted by enrollment growth.
- Continue to identify programs with unusually high levels of reliance on adjunct faculty and/or inability to hire qualified adjunct faculty with particular specialties and target new salaried faculty positions to those programs.
- Continually recruit for the highest quality adjunct faculty through the use of adjunct faculty pools and targeted recruitment of graduate students.
- Continue efforts to improve adjunct faculty pay rates in order to compete for the highest quality adjuncts.
- Improve the working conditions for adjunct faculty through:
  - Recognition of contribution of adjunct faculty to the educational experience at UVU.
  - Seek ways to provide adjunct faculty access to office space.
  - Encourage use of campus instructional and communication tools, such as e-mail, Blackboard, WIMBA, etc.; provide training on effective use of these tools.
- Broaden the use of instructional staff such as lab assistants and classroom assistants hired to supervise instructional activities.
- Utilize peer-to-peer subject experts/teaching assistants to support faculty in large sections.

Increase operating revenues

- Continue to request tax fund support for enrollment growth.
- Increase tuition rates and/or implement tuition differentials.
- Increase private donations and grants/contracts which support instructional and support programs.
Implement and expand instructional delivery methods that are less facility dependent
- Utilize technology including emerging Web 2.0 technologies to deliver and/or support instruction
- Develop additional online courses and programs
- Offer more sections that blend technology-delivered instruction with classroom instruction
- Develop and align faculty to support technology-delivered course offerings.
- Provide tools and support for faculty developing and delivering courses via technology.
- Expand recruitment for adjunct faculty for technology-delivered courses to a world-wide pool as these faculty do not need to be located in Utah Valley in order to interact with students.

Strategy: Maximize Efficiency of Existing Resources

Revise practices, processes, and framework for class scheduling
UVU has a history of decentralized course scheduling framed around previous year offerings. Department chairs are challenged to assess student demand and balance that demand with faculty resources. A centralized assessment of student demand (including demand during time of day, location, and delivery method) would provide chairs with a class scheduling support framework allowing them to focus on recruiting and assigning the faculty (salaried and adjunct) more strategically to optimize quality and efficiency.
- Move from reactionary class scheduling (responding to growth weeks from the beginning of the semester) to proactive class scheduling increasing sections/seats based on projected growth as the original class schedule is developed
- Train class schedulers to use tools for planning for growth and moving students through to graduation
- Identify a date (several weeks before the beginning of a semester) by which low enrolled sections (particularly during peak hours) will be identified and considered for cancellation providing additional classrooms for higher demand courses
- Require “low demand” sections be offered early morning, afternoon, or evening.
- Develop and implement criteria and guidelines to achieve a balance of discipline-based core courses, service courses, upper division required courses, and elective “boutique” courses.
- Assign salaried faculty teaching across time of day, locations, day of week, and delivery methods to provide all students regardless of time of day/delivery access to instruction delivered by salaried faculty
- Implement additional review/approval for team taught sections and cross-listed courses.
- Develop metric for assuring sections within each subject code are more effectively delivered across time and space by applying a framework limiting percent of sections to be delivered on MWF or TR, during primetime, etc.
- Provide preferential primetime scheduling for courses which have a history of 75 percent or greater fill rate (enrollments/maximum enrollment)

Increase enrollment maximums in course sections
- Review enrollment maximums for courses to identify courses that lend themselves to a larger section format.
- Overbook sections based on patterns of historical attrition rates; departments could identify courses/sections in which
to register students beyond the optimal level so that end-of-semester enrollments more closely match course/room maximum capacity.

**Improve space utilization efficiency**
- Align room capacities with pedagogy and course section maximums
- Expand Summer school offerings; consider a trimester
- Develop existing and new satellite campus offerings including leasing additional space at strategic off-campus locations (Thanksgiving Point, near West Campus, etc.)
- Offer more evening, weekend, blended (on-line/classroom) and technology-delivered courses including some course taught ONLY via technology
- Review strategies for space assignments including return on investment of resources such as a space ratio (square feet per graduate or enrollment)
- Replace low-demand, low-enrollment courses with high-demand, high-enrollment courses

**Implement full-year class scheduling**
- Align catalog indicators for semester offerings (F, S, Su) with actual class schedule offerings
- Add indicators for morning, afternoon, evening, and distance delivery and include indicators in class schedule.

**Maximize Summer semester**
- Assess student demand (both continuing and new students) for course offerings during summer semester
- Increase salaried faculty instruction during Summer semester
- Provide faculty with “extended” appointments which require and compensate instruction during a portion of Summer (10/11 months appointments). For example, faculty appointments may require 30 WCHE during the academic year plus 6 ICHE during Summer Semester. A few institutions provide faculty with 11/12 months appointments which would require essentially 45 WCHE per year (Summer, Fall, & Spring combined).
- Implement summer learning communities, bridge programs, or cohorts focused on preparing students for university courses (underprepared students) and moving students toward graduation (seniors to completion)
- Market the ‘resident tuition for all’ to international students, non-resident students, students enrolled at private institutions, and resident students who attend school in other states and come home for the summer

**Leverage financial aid**
- Review structure and allocation of institutional financial aid to ensure alignment with participation, retention, and completion goals
- Develop enrollment and retention yield rates for students awarded institutional financial aid

**Strategy: Expand Delivery Options for Programs and Curriculum**

**Expand cohort classes and learning communities**
- Develop freshmen-level classes that could be paired together in cohorts and block-scheduled in low-demand locations or at lesser demand times in order to relieve course bottlenecks, while improving retention and space utilization.
- Review and determine appropriate implementation of Learning Communities’ pilot
- Identify specific sections of general education courses that could be “reserved” exclusively for incoming freshmen attending orientation

**Expand number of courses and programs offered through multiple delivery options**
- Determine appropriate distribution of sections and courses by delivery methods, time of day, and location.
- Establish program specific offering ranges (for example, 60% of required course sections delivered in prime time with 20% via distance education and 20% in afternoon/evening)
- Identify and develop courses that could be offered exclusively online
- Develop an increased number of blended, hybrid, or fully online delivered courses.
- Increase the programs/courses available on campus during non-prime time and at off campus locations with an emphasis on courses aimed at completing two and four year degree programs.
- Identify specific degree programs to expand through these additional delivery options.
- Identify number of hybrid classes to be developed/offered and a process for determining which courses should be developed
- Develop assessment models that ensure learning objectives are being met in all forms of delivery, including hybrid instruction
- Identify courses which can be effectively delivered in large sections and provide priority scheduling for large classrooms for these courses
- Increase the percent of Distance Education delivered classes
- Create a catalog identifier or course planning tool that identifies which courses are offered via technology, at off-campus locations, and/or during the evening.
- Track when (morning, afternoon, evening), where (Orem campus, Wasatch campus, North Valley, etc.) and how (face-to-face, hybrid, online, etc.) for all courses and programs delivered.

**Provide General Education courses online**
- Ensure all General Education Core Required courses and Distribution Required courses are available to students online.
- Recognize General Education Essential Learning Outcomes (ELOs) as university learning outcomes that are introduced in General Education courses and deepened within each discipline.

**Deliver remedial education courses differently**
- Offer remedial math and English courses and college success courses as self-support, possibly non-credit, to prepare students for the academic rigor of university curriculum.
- Offer some remedial courses as non-credit which could allow more open-entry and could provide opportunity to reduce costs through the use of adjuncts and non-terminally degreed faculty.
- Utilize summer as a UVU prep boot camp for underprepared students
- Define and develop an Adult Basic Education program

**Require students to enroll in at least one technology-delivered course each semester**
- Identify appropriate courses to be delivered primarily via technology
• Develop strategies for encouraging, incentivizing, and/or requiring students to enroll in at least one technology-delivered course each semester
• Consider eliminating distance education fee by equalizing across all students through a tuition increase

Expand support services aligned with increased delivery options
• Increase hours of operation and expand technology delivery (two-way, interactive) for student support services
• Expand hours of service for bookstore and dining services

Create a live interactive origination classroom in every building
• Leverage faculty resources through the ability to instruct a face-to-face section simultaneously with other groups of students in other campus locations or remotely

Strategy: Streamline the Curriculum

Engage in long-range, strategic and coordinated objective evaluation of programs and course offerings

Review programs for credit requirements
• Undertake a systematic review of curriculum (including general education, discipline core, and course prerequisites) in all programs to verify appropriate credit requirements for graduation.
• Monitor and utilize average credits to graduation by program and establish a target for reducing average number of credits per graduate per degree program
• Establish a set of principles to minimize requirement creep

Review curriculum for currency and intentionality
• Engage Schools/Colleges and departments in an ongoing review of individual program and course curriculum to maintain currency and intentionality of curriculum offerings.
• Provide increased instructional design support for faculty developing and updating curriculum.

Revise, eliminate and/or limit certain course offerings
• Review courses over 3 credit hours and consider reducing the credits and contact hours.
• Review the number and currency of upper-division elective courses.
• Limit the number of offerings of “diversionary” (non-core, non-required elective) courses, such as activity courses, clubs, etc.

Develop more non-traditional degree options
• Increase the opportunities for non-graduated UVU students to return to school and complete the requirements for a degree.
• Develop additional structured degree programs at non-traditional times (evening, weekend) and online to support efforts to degree completion.
• Adopt pre-professional program tracks for students preparing for graduate studies
• Where appropriate, create 3-year baccalaureate and 18-month associate degree programs utilizing a year-round program format.
Identify new degree programs to add
- Conduct an assessment of community and student demand for new degree programs at all levels

Establish an enrollment strategic plan for each academic program and/or delivery method/location
- Establish and update annually and 5-year rolling program enrollment plan.
- Establish and communicate a university-wide projected annual rate of anticipated growth and require schools/colleges to identify enrollment targets each year.
- Establish appropriate major/program student enrollment targets

Strategy: Shape Enrollment Growth

Implement and enforce deadlines
- Beginning Fall 2010, charge a $100.00 late fee to students applying for admission after August 15 until the first day of class. Allow no new, returning, or transfer students to apply after the first day of class.
- Review appropriateness of August 15 admission deadline and other registration, registration changes, and payment dates.
- Explore implementation of a registration deadline, particularly for new students.
- Explore addition of a non-refundable registration deposit.
- Identify additional ways to structure registration opportunities (align with orientation, incentive for high GPA, etc.)

Mandate or incentivize new student orientation
- Require newly admitted students to participate in orientation.
- Allow out-of-state students and others with scheduling challenges to attend orientation after the semester begins. If the student does not attend orientation, place a hold on their registration for the following semester. Provide orientations before and during each semester to assist all students in meeting the mandatory orientation requirement.
- Require students who do not attend orientation to take the Student Success course as a substitute.
- Incentivize orientation by offering access to specific “Freshman”-only sections, or pre-built “packages” of classes offered as a cohort experience for orientation attendees. (See also: “Explore Delivery Options for Programs and Curriculum”)

Outreach to concurrent enrollment students
- Develop and provide orientation specifically targeted to concurrent enrollment students and their parents to facilitate successful transition between the high school and university experience.
- Establish improved methods for tracking and communicating with concurrent enrollment students through the Banner system to ensure they receive same pre-enrollment materials and orientation opportunities as other new freshmen.

Implement provisional enrollment admission status and enforce academic standards
- Require students to begin needed developmental courses their first semester at UVU.
• Implement close tracking by advisors and require advisor registration until the student ready for college level courses.

• Require students to take Student Success course if they have two or more areas of needed remediation in math, reading, and/or English.

• Retain these students on provisional status until they are college ready in all areas.

• Improve students’ understanding of UVU’s academic standards program and continue to hold students accountable to those standards.

Review, establish, and enforce prerequisites
• Engage faculty in the careful review of each course and its pre-requisites on a regular basis.

• Ensure pre-requisites are commensurate with the skills required to be successful in the course.

Outreach to targeted populations and/or for targeted academic programs
• Create/expand summer bridge programs and learning communities
• Expand Latino Initiative
• Create other minority initiatives
• Develop degree programs for the large number of previous non-graduating UVU students to encourage degree completion (such as a General Studies degree.)
• Continue to identify programs and services to increase female participation rates including increasing access to child care.

Target recruitment and information dissemination
• Focus marketing/recruitment and/or intentionally reduce marketing in order to shape enrollment growth

• Market and promote small class sizes and smaller enrollments at off campus.

• Determine which academic programs are a priority for growth and target University Marketing and Prospective Student Services recruitment campaigns.

• Promote Wasatch Campus using creative tuition incentives and housing options for Fall 2011.

• Collaborate with K-12 partners in disseminating information on the importance of college preparation and on the benefits of higher education participation and completion.

Implement tuition differentials and incentives
Essentially all undergraduate students at UVU (developmental ed., lower division, upper division and CTE) pay the same tuition rate. Each graduate program charges its own “differential” tuition rate. Non-residents pay more tuition than residents, approximately 3.1 times resident rate. During Summer semester, all students pay resident tuition.

• Develop and implement a variety of tuition models including differentials for:
  ▪ Programs
  ▪ Developmental education
  ▪ Graduate
  ▪ Lower division v. Upper division
  ▪ Advanced standing/super seniors surcharge
  ▪ Personal interest
  ▪ Satellite campuses
  ▪ Distance Ed./ Internet-Based
  ▪ Summer semester
  ▪ Learning communities

Target scholarships/financial aid
• Use targeted scholarships/financial aid to shape enrollment and offset future tuition rate increases.

• Increase private funding to increase scholarship pool.
- Increase sponsored student programs (partnerships with business/industry) for workforce training
- Explore ways to increase financial aid for continuing students to encourage degree completion.

**Tighten payment and registration purge processes**
- Develop and incorporate a plan for effectively using the purge (administratively withdrawing students from classes if they have not paid tuition by a certain date).
- Continue an outreach program of personal phone calls to encourage students to get on a short term payment program and/or make arrangements with the business office for payment.
- Explore addition of a non-refundable registration deposit.
- Require all students who enroll for courses to pay—no administrative withdrawal and/or require all students to pay a portion (or sign up for short-term payment plan) by a specified date.

**Develop programs targeted to specific locations or delivery methods**
- Increase the programs/courses available at off campus locations, Weekend College, or via distance education with an emphasis on completing degree programs, not just taking classes.
- Identify specific degree programs to expand at these sites.
- Examine possibilities for offering specific programs at locations other than the main campus (similar to Culinary Arts). For example: An MBA evening program at Thanksgiving Point, etc.
- Expand the number of two-year and four-year degrees available to students via online delivery.

**Increase specialized services for underserved and/or underprepared students**
- Utilize summer camps, bridge programs, and learning communities to assist underserved/underprepared students
- Expand student support resources to assist in retention of underserved/underprepared students

**Establish well-defined enrollment goals and measures**
- Assess demand and resources at the individual academic program level to identify appropriately connected enrollment targets
- Develop improved data at the school/college and department level such as majors by class standing, retention/completion rates, etc.
- Establish institutional participation, retention and completion goals
- Regularly review and assess progress toward goals and implement improvements

**Strategy: Provide Student Support for Timely Graduation**

**Fully Implement Wolverine Tracks**
- Stage implementation of program plans including general education. University College and College of Humanities and Social Sciences are piloting by December 2010.
- Encourage students to develop and keep a current degree graduation plan in Wolverine Tracks.
- Require students to have at least one annual meeting (in person, online or via telephone) with their advisor to review and update on Wolverine Tracks.
- Utilize “Planner” to measure if students are progressing according to their schedule or if they are not able to get as many classes as they want (actual registrations compared to plan).
- Encourage department chairs to utilize “Planner” to better understand the demand for courses at all levels of their programs.

**Identify and relieve bottleneck and chokepoint courses at all levels**

- Expand delivery options for courses across time of day, location, and delivery method
- Identify and utilize testing (AP, ACT, SAT, Accuplacer, etc.) to place students in appropriate level Math and English courses to ensure student success, align with other USHE institutions, and reduce demand for lower level and/or repeat courses.
- Allow students with appropriate ACT scores to waive the ENGL 1010 general education requirement.
- Review all 4- and 5-credit hour courses to determine appropriateness of credit hours in order to reduce demands on classroom space, faculty, and total credits to graduation
- Evaluate most failed courses and identify strategies and resources for improved student success
- Strategically utilize wait lists, particularly for high demand courses

- Align program/course delivery to match student demand, particularly in junior/senior level courses including delivery time/method (evening, weekend, technology-delivered, summer)

**Implement full-year class scheduling**

- Align catalog indicators for semester offerings (F, S, Su) with actual class schedule offerings
- Add indicators for morning, afternoon, evening, and distance delivery and include indicators in class schedule.

**Fully implement Personalized Seamless and Intentional Advisement (PSI)**

- Prepare an academic and career plan that builds on the individual student’s strengths, strengthens their weaknesses and leads to success.
- Improve communication between academic advisors, specialty advisors, faculty mentors, and students.
- Develop the faculty mentoring component of the advisement model.
- Utilize Banner tracking to identify faculty mentors (secondary advisors)
- Assure that every academic school/college has a plan for delivering PSI.
- Reduce the student to advisor ratio.

**Refine and automate matriculation**

- Initiate a discussion of matriculation requirements for programs to engage and move student along a major track in a more timely fashion.
- Matriculate students into their majors as soon as they are academically qualified.
• Manage “gatekeeper” courses in the degree program through pre-requisites rather than through matriculation into a program.
• Allow students direct admission into majors.
• Identify “competitive” admission programs and establish an alternative admission major (such as admission into a two-year related program).

Grant competency credit
• Grant competency credit for students who have significant experience related to course.
• Establish and review policies and practices for awarding of competency credit within Regents policy and accreditation standards.

Incentivize timely graduation
• Freeze tuition or provide a rebate for timely graduation
  • Guarantee students a flat tuition rate for every semester during a four-year period. If the student does not complete the program of study within that time period, the student will be assessed tuition at the going rate for subsequent semesters.
  • Provide a previously specified rebate to students who complete their degree within the specified period (time and/or credits).
• Implement a Successful Student Discount. Students completing an established load (full-time) according to their academic plan in Wolverine Tracks and earning a specific GPA would qualify for a discount for the following semester’s tuition.

Use targeted scholarships/financial aid
• Increase Scholarships/Financial Aid to motivate students to continue in school.
• Provide scholarships and grants to non-traditional students with less than full time status taking courses at off campus sites or less popular time slots.
• Partner with business and industry to sponsor students who would then work for their organization after completing their program.
• Develop a persistence scholarship program

Improve the transition from high school
• Increase the number of graduating high school students, who have taken UVU concurrent enrollment courses.
• Increase the availability of career and academic advising for UVU concurrent enrollment students.
• Increase the level of contact and content of communication UVU has with UVU concurrent enrollment students.
• Maximize the utilization of the electronic-SEOP in the transition from K-12 to college by allowing UVU advisors access to the students SEOP and high school transcript.

Strategy: Restrict Enrollment Growth
Limiting enrollment has the potential to create a gap of unfulfilled demand within the region and State. This demand will either go unmet or will be filled by new and/or existing public and private institutions which will compete for resources (faculty, student tuition, internships, etc.)
Implement an enrollment ceiling

- Identify a fixed number ceiling for student headcount and establish practices to restrict enrollment to the ceiling.
- Identify and implement a controlled rate of growth (such as 2,000 headcount increase per year or a limited number of new freshman/transfer students.)
- Limit enrollment on a “first-come, first serve” registration basis. Once available sections and seats are filled, enrollment is stopped.

Limit admission of new/transfer students

- Create and/or implement admission standards. Regents Policy R312 allows Master’s Universities to limit student admission as follows: “Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors.”
- Implement an admission lottery system, randomly selecting a predetermined number of students from a pool of applicants.
- Reduce/eliminate new student marketing efforts.

Increase tuition

- Sharp increases in tuition could potentially limit enrollment to those new and continuing students with the ability to pay (either through financial aid or private resources).
RECOMMENDATIONS FOR PHASE II
The task force was challenged to develop a Case for Action and identify as many potential strategies and tools as possible. Fulfilling that challenge required the inclusion of some strategies and tools which are not preferred by individual members of the task force and may not align with UVU’s mission. Inclusion of strategies and tools in this plan does not infer recommendation for the use of the individual strategy or tool.

As indicated earlier in this document, each Strategy and Tool individually has potential to aid in responding to UVU’s challenge. Some may be complementary to others; some may exclude others. As Strategies and Tools are considered for implementation, consequences (both intended and unintended) should be identified and weighed. Some strategies and tools may require resources to fully explore and implement. These strategies and tools are focused on institutional options and should not be implemented by individual units unless directed by university leadership.

Key to successful implementation will be a careful review of the strategies and tools by university leaders. Phase II of this strategic planning process will include opportunity for feedback, additional analysis, and the exploration and refinement of the strategies and tools which will move UVU forward toward implementation combined with further assessment and refinement. In some cases, efforts toward implementing specific strategies and tools are underway.

During Phase II, President’s Cabinet (in conjunction with Leadership Council and other advisory groups) should review these strategies and tools and determine which best reflect UVU’s goals and warrant further exploration and/or implementation. As strategies and tools are identified for implementation, a set of action plans should be developed that include:

- Identification of key change champions responsible for the implementation of selected strategies/tools.
- An exploration of procedural best-practices and a summary of needed resources, timeline for implementation, and list of implementation tasks.
- Identification of specific assessment processes to determine the effectiveness of the effort that recognizes many of these tools require time to evolve. Critical assessment too early in the change process could inhibit proper implementation and development.
- Communication plan to keep impacted university constituents, leaders, and departments informed during planning and implementation.

The data included in this report are intended to be a template for future assessment and enrollment projections. These data should be compiled into an annual report to be reviewed annually by President’s Cabinet and Leadership Council. Utilizing these data, the university should become more proactive and sophisticated in preparing for and responding to growth.

Developing a culture of planning for projected growth will require the participation and concerted effort of many faculty, staff, and administrators. For UVU to fulfill its unique educational mission and serve the region’s educational needs, change through proactive enrollment growth planning and targeted use of selected strategies and tools must occur.
STRATEGIES AND TOOLS FOR MANAGING GROWTH (Summary)

Expand Resources
- Expand physical facilities and infrastructure
- Identify and construct or lease additional satellite locations
- Expand and retain faculty (salaried and adjunct) and staff
- Increase operating revenues
- Implement and expand instructional delivery methods that are less facility dependent

Maximize Efficiency of Existing Resources
- Revise practices, processes, and framework for class scheduling
- Increase enrollment maximums in course sections
- Improve space utilization efficiency
- Implement full-year class scheduling
- Maximize Summer semester
- Leverage financial aid

Expand Delivery Options for Programs and Curriculum
- Expand cohort classes and learning communities
- Expand number of courses and programs offered through multiple delivery options
- Provide General Education courses online
- Deliver remedial education courses differently
- Require students to enroll in at least one technology-delivered course each semester
- Expand support services aligned with increased delivery options
- Create a live interactive origination classroom in every building

Streamline the Curriculum
- Review programs for credit requirements
- Review curriculum for currency and intentionality
- Revise, eliminate and/or limit certain course offerings
- Develop more non-traditional degree options
- Identify new degree programs to add

Shape Enrollment Growth
- Implement and enforce deadlines
- Mandate or incentivize new student orientation
- Outreach to concurrent enrollment students
- Implement provisional enrollment admission status and enforce academic standards
- Review, establish, and enforce prerequisites
- Outreach to targeted populations and/or for targeted academic programs
- Target recruitment and information dissemination
- Implement tuition differentials and incentives
- Target scholarships/financial aid
- Tighten payment and registration purge processes
- Develop programs targeted to specific locations or delivery methods
- Increase specialized services for underserved and/or underprepared students
- Establish well-defined enrollment goals and measures

Provide Student Support for Timely Graduation
- Fully implement Wolverine Tracks
- Identify and relieve bottleneck and chokepoint courses at all levels
- Implement full-year class scheduling
- Fully implement Personalized, Seamless and Intentional Advisement (PSI)
- Refine and automate matriculation
- Grant competency credit
- Use targeted scholarships/financial aid
- Improve the transition from high school

Restrict Enrollment Growth
- Implement an enrollment ceiling
- Limit admission of new/transfer students
- Increase tuition
- Establish an enrollment strategic plan for each academic program and/or delivery method/location