

CLOSEOUT REPORT for the 2018 ACADEMIC MASTER PLAN

November 2023



Table of Contents

Message from the Provost.....	3
Acknowledgment	4
Goal 1: As an open admission comprehensive community college and university, UVU meets the region’s diverse educational needs.....	6
a. Educational attainment statistics for the region	6
b. Earnings of workers in the region.....	7
c. Satisfaction with UVU graduates by key employers in the service area	8
d. Labor needs of key employers in the service area	9
e. Employment of students in their fields of study	11
Goal 2: Faculty, in collaboration with staff and administrators, take collective responsibility for student success.	13
a. Outcome measures of graduation, retention, and persistence for UVU students	13
b. Annual cohort progress to completion	15
c. Documented increases in student participation in undergraduate research or creative activities	15
Goal 3: General education empowers students with the foundational knowledge and skills for advanced study, the workplace, and life in the wider world.	17
a. Utilize the indicators recommended by the Re-envisioning the Undergraduate Experience Committee.....	17
Goal 4: Programs are designed and implemented to provide integrated support, opportunities, and pathways for student success.	21
a. Time to graduation	21
b. Average attempted credits for graduation	21
c. Percent of programs on a pathway	22
d. Admission to graduate programs or hiring in related occupations	23
Goal 5: UVU engages with the community in addressing regional opportunities and challenges in a global context.	25
b. Hours spent by faculty and students in activities which meet the goal criteria	25
b. Economic value of hours spent in these activities	26
Goal 6: UVU seeks and maintains adequate resources and capacity to sustainably achieve academic goals.	28
a. Faculty student credit hours taught per faculty full-time equivalent	28
b. Funding per student FTE	28
c. Space	28
f. Money saved by Open Educational Resources (OER).....	30
Endnotes.....	31

Message from the Provost



Utah Valley University's Academic Master Plan integrates with other planning processes that take place at the university, including program, department, school/college, and university planning, all of which demonstrate a commitment to institutional effectiveness and the continuous improvement of academic quality.

For the last five years (2018-2023), the 2018 Academic Master Plan has guided the university's academic direction and provided a set of strategies for accomplishing the mission of Utah Valley University. The goals of the 2018 Academic Master Plan were:

1. As an open admission comprehensive community college and university, Utah Valley University meets the region's diverse educational needs.
2. Faculty, in collaboration with staff and administrators, take collective responsibility for student success.
3. General education empowers students with the foundational knowledge and skills for advanced study, the workplace, and life in the wider world.
4. Programs are designed and implemented to provide integrated support, opportunities, and pathways for student success.
5. Utah Valley University engages with the community in addressing regional opportunities and challenges in a global context.
6. Utah Valley University seeks and maintains adequate resources and capacity to sustainably achieve academic goals.

As a university, we have made significant progress towards each of these goals, particularly during a tumultuous time in society. This progress represents a significant accomplishment by our faculty, staff, and students. This closeout report details some of the areas in which we have made huge strides. Thank you all for your gargantuan efforts to implement the 2018 Academic Master Plan and make Utah Valley University the fine institution it is today. I am also grateful for the support of external partners and donors in focusing on the achievement of these goals.

A new Academic Master Plan will be developed in the coming months. As we move forward in this planning process, I invite you all to participate as fully as you can. Your ideas and input are invaluable. Please access the 2024 Academic Master Plan [site](#) for more information. If you have questions about this closeout report or the upcoming planning process, please reach out to Dr. Laurie Sharp, Associate Provost for Academic Programs and Assessment, or your dean.

Once again, thank you for your excellence and dedication to providing a first-class learning experience for our students.

Dr. F. Wayne Vaught, Provost and Senior Vice President of Academic Affairs

Acknowledgment

While preparing the 2018 Academic Master Plan Closeout Report, every effort was made to ensure that information was accurate, complete, true, and up to date prior to its publication.



Goal 1

As an open admission comprehensive community college and university, UVU meets the region's diverse educational needs.

Goal 1: As an open admission comprehensive community college and university, UVU meets the region’s diverse educational needs.

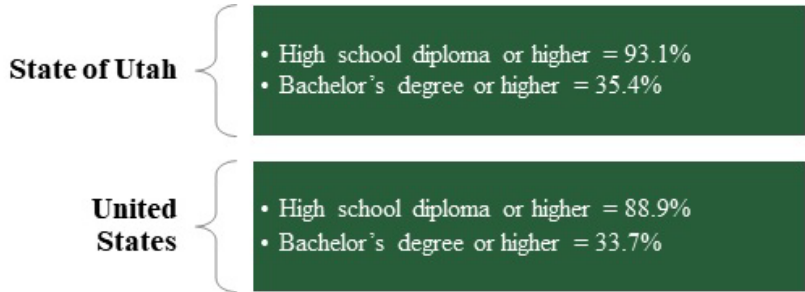
a. Educational attainment statistics for the region

Background Information

Educational attainment statistics demonstrate the highest level of education of the adult population in the United States. Educational attainment data were first collected by the U.S. Census Bureau during administration of the long form of the decennial census from 1940 through 2000.¹ Starting in 2005, the annual American Community Survey replaced the long form of the decennial census and has since become the primary source of data on the educational attainment of people in the nation aged 25 years and older.²

Educational Attainment in Utah

Findings from the 2017-2021 American Community Survey showed that 93.1% of Utah residents aged 25 years and older have a high school diploma or higher and 35.4% have a bachelor’s degree or higher.³ Compared to U.S. residents, these findings are 4.2 and 1.7 percentage points higher, respectively.

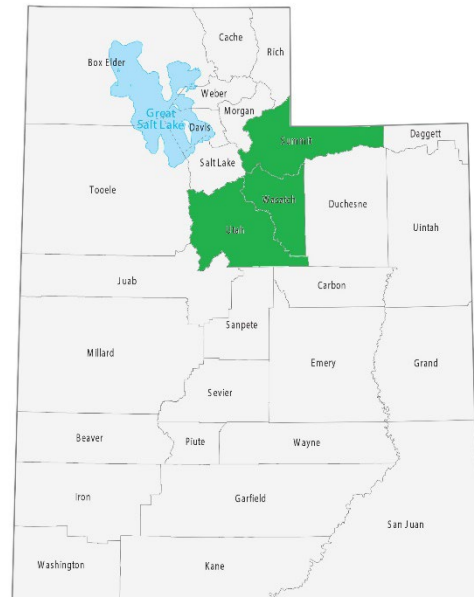


Educational Attainment in the Region

Per Utah System of Higher Education policy, UVU’s service region encompasses Utah County, Summit County, and Wasatch County.⁴ For counties located in UVU’s service region, findings from the 2017-2021 American Community Survey showed higher educational attainment among adults compared to the state and national populations.³

County	Highest Education	Adults 25+
Utah County	High school diploma or higher	95.1%
	Bachelor’s degree or higher	42.3%
Summit County	High school diploma or higher	95.0%
	Bachelor’s degree or higher	55.2%
Wasatch County	High school diploma or higher	96.1%
	Bachelor’s degree or higher	44.2%

Educational Attainment in UVU Service Region



Counties in UVU Service Region

b. Earnings of workers in the region

Background Information

Inflation-adjusted data for wages and income are key determinants for future student demand and important indicators for well-being.⁵

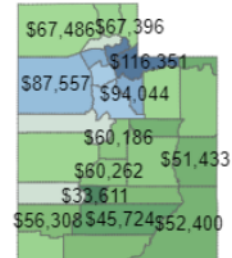
Income and Wages in Utah

Data sourced from the Utah Department of Workforce Services, U.S. Census Bureau, and the U.S. Bureau of Economic Analysis in October 2023 showed strong income gains for Utahans in 2021, with a median household income of \$79,133.⁵

2021 median household income data for Utah showed that the highest-earning county was Summit County (i.e., \$116,351) and the second-earning county was Wasatch County (i.e., \$94,044), both of which are in UVU’s service region.

2021 Income	
Median House..	\$79,133
Per Capita	\$56,019
2022 Average Monthly Wage	
	\$5,027
Change from Previous Year	6.1%

2021 Median Household Income



Income and Wages in the Region

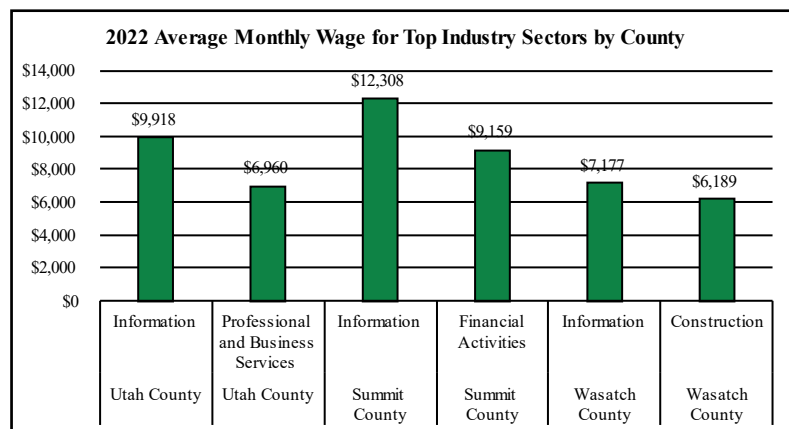
Compared to the state of Utah, data for Utah County, Summit County, and Wasatch County are varied.⁵ Data showed that the highest median household income in 2021 was in Summit County and was \$22,307 more than Wasatch County, \$33,458 more than Utah County, and \$37,218 more than the state of Utah.

Income and Wages in UVU’s Service Region

County	Income and Wages	Amount
Summit County	2021 Median Household Income	\$116,351
	2021 Average Monthly Wage	\$5,169
Wasatch County	2021 Median Household Income	\$94,044
	2021 Average Monthly Wage	\$4,374
Utah County	2021 Median Household Income	\$82,893
	2021 Average Monthly Wage	\$4,722

In 2022, information was a top industry sector throughout UVU’s service region, with an average monthly wage ranging from \$7,177 to \$12,308.⁵ Additional top industry sectors included:

- professional and business services in Utah County,
- financial activities in Summit County, and
- construction in Wasatch County.



c. Satisfaction with UVU graduates by key employers in the service area

Background Information

The university conducts a survey of employers and supervisors of recent graduates once every three years. Below are key findings from the 2019 Survey of Employers of UVU Graduates, which was conducted by phone with 523 employers of UVU graduates⁶ and the 2023 Survey of Employers of UVU Graduates, which was conducted with 104 supervisors of graduates from the 2018-2019, 2019-2020, and 2020-2021 graduating classes.⁷

Key Findings about UVU Graduates from Employers

Key findings reported from both surveys revealed that more than half of employers and supervisors said that graduates having a degree in general was at least moderately relevant in their employment decisions (2019 survey: 68.9%, 2023 survey: 60.7%).^{6,7} Findings also showed that half of employers and supervisors said the same for a graduate's specific course of study (2019 survey: 65.2%, 2023 survey: 55.5%). Findings from the 2019 survey demonstrated that more than half of employers said that a degree from UVU was an important factor in their hiring decisions (i.e., 55.9%)⁶, while findings from the 2023 survey demonstrated that less than half of supervisors said the same (i.e., 45.2%)⁷

Knowledge and Skills of Graduates: 2019 Survey

Employers rated the knowledge and skills of graduates in different areas.⁶ These areas included:

- Willingness to learn
- Overall quality of work
- Understanding the ethical implications of their choices
- Collaborate with other people
- Communicate effectively with others
- Overall job knowledge and skills
- Appreciate the diverse perspectives of others
- Evaluate the accuracy of information
- Logically breakdown problems
- Take initiative
- Computer and technology proficiency
- Have awareness of and stewardship for their community
- Think about things in a new and creative way
- Math skills
- Have a broad understanding of human cultures and the natural world

Ratings for knowledge and skills were tallied to show employers' perceptions of competence among UVU graduates.⁶ Employers indicated that these graduates were "ideal" and "more than adequate" with willingness to learn (i.e., 92.2%), overall quality of work (i.e., 90.9%), and understanding the ethical implications of their choices (i.e., 87.7%). During the 2019 survey administration, a little more than half of employers also indicated specific areas where UVU graduates need better preparation. These areas were job-specific skills, communicating clearly and efficiently, and people skills.

Knowledge and Skills of Graduates: 2023 Survey

Supervisors rated the knowledge and skills of graduates from the 2018-2019, 2019-2020, 2020-2021 graduating classes in different areas.⁷ These areas included:

- Overall job knowledge and skills
- Overall quality of work
- Communicate facts and ideas

- Analyze ideas, information, and problems
- Use digital technologies
- Recognize and consider the ethical dimension of behavior
- Understand and apply the principles of diversity, inclusion, and equality
- Collect, evaluate, organize, and use information
- Understand and work with numbers
- Understand scientific concepts and methods

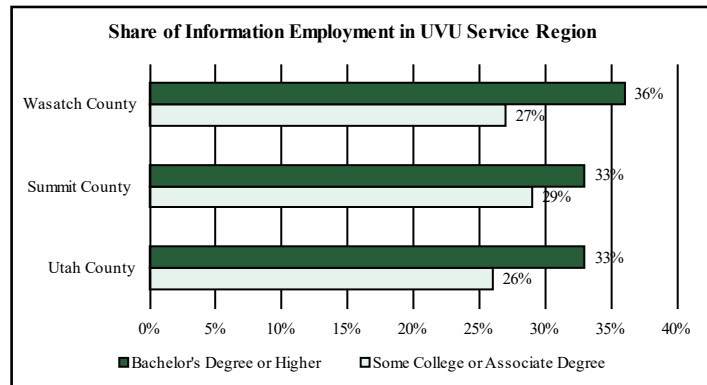
Ratings for knowledge and skills were tallied to show supervisors’ perceptions of competence among graduates from the 2018-2019, 2019-2020, and 2020-2021 graduating classes.⁷ Supervisors indicated that these graduates were “ideal” and “more than adequate” with use digital technologies (i.e., 86.2%), overall quality of work (i.e., 83.6%), and recognize and consider the ethical dimension of behavior (i.e., 81.8%). During the 2023 survey administration, 25 supervisors also indicated specific areas where UVU graduates need better preparation. These areas were job-specific skills, practical experience, communication, and organization.

d. Labor needs of key employers in the service area

Information Sector

Data sourced from the Utah Department of Workforce Services, U.S. Census Bureau, and the U.S. Bureau of Economic Analysis in October 2023 showed information as a top industry sector for all three counties in UVU’s service region.⁵ The North American Industry Classification System categories establishments within the information sector as those engaged in the following processes: (a) producing and distributing information and cultural products, (b) providing the means to transmit or distribute these products as well as data or communications, and (c) processing data.⁸ Publishing industries comprise the main components of this sector and include:

- software publishing industries;
- motion picture and sound recording industries;
- broadcasting industries;
- telecommunications industries;
- data processing, hosting, and related services; and
- other information services.



Data from the U.S. Census Bureau’s Local Employment Dynamics Program showed that more than half of the jobs in the information sector throughout UVU’s service region requires at least some college.⁹

UVU Program Offerings for Labor Needs in the Information Sector

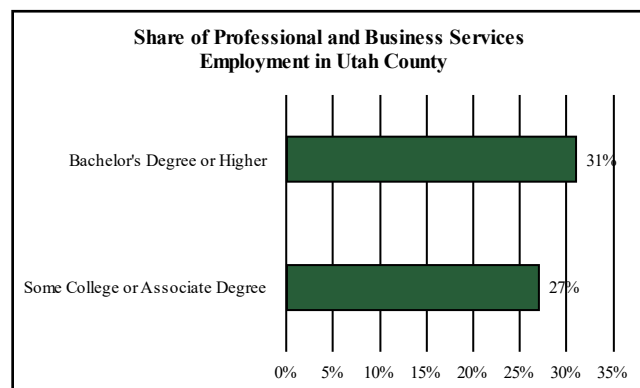
From 2019 through 2022, UVU implemented several new academic programs to meet the labor market demands in the information sector.¹⁰ Academic programs in this sector span the certificate, associate degree, and bachelor’s degree levels within a range of Classification of Instructional Programs (CIP) Code assignments, such as (10) Communications Technologies/Technicians and Support Services, (11) Computer and Information Sciences and

Support Services, and (50) Visual and Performing Arts. Examples of academic programs include: (a) Digital Audio, Associate of Applied Science; (b) Foundations of Application Development CA, Certificate of Proficiency; and (c) Software Development, Bachelor of Applied Science.

Professional and Business Services Sector

Data sourced from the Utah Department of Workforce Services, U.S. Census Bureau, and the U.S. Bureau of Economic Analysis in October 2023 showed professional and business services as a top industry sector in Utah County.⁵ The North American Industry Classification System categorizes establishments within the professional and business sector as those that require a high degree of expertise and training and specialize according to expertise, such as accounting, bookkeeping, and payroll services; advertising services; architectural, engineering, and specialized design services; computer services; and translation and interpretation services.⁸

Data from the U.S. Census Bureau’s Local Employment Dynamics Program showed that more than half of the jobs in the professional and business services sector in Utah County requires at least some college.⁹



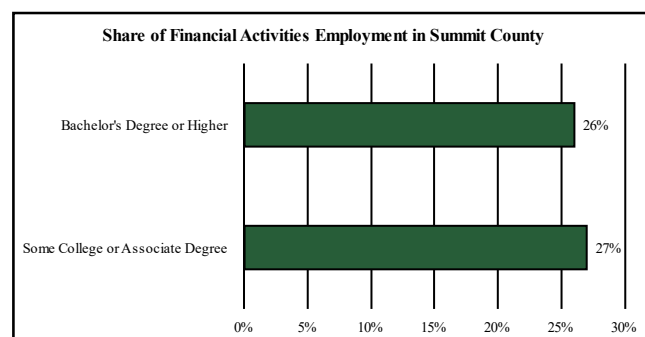
UVU Program Offerings for Labor Needs in the Professional and Business Services Sector

From 2019 through 2022, UVU implemented new academic programs to meet the labor market demands in the professional and business services sector.¹⁰ Academic programs in this sector span the certificate, associate degree, and bachelor’s degree levels within a range of CIP Code assignments, such as (4) Architecture and Related Services and (52) Business, Management, Marketing, and Related Support Services. Examples of academic programs include: (a) Architecture, B.Arch; (b) Human Resource Management, Bachelor of Science; and (c) Marketing, Bachelor of Science.

Financial Activities Sector

Data sourced from the Utah Department of Workforce Services, U.S. Census Bureau, and the U.S. Bureau of Economic Analysis in October 2023 showed financial activities as a top industry sector in Summit County.⁵ The North American Industry Classification System categorizes financial activities as part of the service-providing industries supersector group.⁸ The financial activities supersector consists of the finance and insurance sector and real estate and rental and leasing sector.

Data from the U.S. Census Bureau’s Local Employment Dynamics Program showed that more than half of the jobs in the financial activities supersector in Summit County requires at least some college.⁹



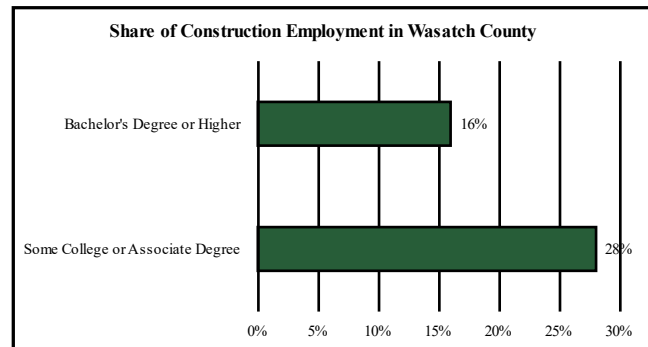
UVU Program Offerings for Labor Needs in the Financial Activities Sector

From 2019 through 2022, UVU implemented new academic programs to meet the labor market demands in the financial activities sector.¹⁰ Academic programs in this sector span the certificate, associate degree, and bachelor's degree levels within a range of CIP Code assignments, such as (52) Business, Management, Marketing, and Related Support Services. Examples of academic programs include: (a) Hospitality Management, Bachelor of Science and (b) Master of Financial Planning and Analytics.

Construction Sector

Data sourced from the Utah Department of Workforce Services, U.S. Census Bureau, and the U.S. Bureau of Economic Analysis in October 2023 showed construction as a top industry sector for Wasatch County.⁵ The North American Industry Classification System categorizes establishments within the construction sector as those engaged in the construction of buildings or engineering projects, the preparation of sites for new construction, and the subdivision of land for sale as building sites.⁸

Data from the U.S. Census Bureau's Local Employment Dynamics Program showed that almost half of the jobs in the construction sector in Wasatch County requires at least some college.⁹



UVU Program Offerings for Labor Needs in the Construction Sector

From 2019 through 2022, UVU implemented new academic programs to meet the labor market demands in the construction sector.¹⁰ Academic programs in this sector span the certificate, associate degree, and bachelor's degree levels within a range of CIP Code assignments, such as (15) Engineering Technologies and Engineering-Related Fields and (52) Business, Management, Marketing, and Related Support Services. Examples of new academic programs included: (a) Surveying Technology, Associate of Applied Science; (b) Surveying Technology, Certificate of Proficiency; and (c) Construction Management, Certificate of Proficiency.

e. Employment of students in their fields of study

UVU's Business Intelligence and Research Services (formerly known as the Institutional Research department) conducts an Alumni Survey with UVU graduates.¹¹ Among data collected, graduates share information about their employment status, location of employment, and employment in relation to their earned degree. Of the graduates from the 2018-2019, 2019-2020, 2020-2021 graduating classes, 85.2% reported that they were working either part or full time, 80.11% indicated congruence between employment and degree earned, and 83.8% relayed that their employment was in Utah.



Goal 2

Faculty, in collaboration with staff and administrators, take collective responsibility for student success.

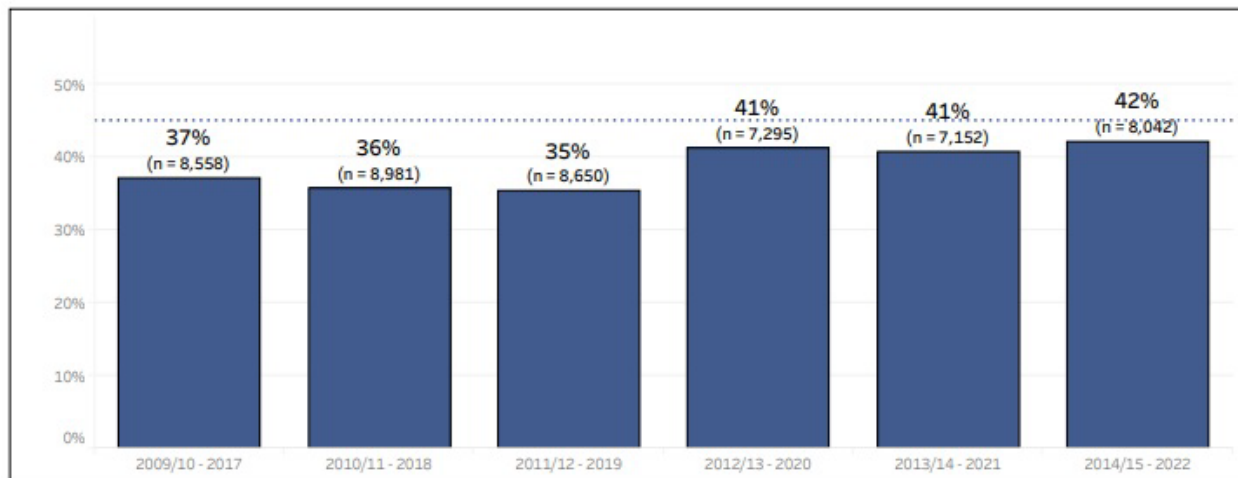
Goal 2: Faculty, in collaboration with staff and administrators, take collective responsibility for student success.

a. Outcome measures of graduation, retention, and persistence for UVU students

Outcome Measure

Outcome measure is the percent of incoming students from a full year cohort from summer to the following spring who earned any degree within eight years.¹² This value includes first-time students, transfer students, full-time students, and part-time students. Students with allowable Integrated Postsecondary Education Data System (IPEDS) exclusions who did not graduate are not included in the baseline number.

The chart below visually depicts the university's outcome measure for 2017 through 2022.¹² The dotted line on the chart shows the university's progress towards achieving its 2025 goal of 45% for the outcome measure. As shown in these data, the university appears to be on track to achieve this goal.

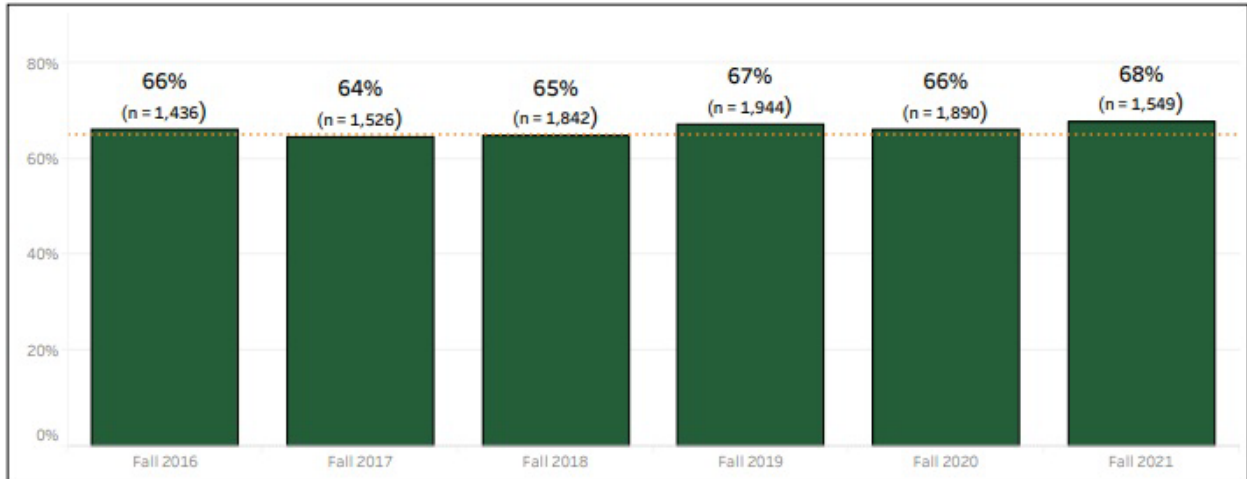


Outcome Measure, 2017 through 2022

One-Year Retention Rate

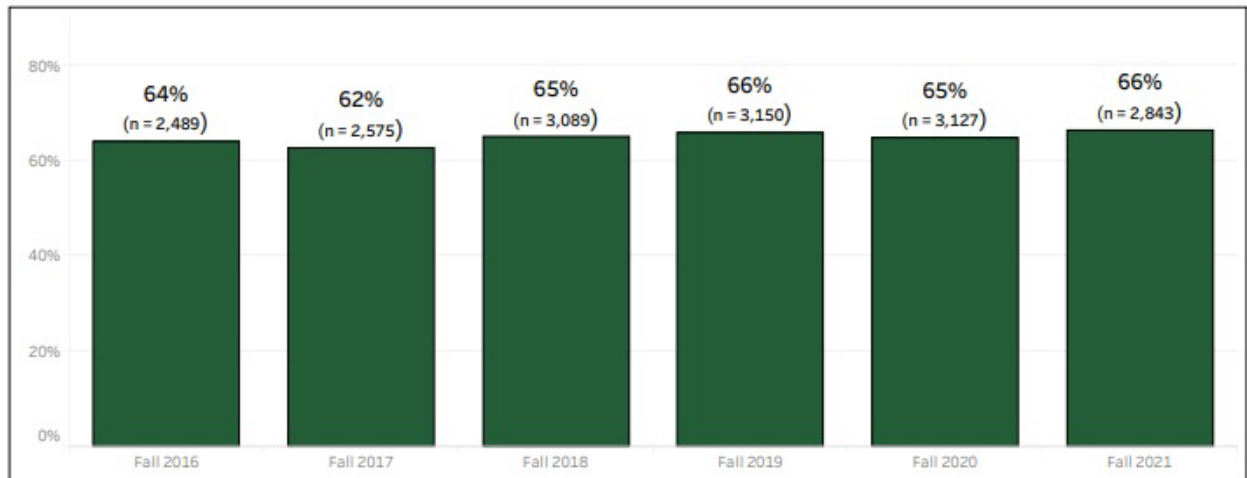
One-year retention rate is the percent of incoming first-time, full-time, degree-seeking students from a fall cohort who are enrolled at the university during the fall term one year later or who have completed any degree by that time.¹² Students with allowable IPEDS exclusions who are not enrolled or who did not graduate are not included in the baseline number.

The chart below visually depicts the university's one-year retention rate for 2017 through 2022 for students seeking a bachelor's degree.¹² The dotted line on the chart shows the university's progress towards achieving its 2025 goal of 65% (5-year average) for a one-year retention rate. As shown in these data, the university has achieved this goal.



One-Year Retention Rate for Students Seeking Bachelor's Degrees, Fall 2016 through Fall 2021

The chart below visually depicts the university's one-year retention rate for 2017 through 2022 for students seeking any degree.¹²



One-Year Retention Rate for Students Seeking Any Degree, Fall 2016 through Fall 2021

Fall-to-Fall Persistence Rate

Fall-to-fall persistence rate is the percent of undergraduate, degree-seeking, post-high school students.¹³ Persisted students are those who are enrolled in the following fall term or who had earned any degree or certificate before the fall term. Fall-to-fall persistence rates are based on fall third-week census data.

2017	2018	2019	2020	2021
71%	70%	73%	74%	74%

b. Annual cohort progress to completion

Annual cohort progress to completion is the percent of incoming first-time, full-time, degree-seeking students from a fall cohort who graduated within 150% of expected time.¹³

2012	2013	2014	2015	2016
35%	32%	32%	38%	39%

c. Documented increases in student participation in undergraduate research or creative activities

Innovation Academy (formerly known as the Office of Engaged Learning) provides funding to support students with faculty-mentored undergraduate research and creative works each year.¹⁴ Data demonstrated an upward trend in the 2019-2020 academic year compared to the 2018-2019 academic year. Data were unavailable for the 2020-2021 academic year due to the COVID-19 pandemic. However, efforts with student participation in undergraduate research or creative activities resumed in the 2021-2022 academic year.

	2018-2019	2019-2020	2020-2021	2021-2022
Fall	129	181	No Data	139
Spring	82	182	No Data	180
Summer	42	38	No Data	27
Annual Totals	253	401	No Data	346



Goal 3

General education empowers students with the foundational knowledge and skills for advanced study, the workplace, and life in the wider world.



Goal 3: General education empowers students with the foundational knowledge and skills for advanced study, the workplace, and life in the wider world.

a. Utilize the indicators recommended by the Re-envisioning the Undergraduate Experience Committee

In 2017, the Re-Envisioning the Undergraduate Experience Committee (RUEC) was created and included student leaders, community and industry leaders, faculty members, and other institutional stakeholders who focused their efforts on strategies to enhance student completion and retention.¹⁵ From 2017-2021, RUEC was co-chaired by the following faculty members who served two-year terms with overlap for one year:

- Dr. Cheryl Hanewicz
- Dr. Sean Tolman
- Dr. Brian Birch
- Dr. Joe Jensen
- Dr. Elena Garcia
- Dr. Melissa Noyes

Part of the initial charge of RUEC was to enhance the university's General Education offerings, and the RUEC General Education Subcommittee evaluated the structure and effectiveness of UVU's General Education program.¹⁵ As a result of this evaluation, the RUEC General Education Subcommittee issued four strategic recommendations.

Strategic Recommendation #1: Develop Campus-Wide Information Campaign on the Role and Value of General Education at UVU.

To enhance student attitudes toward their General Education experience, RUEC's General Education Subcommittee proposed creation of an impactful information campaign with the following key messages:

1. General Education promotes student success.
2. General Education enhances the most valuable skills for professional readiness.
3. General Education plays an important role in our democracy and civic life.¹⁵

The information campaign was proposed as a multi-stage and multi-faceted effort in coordination with the General Education Standing Committee, the University Relations Department, the Office of Academic Affairs, and the RUEC General Education Subcommittee that would include the following components:

- Data gathering on perceptions of General Education.
- Preparation and dissemination of campus-wide publicity.
- Faculty and advisor workshops.
- Outreach to key stakeholders outside the university.

Outcome: The information campaign was put aside due to availability of resources and competing priorities within the university.¹⁶

Strategic Recommendation #2: Create Intentional Faculty Development Opportunities Related to General Education-Related Courses.

The RUEC General Education Subcommittee proposed the creation of faculty development activities to promote more intentional teaching with the university's principles of General

Education and Essential Learning Outcomes.¹⁵ Proposed activities were to be administered as part of the Teaching Excellence Program administered in the Office of Teaching and Learning and included the following:

- Curriculum development workshops.
- Microgrant programs.
- Peer mentoring and consultation.
- Participation in relevant national conferences.

Outcome: From 2018-2023, the Office of Teaching and Learning developed a variety of pedagogical trainings for faculty that lead to certification, which eventually became pathways for UVU’s Teaching Excellence Program.¹⁷ The Office of Teaching and Learning has since tied these pathways to the Advance Higher Education (HE) Professional Standards Framework, a globally recognized framework for benchmarking success within higher education teaching and learning. By doing so, the Office of Teaching and Learning established UVU’s Teaching Excellence Program as an accredited program through Advance HE with professional recognition across four categories of Advance HE Fellowship: Associate Fellow, Fellow, Senior Fellow, and Principal Fellow. Beginning in May 2022, faculty members who completed a Teaching Excellence Program certification became eligible to attain the designation of Associate Fellow. Additionally, the Office of Teaching and Learning developed a transcript as a tool for faculty to report their own completion of Teaching Excellence Program certifications as shown in the example below.



As of October 2023, the Office of Teaching and Learning developed 12 certifications in the Teaching Excellence Program that focus on high-impact practices (HIPs) identified by the American Association of Colleges and Universities (AAC&U).¹⁷ The chart below delineates these certifications, duration in hours, focus areas, and the number of faculty who earned the certifications.

Certification	Hours	Focus Areas	# Earned
Anti-Racist Pedagogy	25	Diversity/Global Learning	87
Assessment & Inclusive Design	25	Diversity/Global Learning	38
Generating Vibrant Discussions	12.5	Collaborative Assignments and Projects	32

Certification	Hours	Focus Areas	# Earned
Inclusive, Intercultural, Global Pedagogy	12.5	Diversity/Global Learning	79
Mentoring Undergraduate Research Academy	12.5	Undergraduate Research	140
Project-Based Learning	12.5	Collaborative Assignments & Projects	53
Service-Learning	12.5	Service Learning, Community-Based Learning	298
Social Impact Faculty Fellowship	12.5	Service Learning, Community-Based Learning	—
Teaching First Year Students	12.5	First-Year Seminars and Experiences	81
Team-Based Learning	12.5	Collaborative Assignments and Projects	73
Universal Design for Learning	12.5	Diversity/Global Learning	—
Writing Enriched	12.5	Writing-Intensive Courses	131

Strategic Recommendation #3: Strengthen High Impact Practices in General Education Courses.

To mitigate student attrition between the first and second years (i.e., 30-60 semester credit hours), the RUEC General Education Subcommittee proposed that specific General Education courses be identified as prime candidates for HIPs-related curricular enrichment.¹⁵ Among this group of courses, the RUEC General Education Subcommittee recommended designating one set of HIPs-enriched courses for the first 30 semester credit hours and another set of HIPs-enriched courses for the second 30 semester credit hours.

Outcome: As reported for RUEC’s Strategic Recommendation #2, the Office of Teaching and Learning developed 12 different certifications through UVU’s Teaching Excellence Program focused on HIPs identified by the AAC&U.¹⁷ The Office of Teaching and Learning also develops and facilitates Communities of Practice for faculty who earn these certifications. These Communities of Practice promote collaboration and consultation among faculty around strengthening HIPs in their courses, including General Education courses.

Strategic Recommendation #4: The Role of Standing General Education Committee.

The RUEC General Education Subcommittee recommended that the General Education Subcommittee continue in their role to approve new First-Year Seminar (FYS) courses as General Education courses and monitor them every five years for continued commitment to the General Education content and learning objective requirements as currently defined by the university’s schools and colleges.¹⁵

Outcome: RUEC sponsored development of 20 FYS course sections as a pilot program to demonstrate the effectiveness of FYS courses at improving retention, especially for first-generation students.¹⁸ These course sections were scheduled to be taught and funded by the academic departments that piloted them during the Fall 2020 semester. Unfortunately, the project was paused when the university had to shift its priorities because of the COVID-19 pandemic.¹⁹



Goal 4

Programs are designed and implemented to provide integrated support, opportunities, and pathways for student success.

Goal 4: Programs are designed and implemented to provide integrated support, opportunities, and pathways for student success.

a. Time to graduation

At UVU, time to graduation reflects the undergraduate degree conferrals in a given fiscal year and follows the reporting period for the IPEDS Completions component.²⁰ This reporting period is the 12-month period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year.

UVU's five-year average for completion does not reflect any changes in years, except for a one-year reduction in completion time for certificates in 2020-2021.²⁰ Completion time for the number of terms trended downward for certificates from 2017-2018 through 2020-2021 and for associate degrees from 2017-2018 and forward. These data do not reflect any changes in completion time for bachelor's degrees.

b. Average attempted credits for graduation

Per UVU's Catalog, college credit is obtained through admittance to UVU, registering for classes, and satisfactorily completing all required course work.²¹ Additionally, federal guidelines require that students who receive financial aid must make real and measurable progress toward their degree to receive aid.²² This requirement is called Satisfactory Academic Progress. Undergraduate students are required to pass and complete 67% of all credit hours attempted.

Data for the past five reporting years revealed slight differences in the number of credits attempted by undergraduate students pursuing certificates, associate degrees, and bachelor's degrees.¹³ For certificates, data trended upward in the 2018-2019 reporting year compared to the previous reporting year but has since trended downward. For associate degrees, data has trended both upward and downward throughout the five-year reporting periods. For bachelor's degrees, data were consistent for the 2017-2018 and 2018-2019 reporting years but has

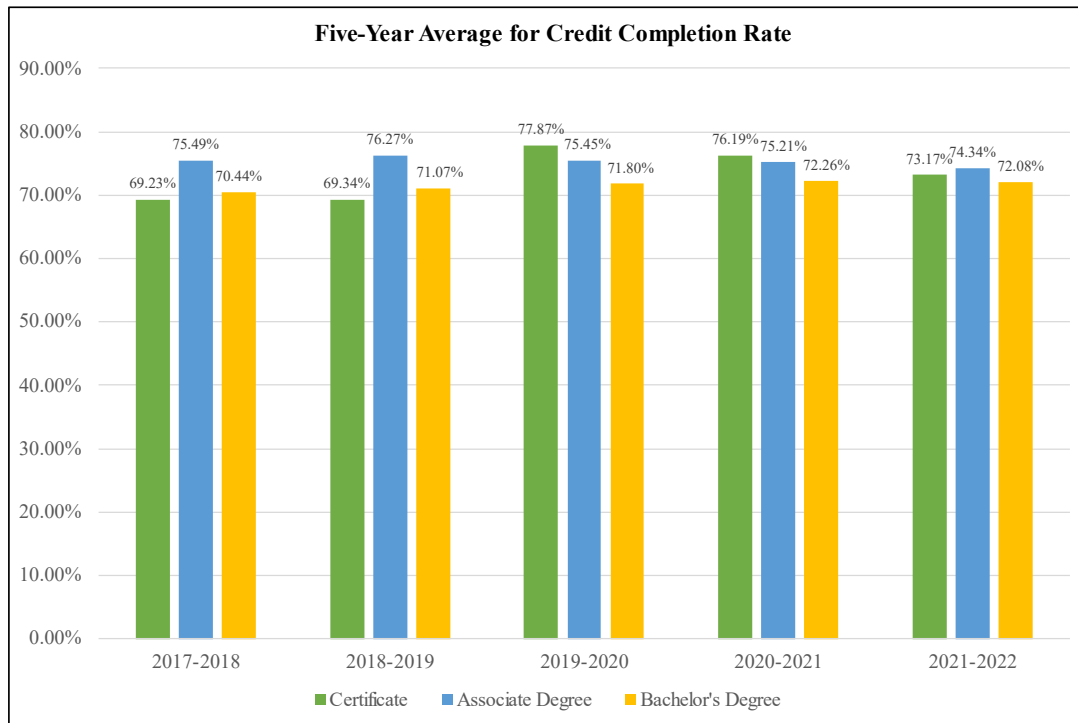
Certificate		
	Years	Terms
2017-2018	4	11
2018-2019	4	10
2019-2020	4	10
2020-2021	3	8
2021-2022	4	9
Associate Degree		
	Years	Terms
2017-2018	4	10
2018-2019	4	10
2019-2020	4	9
2020-2021	4	9
2021-2022	4	8
Bachelor's Degree		
	Years	Terms
2017-2018	5	11
2018-2019	5	11
2019-2020	5	11
2020-2021	5	11
2021-2022	5	11

Five-Year Average for Completion

	Certificate	Associate Degree	Bachelor's Degree
2017-2018			
Attempted	130	102	159
Passed	90	77	112
2018-2019			
Attempted	137	118	159
Passed	95	90	113
2019-2020			
Attempted	122	110	156
Passed	95	83	112
2020-2021			
Attempted	105	117	155
Passed	80	88	112
2021-2022			
Attempted	123	113	154
Passed	90	84	111

Five-Year Average for Credit Completion

since trended downward. The figure below represents visually the credit completion rate for each of the five reporting years.



c. Percent of programs on a pathway

A pathway is a grouping of undergraduate programs that share a common set of lower-division courses.¹⁵ Pathways are created by organizing existing programs according to their discipline and curricular similarities. Programs on a specific pathway align the first 30 credits (i.e., the first year of postsecondary study) to increase the ability for students to change their major without loss of momentum towards graduation. Pathways provide students the transparency and clarity needed to plan their academic path through clearly designed course maps. Course maps allow students to earn certificates and/or associate degrees along the way to bachelor's degrees.

The RUEC Pathways Subcommittee focused on streamlining degree maps, helping students change majors with minimal setback, and improving transferability.¹⁵ The overarching plan was to:

- place each program within a defined group;
- define 2+2 curriculum with options for associate of science degrees, associate of arts degrees, associate of applied science degrees, and certificates;
- find nine common credits during the first year in the discipline to introduce students into any of the programs in the pathway; and
- identify common General Education courses, both core and distribution courses, that students should complete as part of their first 30 credits.

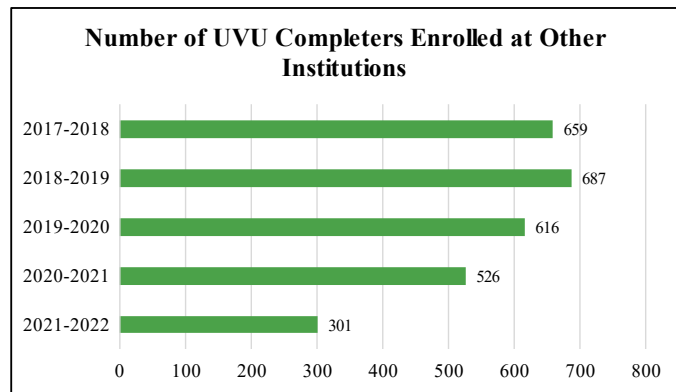
This initiative was set to be implemented in the Fall 2020 semester.¹⁹ Unfortunately, the project at-large was paused when the university had to shift its priorities because of the COVID-19 pandemic. However, faculty and academic leadership within the College of Humanities and

Social Science were successful in developing and establishing the Associate in Arts/Associate in Science in Humanities and Social Sciences. This associate degree became effective in Fall 2020 and serves as a pathway to ensure a 2+2 fit within bachelor's degrees offered with the College of Humanities and Social Sciences, as well as other schools and colleges at the university. The curriculum for this academic program allows students to explore different majors and career paths within the humanities and social sciences, provides a completion point for students who do not want to pursue a bachelor's degree, and facilitates transfer to other institutions for students who would like to finish their academic journey elsewhere.

d. Admission to graduate programs or hiring in related occupations

Undergraduate Completers Admitted to Graduate Programs Beyond UVU

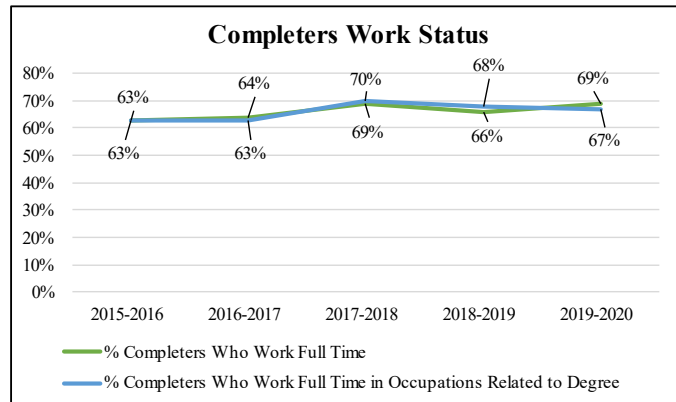
Students who complete a bachelor's degree at UVU may pursue a graduate program at a different institution. For the last five reporting years (i.e., 2018-2018 through 2021-2022), data showed a downward trend in the number of students who earn a bachelor's degree at UVU and later enrolled at another postsecondary institution any time after completion.¹²



Undergraduate Completers Hired in Related Occupations

For each of the last five reporting years (i.e., 2018-2018 through 2021-2022), data collected one year after graduation showed that 63% or more of UVU completers secured full-time employment.¹³

Additionally, data showed that 63% or more of UVU completers were working in full-time positions related to their program of study.





Goal 5

UVU engages with the community in addressing regional opportunities and challenges in a global context.

Goal 5: UVU engages with the community in addressing regional opportunities and challenges in a global context.

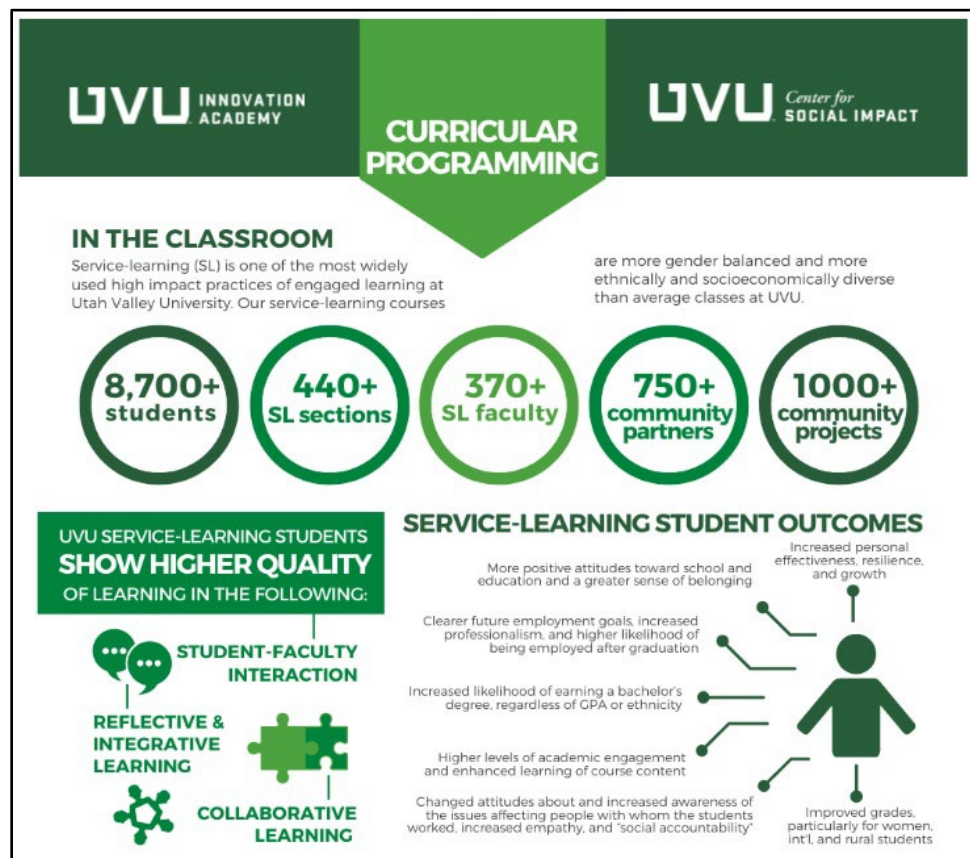
b. Hours spent by faculty and students in activities which meet the goal criteria

Service-learning, an effective and efficient high-impact practice, generates results that positively impact the learner and the community.²³ At UVU, the Center for Social Impact has an institutionalized partnership with the Innovation Academy in the Academic Affairs Division. As part of this partnership, all faculty-centered opportunities are directed by a faculty director, Dr. Jonathan Westover, who is supported by both the Innovation Academy and the Center for Social Impact with contributions of time, knowledge, and resources. Service-learning is an engaged teaching and learning strategy in which students participate in structured service activities that:

- Meet community-identified needs.
- Enhance discipline-based knowledge and skills.
- Strengthen the community.
- Encourage in-depth understanding of course content and a broader appreciation of the discipline.
- Immerse students in the subject matter and its application.
- Enhance the students' sense of civic responsibility and community engagement.

To officially designate a course as service-learning, faculty members receive training and support through the Service-Learning Faculty Fellowship distinction offered by the Innovation Academy.²³

As shown in the curricular programming infographic, more than 8,700 students have engaged in service-learning within academic courses taught by more than 370 faculty members who have earned

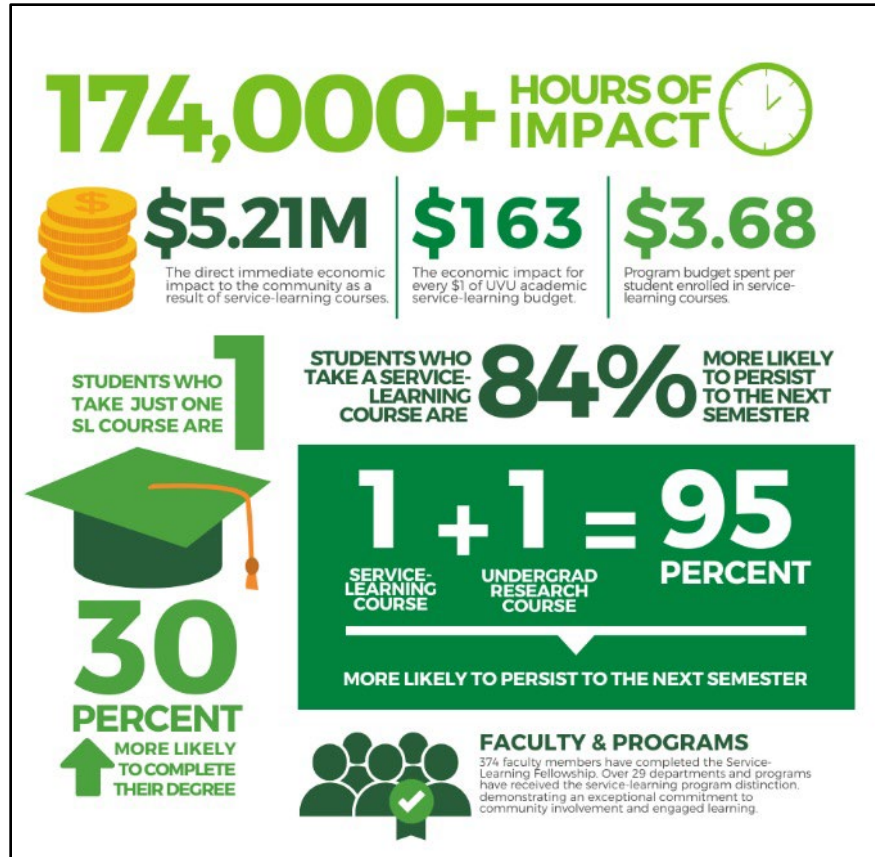


the Service-Learning Faculty Fellowship distinction.²³ Service-learning in the classroom also engaged more than 750 community partners in over 1,000 community projects.

As shown in the service-learning impact infographic, the university's service-learning projects accounted for more than 174,000 hours of impact.²³

b. Economic value of hours spent in these activities

With the number of hours of impact in mind, service-learning in curricular programming has had a direct immediate economic impact to the community of over \$5 million.²³ Every dollar of the university's service-learning budget spent yielded an economic impact of \$163.



Service-Learning Impact



DIRECT SERVICE



COMMUNITY ENGAGED LEARNING & RESEARCH



SOCIAL ENTREPRENEURSHIP & CORPORATE SOCIAL RESPONSIBILITY



POLICY & GOVERNANCE



COMMUNITY ORGANIZING & ACTIVISM



PHILANTHROPY



GOAL 6

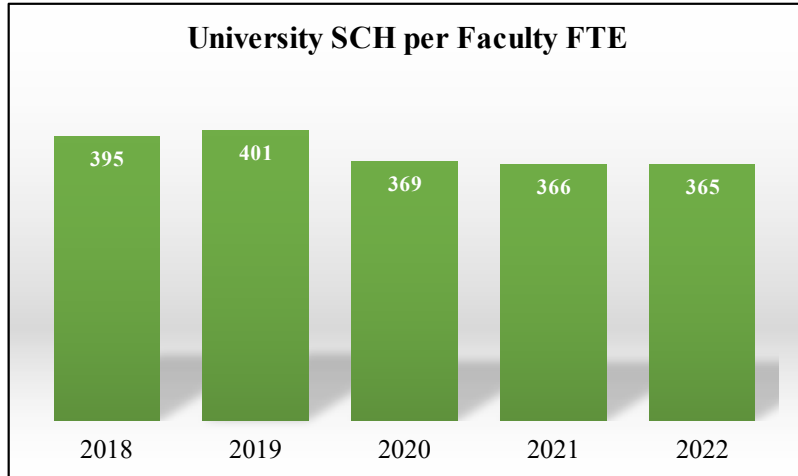
UVU seeks and maintains adequate resources and capacity to sustainably achieve academic goals.



Goal 6: UVU seeks and maintains adequate resources and capacity to sustainably achieve academic goals.

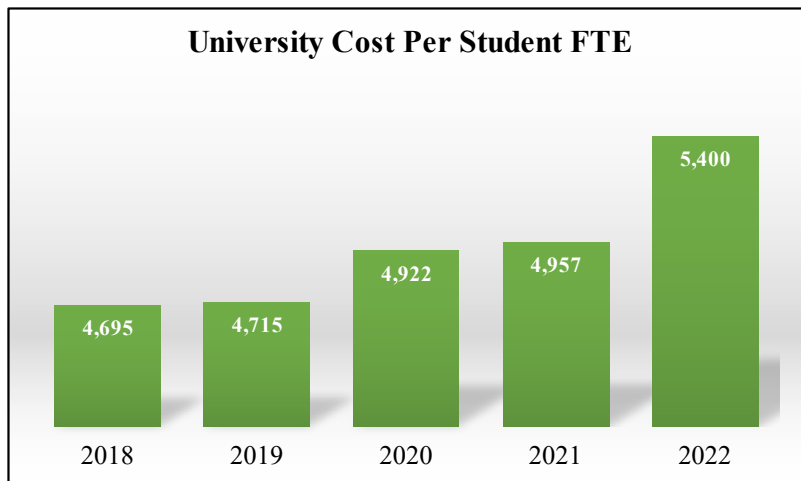
a. Faculty student credit hours taught per faculty full-time equivalent

Student credit hours (SCH) are calculated by multiplying the total course credit by the number of enrolled students in the courses at the third-week census date.¹³ Full-time equivalent (FTE) faculty represents the percent of time a faculty member is employed to perform the teaching function. From 2018 through 2022, SCH per faculty FTE has trended downward at the university level.



b. Funding per student FTE

Student FTE shows how many students would be attending the university if all students were enrolled on a full-time basis.¹³ University cost per FTE is calculated by dividing the annualized student FTE by total expenditures. From 2018 through 2022, university cost per student FTE has trended upward at the university level.



c. Space

Square feet per student FTE

As noted in the 2021 update to UVU’s Facilities Master Plan, the university has one of the larger student populations in Utah but the smallest square feet per student FTE as of 2019.²⁴ The amount of square feet per student FTE demonstrated an upward trend from 2018 through 2021.¹³ However, the loss of 318,922 total square feet in 2022 resulted in a reversal to a downward trend.

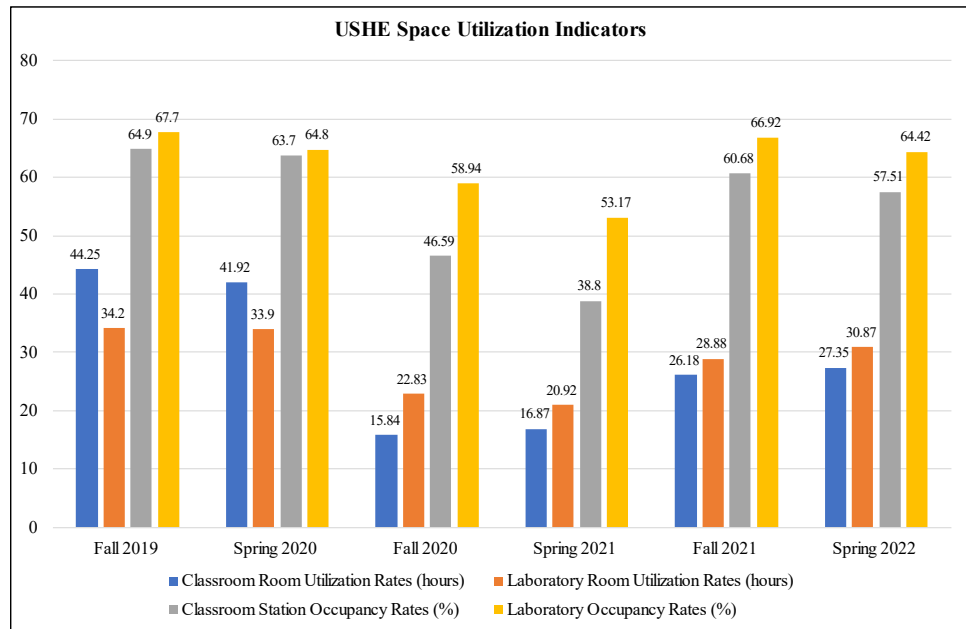
	Total Square Feet	Square Feet per Student FTE
2018	3,063,154	138
2019	3,457,235	153
2020	3,457,235	152
2021	3,498,794	163
2022	3,179,872	140

Space utilization

Per Utah State of Higher Education (USHE) Policy 751, classroom and laboratory utilization standards encompass two metrics for classrooms and teaching laboratories on main campuses of institutions of higher education: room utilization rates and station occupancy rates.²⁵ Room utilization rates measure the number of hours a room is scheduled for use in a given time period. Station occupancy rates measure the number of seats or stations that are occupied as a percentage of total capacity. Institutions of higher education in Utah report on these two metrics annually for fall and spring terms. USHE standards for classroom and teaching laboratory utilization are:

- Room Utilization Rates
 - Classroom: 33.75 hours per week (75% scheduling of all classrooms during a 45-hour week)
 - Laboratory: 24.75 hours per week (55% scheduling of all laboratories during a 45-hour week)
- Station Occupancy Rates:
 - Classroom: 66.7% seat occupancy
 - Laboratory: 80% station occupancy

Data from the 2019-2020 academic year showed that UVU exceeded the USHE standard for classroom and teaching laboratory utilization rates.²⁶ However, UVU fell below the USHE standard for classroom and teaching laboratory seat occupancy rates. In response to these data, UVU implemented strategies to improve fill rates by 2025, such as verifying seating capacities of academic spaces, offering standby and waitlists, and conducting analyses to identify high-demand areas.



Data from the 2020-2021 academic year showed that the COVID-19 pandemic had a significant effect on UVU's ability to meet USHE standards for space utilization due to modified teaching schedules and spacing requirements.²⁷ However, data from the 2021-2022 academic year demonstrated that UVU was once again making progress towards USHE standards for classroom and teaching laboratory utilization.²⁸

f. Money saved by Open Educational Resources (OER)

OER initiatives at UVU started during the 2018-2019 academic year with the creation of an OER Committee.¹⁷ The OER Committee provided a forum for the discussion of OER awareness, adoption, and support among faculty and staff, as well as a forum to examine ways to reduce textbook costs for students. During its first year, the OER Committee implemented a digital signage campaign in March 2019 for an OER search service that discovers open content. This effort resulted in the use of the OER search service for nine courses. Data for this initial effort were not captured, so money saved from use of OER in these courses is unknown.

From 2019 and forward, the Office of Teaching and Learning took the lead on promoting awareness, adoption, and use of OER among faculty.¹⁷ As a result of these efforts, faculty in the Mathematical and Quantitative Reasoning Department in the College of Science embraced OER adoption and use OER in the following courses: MAT-0980, MAT-1015, MAT-1010, MAT-1020, MAT-1030, and MAT-1035. To date, use of OER in these courses has saved students \$270,304.

Semester	Savings
Fall 2019	\$47,269
Spring 2020	\$51,669
Fall 2020	\$44,092
Spring 2021	\$36,349
Fall 2021	No data available
Fall 2022	\$23,175
Spring 2023	\$22,575
Fall 2023	\$45,175

Money Saved from OER in Math Courses



Endnotes

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- ² U.S. Census Bureau. (2022, December 5). *American Community Survey*. https://www.census.gov/history/www/programs/demographic/american_community_survey.html
- ³ State of Utah, Department of Workforce Services. (2023). *Educational attainment by county*. <https://jobs.utah.gov/wi/data/library/other/eduattainment.html>
- ⁴ Utah System of Higher Education. (2023, May 18). *R315, Designation of Service Regions*. <https://public.powerdms.com/Uta7295/tree/documents/1826203>
- ⁵ State of Utah, Department of Workforce Services. (2023). *Income and wages* (updated October 16, 2023). <https://jobs.utah.gov/wi/data/library/wages/annualprofilewages.html>
- ⁶ Utah Valley University, Institutional Research. (2019). *2019 Survey of employers of UVU graduates*. https://www.uvu.edu/birs/docs/research/other_research/2019_employer_survey_report.pdf
- ⁷ Utah Valley University, Business Intelligence and Research Services. (2023). *2023 Survey of employers of UVU graduates*.
- ⁸ Executive Office of the President, Office of Management and Budget. (2022). *North American Industry Classification System: United States, 2022*. https://www.census.gov/naics/reference_files_tools/2022_NAICS_Manual.pdf
- ⁹ State of Utah, Department of Workforce Services. (2023). *Industry employment profile*. <https://jobs.utah.gov/wi/data/library/laborforce/qwi.html>
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- ¹² Utah Valley University, Business Intelligence and Research Services. (2023, September 27). *Graduation & retention outcome measures*. https://www.uvu.edu/birs/performance-indicators/performance-measures/graduation_retention_outcome_measures.html
- ¹³ Utah Valley University, Business Intelligence and Research Services. (2023, May 18). [Data Request].
- ¹⁴ Utah Valley University, Innovation Academy. (2023, October 16). [Data Request].
- ¹⁵ Utah Valley University Faculty Senate. (2020). *Re-envisioning undergraduate experience meeting updates*. https://www.uvu.edu/facsenate/reenvisioning_undergrad_exp.html
- ¹⁶ Utah Valley University, Dr. Brian Birch, email communication to Dr. Laurie Sharp, October 5, 2023.
- ¹⁷ Utah Valley University, Office of Teaching and Learning (2023, October 23) [Data Request].
- ¹⁸ Utah Valley University, Dr. Joe Jensen, email communication to Dr. Laurie Sharp, October 2, 2023.
- ¹⁹ Utah Valley University, Office of the Provost (2023, October 10) [Data Request].
- ²⁰ Institute of Education Sciences, National Center for Education Statistics. (n.d.). *Integrated Postsecondary Education Data System*. <https://nces.ed.gov/ipeds/datacenter/datafiles.aspx?sid=f2e4f622-8dac-4c02-bb63-bc8dff6bcba1&rtid=6>
- ²¹ Utah Valley University. (2023). *2023-2024 Catalog, Academic policies & standards*. <https://www.uvu.edu/catalog/current/policies-requirements/academic-policies-and-standards.html>
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- ²³ Utah Valley University, Center for Social Impact. (2023). *Service-learning*. https://www.uvu.edu/socialimpact/what_we_do/service_learning.html
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- ²⁷ Utah System of Higher Education. (2022, March). *USHE – space utilization report, 2020-2021*.
- ²⁸ Utah Valley University. (2022). *UVU space utilization report for 2021-2022 for USHE*.

