



# MID-CYCLE SELF-EVALUATION REPORT

September 2014

# UTAH VALLEY UNIVERSITY



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## Preface

Home to over 30,000 students, Utah Valley University's (UVU) main campus is situated between Utah Lake and the Wasatch Mountains in Orem, Utah, approximately 40 miles south of Salt Lake City. The university primarily serves Utah's Mountainland region (Utah, Wasatch and Summit counties). As the region evolved, so did the institution. The university began as a vocational school in 1941; over the course of seven decades, it has transitioned from a technical school, community college, state college and, finally, to a regional university. True to its roots, UVU has retained the community college role in the service region. UVU offers a variety of programs ranging from career training to master's degrees.

Academic programs are governed by eight schools and colleges:

- College of Aviation and Public Services
- College of Humanities and Social Science
- College of Science and Health
- College of Technology and Computing
- School of the Arts
- School of Education
- University College
- Woodbury School of Business

UVU is one of eight institutions of higher learning in the Utah System of Higher Education (USHE) governed by the Utah State Board of Regents (Regents) as well as an institutional Board of Trustees (Trustees). Reflective of its community college role, UVU is an open admission institution and serves many non-traditional students. Though a commuter campus, UVU provides strong student service programs (advising, wellness center, financial aid, academic tutoring) and extracurricular and co-curricular programs (NCAA athletics, intramurals, clubs, internships, service learning).

UVU's mission:

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

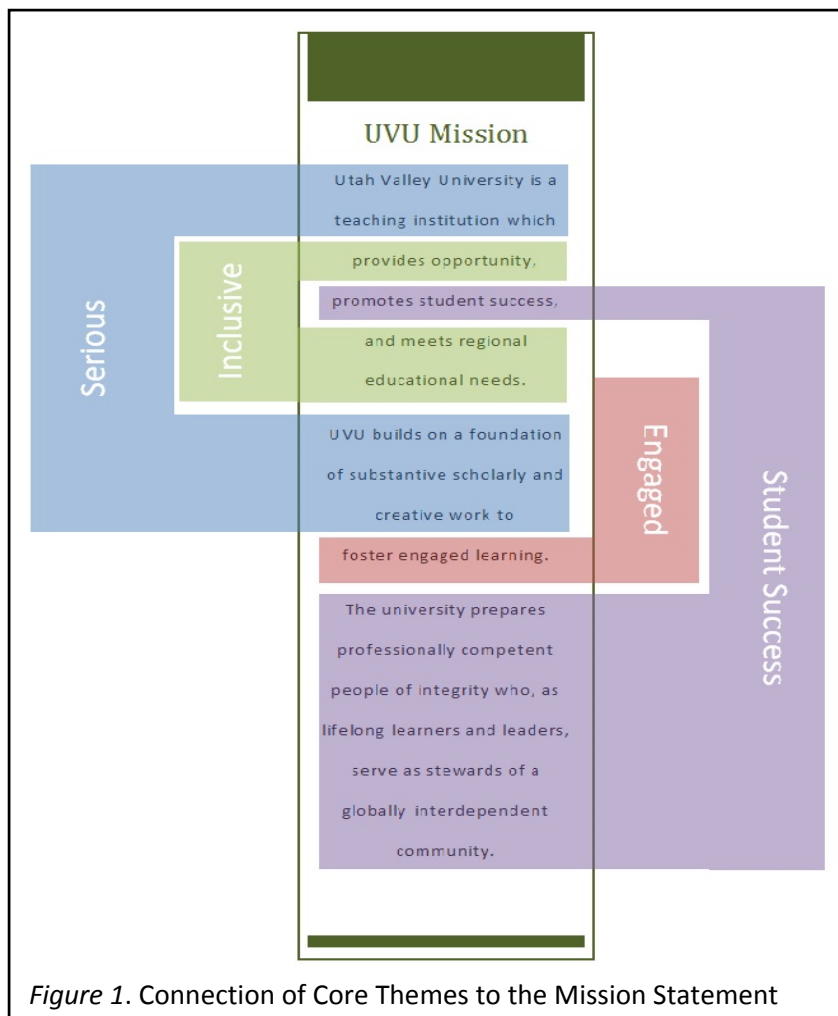
## Part I: Linking/Aligning mission with mission fulfillment and sustainability

This part addresses how Utah Valley University (UVU) is connecting its mission (Standard 1) with mission fulfillment and sustainability (Standard 5). As described in NWCCU's Guidelines for the Mid-Cycle Evaluation, dated June 18, 2014, the following questions are addressed:

- Are your core themes and objectives still valid?
- Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

### Core Themes and Objectives

The institution's core themes have proven to be still valid after their initial adoption by the Board of Trustees in June 2010. Figure 1 shows how the core themes comprise the essential elements of the mission.



The current core themes and their respective objectives are listed in Table 1.

Table 1  
UVU's core themes and objectives as of June 2014

<b>Core Themes</b>	<b>Objectives</b>
<b>Student Success</b> <i>UVU supports students in achieving their educational, professional, and personal goals.</i>	SS-1. UVU supports students' preparation and achievement of academic success at the University. SS-2. UVU provides a meaningful and well-rounded university experience. SS-3. UVU prepares students for success in their subsequent academic, professional and lifelong learning pursuits including serving as leaders, people of integrity and stewards of their communities.
<b>Inclusive</b> <i>UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.</i>	I-1. UVU provides accessible and equitable educational opportunities and resources for all students. I-2. UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society. I-3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives. I-4. UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.
<b>Engaged</b> <i>UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.</i>	E-1. UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence. E-2. UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities. E-3. UVU serves as a portal of civic engagement and an engine of regional economic and business development.
<b>Serious</b> <i>UVU fosters a culture of academic rigor and professional excellence.</i>	S-1. UVU champions learning through outstanding teaching in an academically rigorous environment. S-2. UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors. S-3. UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators. S-4. UVU is recognized for high quality, efficient, and effective programs and services.

While the core themes have not changed since their adoption in June 2010, changes were recently made to the objectives for *Inclusive*. In the fall of 2013, UVU undertook a major initiative to create a Strategic Inclusion Plan. This was a nearly year-long effort involving the entire campus. During this planning process, the objectives to Inclusive were carefully

reviewed. Based on this review, it was determined that the *Inclusive* objectives did not encompass a number of aspects of inclusiveness that were important to the university. As a result, the four original objectives were reshaped into three objectives and a new objective related to intercultural competence was added. The recommended changes were reviewed and approved by the University Planning Advisory Committee (UPAC), President’s Council, and, finally, UVU’s Board of Trustees in June 2014. The core themes and objectives are published on the UVU website as well as the indicators and measures for each objective <http://www.uvu.edu/iri/indicators/>.

## Administrative Imperatives and Objectives

In addition to the core themes, UVU simultaneously developed what are termed *Administrative Imperatives*, which are key practices and principles critical for sustained fulfillment of UVU’s mission and core themes. The three administrative imperatives and their respective objectives are listed in Table 2. The rationale for the administrative imperatives is that, in addition to mission fulfillment, it is important *how* the mission is fulfilled. The imperatives address (a) the effectiveness and efficiency of processes, (b) the institution’s underlying capacity to support its mission, and (c) the sustainability of UVU.

Table 2  
UVU’s administrative imperatives and objectives

<b>Administrative Imperatives</b>	<b>Objectives</b>
<b>Operate effectively</b> <i>UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources.</i>	OE-1. UVU fosters a culture of planning, assessment, improvement and accountability. OE-2. UVU strategically allocates resources to achieve institutional objectives. OE-3. UVU utilizes transparent and collaborative decision-making processes.
<b>Manage Growth</b> <i>UVU anticipates and appropriately responds to the region's higher education needs.</i>	MG-1. UVU anticipates and plans for future regional educational needs. MG-2. UVU adapts to meet student and community needs consistent with its educational mission.
<b>Secure Resources</b> <i>UVU seeks and obtains public and private resources to fulfill its mission.</i>	SR-1. UVU communicates its resource requirements and secures appropriate state tax fund support to fulfill of its role within the Utah System of Higher Education. SR-2. UVU establishes tuition and fees consistent with the economic environment and its mission. SR-3. UVU strategically pursues and acquires private and public resources beyond state appropriations.

The administrative imperatives and objectives are published with the core themes on the UVU website as well as the indicators and measures for each objective  
<http://www.uvu.edu/iri/indicators/>.

### Institutional Assessment and Improvement Process

The institutional assessment process is similar to what was described in the Year One Report, with some refinements. The conceptual model for assessing mission fulfillment and planning for improvement is shown in Figure 2.

UVU articulates essential elements of its mission through core themes and objectives as directed in Standard 1.B. These core themes and objectives clarify the university's purposes, characteristics, and expectations. As noted above, administrative imperatives and objectives have been added to emphasize factors that are important to effectiveness, efficiency, adaptability, and sustainability. Figure 2 shows UVU operating in a dynamic environment which can include demographic, political, and economic changes.

Key to institutional improvement is an assessment of internal strengths and weaknesses as well as an external look at opportunities and threats that may exist or be on the horizon. Accordingly, UVU has established a process whereby a self-evaluation of institutional objectives and mission fulfillment is conducted every other year and, in the intervening years, a SWOT analysis is conducted. A third source (implemented in Summer 2013) of potential institutional improvement comes from an annual look at the strategic plans of each division, looking for any themes that may rise to an institution-wide level. This allows for some bottom-up input through UVU's annual rolling four-year strategic planning process.

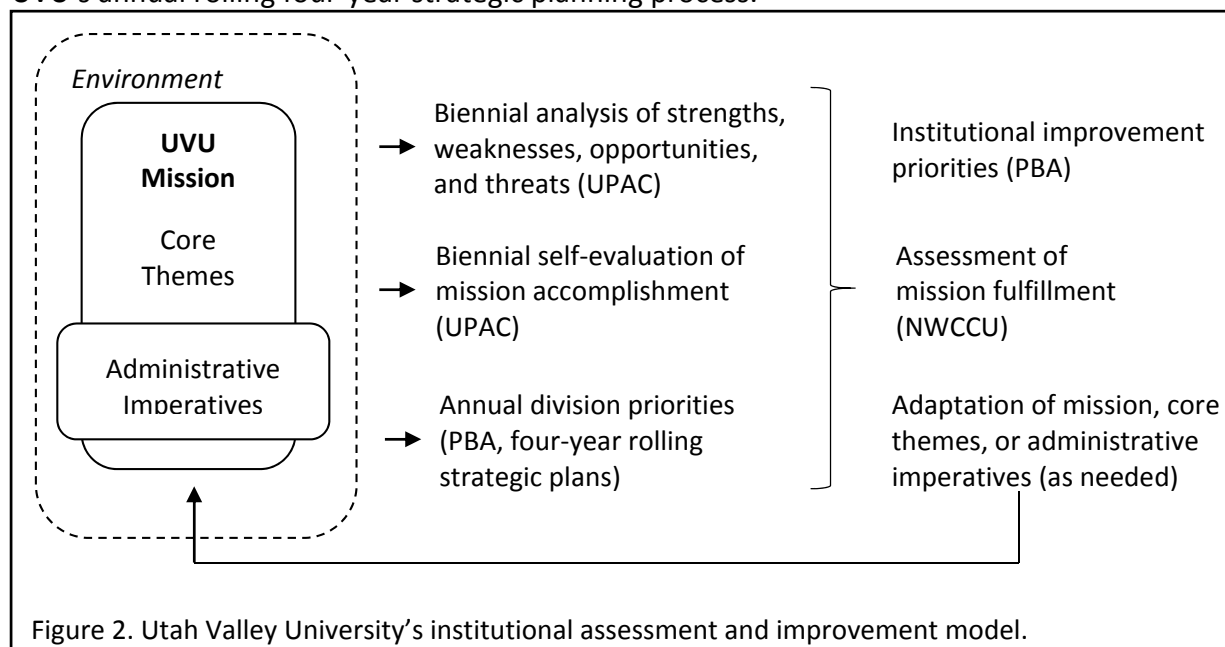


Figure 2. Utah Valley University's institutional assessment and improvement model.

The self-evaluation of mission fulfillment is conducted by the University Planning Advisory Committee (UPAC) which includes representatives from staff and faculty from every division on campus, the president and his cabinet, and representatives from UVUSA (student association), Faculty Senate, and PACE (staff association). UPAC is formed and charged under the direction of the President in consultation with the Vice President for Planning, Budget, and Human Resources and has at least one faculty member serving as co-chair. The SWOT analysis is also conducted through UPAC. Both the self-evaluation of mission fulfillment and the SWOT are communicated to President's Council and President's Executive Leadership Council for use university-wide and divisional planning and assessment.

As shown in Figure 2, there are three outputs of the above assessment and analyses. One is a determination of the extent to which UVU is accomplishing its mission. Another output is a list of institutional improvement priorities that serves as direction for new initiatives to be proposed for funding through UVU's Planning, Budgeting, and Assessment (PBA) process. The third output is a decision on the need for any changes to any of the core themes, administrative imperatives, objectives, or even the mission. The self-evaluation from UPAC, as well as the SWOT results, are shared with the Board of Trustees and are posted on the UVU website ( self-evaluation: [http://www.uvu.edu/iri/indicators/docs/accomplishment\\_of\\_core\\_themes.pdf](http://www.uvu.edu/iri/indicators/docs/accomplishment_of_core_themes.pdf); SWOT: <http://www.uvu.edu/insteffect/ie.html>). The most recent versions are included as appendices.

On judging the extent of mission fulfillment, a holistic determination is made based on institutional performance on the core theme objectives and the institution's underlying capacity to support its mission as indicated by performance on the objectives for the administrative imperatives. The indicators and measures for each of the institutional objectives are reviewed by UPAC, using the rubric in Table 3. A determination is made by consensus (or by voting when consensus is not clear) as to whether or not UVU is satisfactory in meeting the minimum threshold for mission fulfillment for each objective. A rating of *excellent* was added to the rubric to indicate where UVU clearly exceeds the minimum expectation to the point where it is considered a point of pride for the university. After each objective is rated, the respective core themes and administrative imperatives are rated. The institution is determined to have fulfilled its mission if all of the core themes are rated to be at least satisfactory. It is possible, however, for a core theme objective to be unsatisfactory and still result in a rating of satisfactory for the overarching core theme if there is enough positive performance in the other objectives. UVU recognizes that mission fulfillment is considered a continuous process rather than a destination.



Table 3.  
Rubric for Judgments on Objectives for Core Themes and Administrative Imperatives

<b>Under Development</b>	<b>Unsatisfactory</b>	<b>Satisfactory</b>	<b>Excellent</b>
Data has not been collected, is not yet available, or is incomplete.	Based on the indicator data, performance on this objective falls below a minimum threshold of acceptable performance (see "Satisfactory"). Performance is judged to be below that which is necessary to meet basic student and/or community needs in this area.	Based on the indicator data, performance on this objective meets a minimum threshold of acceptable performance. The threshold is the minimum level at which we expect to perform in order to fulfill this part of our mission. The target threshold may be determined by absolute measures or by relative comparisons to other institutions.	Based on the indicator data, performance on this objective clearly exceeds the minimum threshold of acceptable performance. This area is a point of pride for the university.

### **Future Plans**

UPAC has been conducting SWOT analyses since the 2007-2008 academic year. Beginning in spring 2013, it was decided to have UPAC conduct a self-evaluation under the current NWCCU standards in lieu of a SWOT analysis and to do this every other year. As a first time using the objectives, indicators, and measures, UPAC determined that, generally, the objectives were clear and valid. While going through each objective, notes were recorded regarding any issues with the indicators or measures. Some of those issues included inadequacy of measures, incomplete data, or improvements needed in data display to facilitate interpretation. There were a few indicators for which it was difficult to measure or provide evidence and consequently those objectives had insufficient data and were rated as Under Development. These issues were tracked and some have been resolved. At this writing, some indicators and measures remain under development. In some cases, administrative turnover delayed completion of measures. The Offices of Institutional Effectiveness and Planning (IEP) and Institutional Research and Information (IRI) are working closely with key leaders to finalize appropriate measures in these underdeveloped areas. Through this cooperative effort, the intent is to have resolution on outstanding issues so that all objectives have appropriate and complete indicators and measures before UPAC conducts its second self-evaluation this coming spring.

The PBA process is well-established at UVU and will continue to be used to emphasize assessment and improvement. University priorities, based on analyses of institutional performance and a look at future opportunities or threats, will continue to be clearly communicated. In this way, PBA can serve as a model for planning and assessment throughout the campus. In fact, beginning in 2013-2014, the campus engaged in a rolling four-year strategic planning process for which there will be annual updates. Divisions are and will continue to be encouraged to use assessment and SWOT results in proposing new initiatives in order to receive favorable consideration for prioritized budget allocations that advance UVU's mission, core themes, and administrative imperatives.

## Part II: Representative examples

This part provides two examples of how the UVU mission has been operationalized, especially regarding student learning. The following questions are addressed:

- Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?
- What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?
- How are data being collected, analyzed, and utilized and the findings communicated to constituents?

### Introduction

All four of the core themes are related to student learning and success. As seen in Figure 3, the Student Success core theme is central in the logo, surrounded by the other three core themes that are necessary for the success of UVU's students. In fact, Student Success is frequently referred to as the heart of UVU's mission. *Inclusive* provides for accessible and equitable educational opportunities and resources for all students in an inviting, safe, and supportive environment. *Engaged* emphasizes real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence. *Serious* includes championing learning through outstanding teaching in an academically rigorous environment.

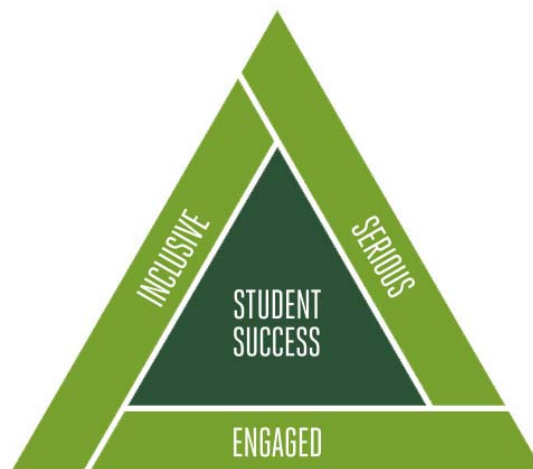


Figure 3. Utah Valley University core theme logo

The two core theme objective examples below are perhaps the most directly related to student learning and success. Each example contains the following: the objective, indicators, measures,

and the most recent statement pertaining to the objective from the self-evaluation conducted in spring 2013. Comments on the adequacy of the data as well as future plans are included.

### **Example 1: *Student Success Objective 1***

This objective looks at retention and graduation rates as shown in Table 4. While the self-evaluation gave the Student Success core theme an overall rating of satisfactory, this particular objective was given an unsatisfactory (the only objective to receive an unsatisfactory rating). This is the statement for the objective from the self-evaluation report:

Unsatisfactory. Student retention has risen since 2007 as the result of a number of initiatives designed to address this issue. Continued focus on retention is warranted as the rate appears to have reached a plateau. Graduation rates are lower than our peers and need improvement but we note that the number of degrees awarded has been increasing.

The SWOT analysis in spring 2014 identified this area as one of the three areas of focus: “Improve graduation rates and continue to work on the issue of students who are underprepared for college.”

Table 4.

Indicators and measures for Student Success 1

Objective	Indicators	Measures
UVU supports students' preparation and achievement of academic success at the University.	Indicator A: Retention rates	<ul style="list-style-type: none"> <li>Retention rates overall (first to second year retention)</li> <li>Retention rates for Bachelor-degree seeking students (compared to peer institutions)</li> </ul>
	Indicator B: Graduation rates	<ul style="list-style-type: none"> <li>Graduation rates overall (compared to peer institutions)</li> <li>Bachelor's graduation rates (compared to peers)</li> <li>Number of degrees awarded</li> </ul>

The indicators proved to be helpful in rating the objective, especially those measures that included data from UVU's peer institutions. The number of measures seems adequate. Overall, the intent is to have enough data to make judgments at the institutional level but not having so many measures as to be impractical. Goals have been established and are indicated on the graphs of retention and graduation rates.

With retention and graduation rates being a known weakness, many efforts have been made over the last ten years to improve, with these efforts resulting in an overall increase of the rates. Last year, the President called for a comprehensive completion plan. The drafting of this plan was led by the Associate Vice President for Academic Affairs for Academic Programs and

the Associate Vice President for Student Success and Retention during 2013-14. This draft has been reviewed by Academic Affairs Council (Deans and senior academic leaders), President's Council, President's Executive Leadership Council, and University Planning Advisory Committee. Academic Affairs Council has selected improving completion rates as their top priority area of focus for 2014-15. New action items include completion cohort tracking, guided pathways, intervention and outreach, campus culture, quality teaching, financial resources, data and assessment, pre-university outreach, campus engagement, and program offerings and curriculum. A copy of the current draft of the Completion Plan is included with the appendices.

Over the past several years, UVU has been working carefully with Trustees, Regents and legislators to address longstanding state tax fund inequities. Last March, the legislature appropriated \$21.1 million in new state tax funds to UVU. These funds are targeted to four areas of focus to strengthen UVU's ability to fulfill its mission and role in the Utah System of Higher Education. One area of focus is "support students in completing their educational goals and professional preparation." Each of the divisions (but particularly Academic Affairs and Student Affairs) has been directed to identify and propose initiatives for funding allocation through the PBA process this fall to address this area of focus. Further, UVU received word in early September of a Title III Strengthening Institutions Program Grant for \$2,225,000 to improve retention and completion rates.

### **Example 2: *Serious Objective 1***

This objective looks at teaching and learning as shown in Table 5. The self-evaluation rated this objective as satisfactory. This is the statement for the objective from the self-evaluation report:

Satisfactory. UVU performs adequately compared to peers in student assessment of active and collaborative learning techniques and level of academic challenge. Student testing positively reflects UVU's contribution to improvement in critical thinking and writing. Evaluation of instruction data is not yet available.

While this is a broad objective, the four indicators were sufficient for a UPAC rating of satisfactory. However, indicator A had no data available at the time of the last self-evaluation. The measures for this indicator are an attempt to evaluate "outstanding teaching." Faculty development still has no viable measure but this will be addressed by the Assistant Vice President for Scholarship and Faculty Development prior to UPAC's next self-evaluation. For the other measure, UVU now has the ability to get an aggregated student rating of instruction and that will be used and evaluated for the first time this spring.

Indicators B and C have measures that provide a nationally normed student assessment of key aspects of instruction. Each was found to show that UVU is meeting a minimum threshold of mission fulfillment in these areas. Some adjustments in the measures have since been necessitated by changes made to the National Survey of Student Engagement (NSSE). For Indicator B, the measures in Table 5 are being replaced by NSSE's new category of "effective teaching practices." For indicator C, NSSE's categories were found to be inadequate in

measuring “academic rigorous environment” as stated in the objective. Therefore, UVU’s Institutional Research and Information department is developing a customized aggregation of specific NSSE items to address academic challenge. These new measures will be used by UPAC this spring.

Student achievement measures for Indicator D need some improvement. The CAAP test showed success for students’ writing and critical thinking abilities when results were compared with UVU’s peer institutions. However, the CAAP test is no longer planned to be administered. It was difficult to get actionable data that could lead to specific improvement where needed. There were also issues regarding sampling, scheduling, and administering of the CAAP. UVU is working towards assessment of more authentic student work. In fact, UVU and two other institutions in the Utah System of Higher Education are piloting an e-portfolio system, by Pathbrite, which is compatible with the State’s learning management software, Canvas. An e-portfolio system allows programs to collect signature assignments and assess learning through the use of rubrics, using the AAC&U’s Value Rubrics where applicable. Such a system would also facilitate institution-wide sampling for a broad assessment of student learning that could serve as a measure for Indicator D. As an initial effort, UVU collected learning artifacts related to critical thinking and writing and evaluated them using the respective AAC&U rubrics. The methodology proves to be promising.

Table 5.  
Indicators and measures for Serious 1

Objective	Indicators	Measures
UVU champions learning through outstanding teaching in an academically rigorous environment.	Indicator A: Evaluation of instructors	<ul style="list-style-type: none"> <li>• Faculty development (to be determined)</li> <li>• Aggregated Student Rating of Instruction scores (not yet available)</li> </ul>
	Indicator B: Utilization of active and collaborative learning techniques	<ul style="list-style-type: none"> <li>• Active and collaborative learning (NSSE items)</li> <li>• Active and collaborative learning (compared to peer institutions)</li> <li>• Active and collaborative learning trend</li> </ul>
	Indicator C: Level of academic challenge	<ul style="list-style-type: none"> <li>• Level of academic challenge items (NSSE items)</li> <li>• Level of academic challenge items (compared to peer institutions)</li> <li>• Level of academic challenge trend</li> </ul>
	Indicator D: Student achievement of essential learning outcomes (ELOs)	<ul style="list-style-type: none"> <li>• Student achievement</li> <li>• Student achievement of Essential Learning Outcomes – writing and critical thinking (Collegiate Assessment of Academic Proficiency –CAAP examination)</li> </ul>

It is noted that considerable emphasis on the Essential Learning Outcomes (ELOs) is being placed at the program level. Academic programs have been directed to link all of their program outcomes to ELOs and to create curriculum maps which indicate how their respective courses

address each of the ELOs. The Woodbury School of Business and the School of Education have established curriculum maps and have the lead in assessment efforts.

### **Part III: Evaluative Overview**

In light of the analysis in Part I above of UVU's overall assessment plan and in light of the representative examples from Part II, this part describes what UVU needs to do in moving forward to Year Seven. The following are key issues that need to be addressed:

- UVU has successfully implemented a rolling, four-year strategic planning process for all divisions and departments. This planning process has been incorporated into the PBA process. As the four-year planning process continues to mature, it will be important to build on that success and to continue to emphasize the importance of both assessment and SWOT analyses in planning and resource allocation and in the development of other plans (such as Academic Master Plan).
- Some indicators are still missing measures, particularly the Engaged core theme. Also, the indicators and measures for Inclusive are under review and revision this fall as a result of the newly adopted objectives. As noted above, Serious 1 Objective D needs student achievement measures that are practical and provide useful university-wide information. A significant effort went into identifying and adopting university-wide Essential Learning Outcomes (ELOs) a few years ago. Continuing work is needed to assess the level of student learning (at a university-wide level) with regard to ELOs. Academic programs have been directed to and are linking their student learning outcomes to the ELOs.
- UPAC has a decade of experience in evaluating mission performance and helping to provide strategic directions for the university. The recent adoption of the process of doing self-evaluations and SWOT analyses in alternating years should prove to be quite helpful.
- Administrative Imperative Objective 1 is to foster "a culture of planning, assessment, improvement and accountability." While this has been strengthened at the institutional level, continuing improvement is needed at the level of programs and services (see the response to Recommendation 2 below).
- UVU will follow through with the implementation of several key planning efforts including: Managing Growth, Retention and Completion, Inclusion, and Our Unique Educational Mission.

### **Responses to Recommendations from 2010**

Though not a requirement of the mid-cycle evaluation, UVU provides the following responses to recommendations of the Evaluation Committee during UVU's last full-scale accreditation

review in the Fall of 2010. These responses document UVU's progress and/or environmental changes.

### **Recommendation #1**

"1. The 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. (Standards On1 - 1.A, 1.A.5; Four - 4.A.3 and Seven - 7.B.5; Eight - 8.A.1)."

On March 31, 2011, UVU completed and published its *Strategic Plan for Managing Growth: Phase I – Case for Action and Array of Strategies and Tools* (SPMG) [http://www.uvu.edu/president/docs/strategic\\_plan\\_for\\_growth\\_phase1\\_march31.pdf](http://www.uvu.edu/president/docs/strategic_plan_for_growth_phase1_march31.pdf) This plan identified key indicators for future growth, capacity/resource constraints, and seven broad strategies and tools to respond to the projected growth. The expansion of resources was one of these identified strategies.

In addition to the SPMG, in 2010-11 President Holland convened an Advisory Council on Our Unique Educational Mission to make recommendations on a complementary alignment between the sometimes competing forces of becoming an ever-more serious and inclusive university. The final report *Our Unique Educational Mission* (UEM) of this Advisory Council integrated a response to SPMG which was published in August 2011 [http://www.uvu.edu/president/docs/acuem\\_whitepaper\\_2.pdf](http://www.uvu.edu/president/docs/acuem_whitepaper_2.pdf) This report identified expanding resources and maximizing existing resources as two of the eight concepts to establish a sense of institutional direction to achieve our aim.

Since these reports, enrollment projections have been revised twice (May of 2013 and 2014), resource needs and gaps have been adjusted based on the revised enrollment projections and benchmarks, and progress toward closing projected resource gaps has been documented. Three items of significant note have occurred since the SPMG and UEM reports:

1. Enrollment decline. Beginning in Fall 2012, UVU implemented several strategies for strengthening admissions and enrollment processes and a new structured enrollment strategy. These changes combined with an improving economy and a renewed focus on high school concurrent enrollment within the region (not across the state), resulted in a Fall 2011 to Fall 2012 third week headcount reduction of 1,839 (5.5 percent). In October 2012, the Church of Jesus Christ of Latter-day Saints announced changes in minimum age requirements for missionaries. In surveys, 80 to 85 percent of UVU students identified themselves as LDS; thus, this age change had a nearly immediate impact on enrollments. Fall 2012 to Fall 2013 third week headcount had 577 fewer 18-

22 year old female and 396 fewer 18-22 year old male students. Overall, UVU experienced a decline of 992 students. The bubble effect of the missionary age change is anticipated to lessen during 2014-15 with improving enrollments in this age group anticipated to begin in 2015-16 as students return from their two-year missions. These changes have been factored in to a revised headcount enrollment projection for Fall 2020 of 40,899 (down from 2011's enrollment projection of 46,340).

2. New physical facilities and expanded acreage. In Spring 2012, UVU completed construction of new 180,000 square foot science building. In December 2014, a new 250,000 classroom and office building will be completed. These new facilities represent a 22 percent increase in square footage for instructional activities. Additionally, in 2013-14 UVU opened a new Student Life and Wellness Center and parking structure.

Recognizing that the main Orem campus is nearly built out, UVU has acquired 225 acres of land in nearby Vineyard (2.3 miles). This property is located adjacent to a planned Utah Transit Authority's Frontrunner station and is part of a large new development in the heart of Utah County. This Fall UVU will begin the master planning process for this campus.

3. Funding of Acute Equity tax fund request. Throughout UVU's history, significant enrollment growth nearly always occurred during challenging economic times. Thus, UVU served more and more students without accompanying additional state tax fund support. During 2011-12, UVU's tax fund expenditures per FTE student had fallen to \$2,708. Over the course of the past three years, the Utah System of Higher Education (USHE) has included "equity" funding as an element of its budget request to the legislature. UVU received \$1,215,700 for 2012-13 and an additional \$2,693,900 for 2013-14. In its 2014-15 budget request, USHE presented a \$60 million request to bring the tax fund support for resident students to \$4,800 at each of its institutions. The 2014 Utah Legislature appropriated \$50 million to fund this "acute equity" need of which UVU received \$21,110,000 in additional base tax funds beginning July 1, 2014. These new tax funds have moved UVU's tax funds per resident student FTE from \$3,268 to approximately \$4,520. Beginning in March 2014, UVU administration began the internal allocation process of these funds which are targeted toward four objectives:
  - Support students in completing their educational goals and professional preparation
  - Provide access and opportunity for a broad range of students in meeting regional educational needs
  - Foster a culture of academic rigor and professional excellence
  - Operate effectively and efficiently through innovative use of technology and professional practices



The combination of these internal planning and change efforts, enrollment decline and projection revision, and new financial and physical resources positions UVU well to continue to fulfill its mission in a sustainable way while responding to the educational needs of a growing region. UVU will continue to update and monitor its projections, benchmarks, and progress to assure growth is consistent with mission and resources.

## **Recommendation #2**

“2. The Committee recognizes the progress the institution has made in educational assessment, however significant work remains. Student learning outcomes for some programs are incomplete, the use of assessment data beyond the program level is limited, and few programs provide evidence that assessment data influences program design or delivery. The Committee recommends that the institution complete its work on assessment and ensure that those data are made part of the PBA process. (Standard Two, 2.B 1-3, Policy 2.2)”

Several significant actions have been taken since 2010 to improve program assessment at UVU and connect it better to program review and to UVU's Planning, Budgeting, and Assessment (PBA) process:

- *New assessment positions.* A new Assessment Specialist position was added within Academic Affairs in 2011. Recently it was upgraded to Director of Academic Assessment and Program Review. This allows for an increased focus on academic program assessment plus a better integration of assessment with program review. The Director works closely with the Director of Institutional Effectiveness and Planning. For additional support, the department of Institutional Research and Information was reorganized so that it now includes an Associate Director for Assessment Support, Analysis, and Survey Research. Further, an Administrative Assistant position to support IEP and Academic Assessment has been added.
- *Improved program review process.* Previously our state-required program reviews were disconnected from our assessment efforts. Now, assessment and program review fall under the responsibility of the new Director mentioned above. In addition, UVU has redesigned the program review process to make it more effective. A consultant was brought in during the 2012-13 academic year to help UVU in developing criteria, a rubric-based scoring system, and a new process. One of the criteria is "Quality Outcomes" in which the programs are asked for evidence of exemplary student performance and the use of results of learning outcomes assessment. Several departments are piloting the revamped process during 2013-2014. *The Academic Effectiveness Committee (AEC).* The AEC has expanded its role of overseeing assessment of student learning outcomes to now include program review. The AEC organization was also changed to have a faculty chair and thereby involve faculty more directly. Additionally, IRI maintains a number key performance indicators for academic programs on their website with direct links from departmental websites. This data provides

information for program reviews, new program planning, and PBA request development and review (<http://www.uvu.edu/iri/academicprograms/statistics.html>.)

- *New software management system.* UVU purchased a software product from Campus Labs to better manage and track assessment efforts including program review. This also helps establish and maintain a common language and process relative to assessment. UVU has internally branded the software as *Insight*. The software includes a planning module which allows all units on campus to enter objectives and/or learning outcomes, as appropriate. Goals and action steps can be linked to the objectives/outcomes thereby putting an emphasis on using assessment results in strategic planning.
- *Enhanced PBA process.* Beginning in fall of 2013, the tenth anniversary of the PBA process, the President has placed more emphasis on strategic planning, particularly four-year strategic plans. Requests for additional resources are to be based on (a) assessment data, (b) opportunities/threats on the horizon, and/or (c) support for an institutional priority. With Acute Equity funds to allocate, an even sharper focus is being applied to ensure that allocations improve student outcomes, improve quality input ratios, and advance strategic plans including academic programs.

### Recommendation #3

“3. In order to ensure that faculty have the ability to acquire and sustain their expertise, thereby contributing to the validity and vitality of their teaching (Standard 4.B), have sufficient time for professional growth and renewal (Standard 4.A.3), and are able to exhibit major commitment to graduate education, as appropriate (Standard 2.E.4), the evaluation committee recommends that UVU complete a reevaluation of faculty workload policy. While meaningful differences exist across disciplines and across levels of instruction, all forms of contact time are currently treated equally; most service activities are largely unrecognized in the current policy; and significant effort is needed to maintain "inclusiveness" in an open-enrollment environment while contributing to the university's emerging "serious" theme.”

The effective date for UVU Policy #641, *Salaried Faculty Workload—Academic Year*, is August 15, 2007 ([http://www.uvu.edu/policies/officialpolicy/uploads/public/600/631\\_660/641.salaried\\_faculty\\_workload\\_academic\\_year.20070815.pdf](http://www.uvu.edu/policies/officialpolicy/uploads/public/600/631_660/641.salaried_faculty_workload_academic_year.20070815.pdf)). UVU must follow the Utah Board of Regents Policy R485, *Faculty Workload Guidelines* ([http://higheredutah.org/wp-content/uploads/2013/06/pff\\_2009\\_r485.pdf](http://higheredutah.org/wp-content/uploads/2013/06/pff_2009_r485.pdf)). R485 specifies that the average workload for UVU “shall be ... 24 credit hours per year, or 12 credits each semester.” This past year UVU actually averaged 11.4 credits per semester. Schools/Colleges and departments with graduate programs and/or specialized accreditations report lower average teaching loads. All forms of contact time are not treated equally as stated in the recommendation. Lab hours, supervised instruction, individualized instruction, large sections, and other factors are treated differently from traditional lecture instruction. For example, two years ago School of the Arts and Academic Affairs conducted a review of weightings for teaching load calculations of lab intensive courses. Revisions to weightings were made. With the arrival of a new Senior Vice President of Academic Affairs, the policy will be reevaluated starting this year.



# APPENDICES

- A.1 SWOT 2012-2013
- A.2 University Planning Advisory Committee Evaluation of Core Theme Objectives and Administrative Imperatives, 2012-13
- A.3 Utah Valley University Retention and Completion Plan, May 2014
- A.4 Utah Valley University Mission, Core Themes & Administrative Imperatives (Revised)
- A.5 Utah Valley University Mission, Core Themes & Administrative Imperatives (Original)

# SWOT

## Top 3 Areas of Focus 2013

Student  
Success 1



Improve graduation rates and continue to work on the issue of students who are underprepared for college.

**Weakness 2:**

Low graduation rates.

**Threat 6:**

Students' readiness for college.

Serious 4



Leverage the unique mission and strengths of UVU to establish a stronger institutional identity through strategic planning and visioning as well as through partnering with local businesses and organizations.

**Strengths 1,5:**

An engaged, student-centered focus as a teaching institution.  
A broad, comprehensive mission.

**Opportunities 1, 5:**

Establish a stronger institutional identity or brand.  
Leverage unique mission and strengths of UVU.  
Partner and align with more business and other local organizations

**Weakness 4:**

Insufficient level of strategic visioning, planning, and messaging; particularly at the division level.

Inclusive 3, 4



Examine and develop academic programs and delivery methods to meet regional needs and increase flexibility and access.

**Strengths 5:**

A broad, comprehensive mission.

**Opportunity 3:**

Expand academic programs, including online, as appropriate to meet regional needs.

**Weakness 2:**

Low graduation rates.

## Strengths

An engaged, student-centered focus as a teaching institution

Efficient operations through responsible use of resources

A positive campus climate

A safe and attractive campus with advantageous locations

A broad, comprehensive mission

## Weaknesses

Inadequate base funding to fully meet needs, with an over-reliance on tuition

Low graduation rates

Issues around employee morale (recognition and compensation) and internal communication

Insufficient level of strategic visioning, planning, and messaging; particularly at the division level

Low numbers of underrepresented populations within faculty, staff, administrators, and students

## Opportunities

Establish a stronger institutional identity or brand

Partner and align with more businesses and other local organizations

Expand academic programs, including online, as appropriate to meet regional needs

Seek additional resources - land and financial

Leverage unique mission and strengths of UVU

Improve transit for students and employees

Visibility of WAC membership and unique athletic programs

## Threats

Inadequate state tax fund support and volatility of federal funding (e.g., financial aid, sequestration)

Low faculty/staff salaries and increasing healthcare costs

Perceptions of the community regarding the value of higher education and quality of UVU

Increasing compliance requirements and UVU's ability to achieve performance goals

Competition from other Utah institutions and lower cost (and free) options

Student readiness for college

2012-13 University Planning Advisory Committee  
Evaluation of Core Theme Objectives and Administrative Imperatives

**Core Themes**

**Student Success:** UVU supports students in achieving their educational, professional, and personal goals.

*Satisfactory.* UVU satisfactorily supports students' achievement and their subsequent success after graduation. Students indicate, in general, that they are having a meaningful university experience and employers are largely satisfied with our graduates' preparation. The retention rate has significantly increased since 2004 but has plateaued and dipped in recent years. The graduation rate needs improvement.

**SS1:** UVU supports students' preparation and achievement of academic success at the University.

*Unsatisfactory.* Student retention has risen since 2007 as the result of a number of initiatives designed to address this issue. Continued focus on retention is warranted as the rate appears to have reached a plateau. Graduation rates are lower than our peers and need improvement but we note that the number of degrees awarded has been increasing.

**SS2:** UVU provides a meaningful and well-rounded university experience.

*Satisfactory.* With no campus housing, student participation can be a challenge; however, the rate of participation has increased significantly in the last two years with the widest participation in special lectures, performance events, and club meetings. Student-faculty interaction outside of class is comparable to our peers but is an area where we would like to see further improvement.

**SS3:** UVU prepares students for success in their subsequent academic, professional and lifelong learning pursuits including serving as leaders, people of integrity and stewards of their communities.

*Satisfactory.* Graduates indicate that UVU has contributed positively to their personal and intellectual growth. Even during the economic downturn, a majority of graduates are employed full-time with an increasing portion pursuing additional education. Employers think highly of UVU graduates, an impression that has improved over the last seven years.

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

*Under Development.* Data is not yet available for the second objective as well as at least one measure for each of the other two objectives.

E1: UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.

*Satisfactory.* Participation in enriching educational experiences increases from first-year students to seniors but we rate a little lower than our NSSE peer institutions. Service learning participation has seen a steady increase for several years.

E2: UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.

*Under Development.* Data is not yet available for this objective.

E3: UVU serves as a portal of civic engagement and an engine of regional economic and business development.

*Under Development.* Data is not yet available on business development. However, the results of the recent economic impact study show a tremendous return on investment. A large majority of graduates reside in Utah and most stay in Utah County.

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

*Satisfactory.* UVU satisfactorily serves students from a wide range of ages and backgrounds. Ethnically, UVU students are reasonably representative of the local population. Improvements are needed in participation rates of Hispanics and females. The overall campus climate, based on several indicators, is satisfactory and comparable to our peers. UVU strives to offer an array of desired programs at appropriate times and locations with a variety of delivery modes that meet student needs.

I1: UVU provides educational opportunity for a broad range of students.

*Satisfactory.* There remains a stable and relatively wide age distribution over the last few years. Regarding ethnicity, Hispanics are underrepresented when compared with the population in Utah County. However, this gap has been closing in recent years thanks to a major UVU initiative. Other ethnic minority populations, in total, exceed the percentage of the minority populations in the county. Regarding gender, there is concern with continued low representation by female students when compared with males.

I2: UVU provides an inviting, supportive environment and a balance of activities and services for people from a wide variety of backgrounds and perspectives.

*Satisfactory.* The overall campus climate based on several indicators is satisfactory and comparable to our peers. UVU was significantly lower than our

peers with respect to the employees' perception of UVU placing sufficient emphasis on having a diverse faculty and staff, but was significantly higher with respect to the institutional policies and practices giving UVU employees the flexibility to manage work and life. Students' perceptions of a supportive campus environment were comparable to peers for our seniors. However, freshmen perceptions were lower than peers in all but one category though the freshmen responses were similar to seniors overall.

I3: UVU offers an array of programs from certificates to masters, including non-credit programs, designed to reflect students' goals and the region's needs.

*Satisfactory.* Through a broad array of programs, UVU serves an increasing number of students who are pursuing bachelor's degrees and a significant number pursuing certificates and associate degrees. Enrollment in the three master's degree programs have increased. Three-fourths of non-returning students were satisfied or very satisfied with the degrees offered. Degrees required in the top ten occupations were well covered by UVU, in cooperation with MATC, with the exception of engineering.

I4: UVU utilizes a variety of schedules, locations, and delivery methods that best meet students' needs.

*Under Development.* One-fourth of non-returning students indicate that course availability is at least a minor reason for not returning. More data is needed on our current students vs. non-returning students. The measures were not sufficient to make a judgment on meeting student needs.

**Serious**: UVU fosters a culture of academic rigor and professional excellence.

*Satisfactory.* UVU satisfactorily provides high quality programs and outstanding teaching in an academically rigorous environment. Community perception of UVU is increasingly positive. Students are experiencing academic challenge comparable to peers. Employee satisfaction compares favorably with peers and turnover is low. Several measures need additional data to aid assessment and inform future improvements.

S1: UVU champions learning through outstanding teaching in an academically rigorous environment.

*Satisfactory.* UVU performs adequately compared to peers in student assessment of active and collaborative learning techniques and level of academic challenge. Student testing positively reflects UVU's contribution to improvement in critical thinking and writing. Evaluation of instruction data is not yet available.

S2: UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors.



*Under Development.* Data specific to these indicators is yet to be developed.

S3: UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators.

*Under Development.* Survey data indicates employee satisfaction is comparable to similar institutions and employee turnover rates are low. However, faculty and staff qualifications data and measures pertaining to high achieving students are incomplete.

S4: UVU is recognized for high quality, efficient, and effective programs and services.

*Satisfactory.* Community perception of UVU's quality is on a strong upward trend. The majority of Utah residents and a strong majority of Utah County residents would be likely or very likely to endorse or attend UVU. A significant number of UVU programs and services have received specialized accreditations.

### **Administrative Imperatives**

**Operate Effectively**: UVU utilizes best practices and transparent processes to continuously improve and responsibly use resources.

*Excellent.* UVU's planning, budgeting and accountability process exemplifies a best practice of transparent and strategic resource allocation and continuous planning. Assessment occurs at the university-level and throughout the institution with a project underway to better organize these efforts.

OE1: UVU fosters a culture of planning, assessment, improvement and accountability.

*Satisfactory.* UVU satisfactorily demonstrates a culture of planning, assessment, improvement and accountability. Employee opinions are positive and exceed our peers. A centralized tool for tracking and reporting existing planning and assessment activities has been introduced and implementation has begun.

OE2: UVU strategically allocates resources to achieve institutional objectives.

*Excellent.* UVU does an excellent job of allocating resources in support of its mission.

OE3: UVU utilizes transparent and collaborative decision-making processes.

*Excellent.* Employee opinions are positive with ratings that exceed institutional peers in every category and are overall on par with Carnegie peers.

**Manage Growth:** UVU anticipates and appropriately responds to the region's higher education needs.

*Under Development.* Measures need to be improved before making a judgment.

**MG1:** UVU anticipates and plans for future regional educational needs.

*Satisfactory.* The indicators document our ability to anticipate future enrollment and enrollment models have provided a relatively accurate picture. A number of university initiatives and plans are evidence of planning for that future enrollment.

**MG2:** UVU adapts to meet student and community needs consistent with its educational mission.

*Under Development.* Existing measures do not adequately describe this objective.

**Secure Resources:** UVU seeks and obtains public and private resources to fulfill its mission.

*Satisfactory.* UVU does a satisfactory job securing resources to fulfill its mission. Recent successes include our ability to communicate effectively and receive state funds for top priority projects. In addition, UVU's tuition and fees are appropriate for its university standing within the USHE system. University development and fundraising efforts are improving and more effective measures for communicating these changes are under development.

**SR1:** UVU communicates its resource requirements and secures appropriate state tax fund support to fulfill of its role within the Utah System of Higher Education.

*Satisfactory.* UVU has been highly effective under the current administration in securing state tax funds, particularly in obtaining funding for its highest legislative priorities. However, state tax fund support and space lag behind peers and other USHE institutions.

**SR2:** UVU establishes tuition and fees consistent with the economic environment and its mission.

*Satisfactory.* UVU tuition and fee structure consistent with its role within the Utah System of Higher Education and is low compared with peers.

**SR3:** UVU strategically pursues and acquires private and public resources beyond state appropriations.

*Satisfactory.* Recent private and public resource acquisitions provide needed funding for institutional initiatives. Cash contributions and new pledges are both trending upward.



## UVU Completion Plan Proposal

Draft – May 23, 2014

### Rationale & Guiding Principles

UVU's retention initiative established a foundation for student success through a comprehensive *First Year Experience* and freshmen interventions. Based on the analysis of national, state, and institutional data the following new action items are recommended to increase the completion of UVU students. A driving philosophy in this plan is the understanding that students generally perform better when guided deliberately through activities and courses designed for their individual needs. The plan also addresses the primary reasons UVU students leave which are: 1) student is underprepared for university level work, 2) finances, 3) family or life obligations, 4) course scheduling conflicts or program offerings, and 5) failure to make a personal connection to the university.

### Plan

The plan includes *new* action items for the following completion initiatives:

1. **Completion Cohort Tracking**
  - Develop cohort tracking program
2. **Guided Pathways**
  - Degree maps
  - Advisor contact during first year
  - Freshman class schedules
  - Freshman seminar
  - Structured Enrollment update
  - Wolverine Track and graduation plans
  - Accelerate completion of math requirement
  - Class offerings to meet student needs
  - "Killer course" support
  - 15 to Finish
  - Milestones
  - Associate degree initiative
  - 3-yr bachelor degree
  - \$10,000 degree
3. **Intervention and Outreach**
  - Early Alert/Stoplight/non-cognitive assessment
  - Retention Mentors
  - First-Generation students
  - Non-Traditional students
  - Adult College Completion
  - Resiliency Project
4. **Campus Culture**
  - Academic advising
  - Employee customer service training
  - Policies, procedures and processes
  - Student communication plan
  - Campus culture study
5. **Quality Teaching**
  - Front-load "star" faculty in freshman courses
  - Faculty development
  - Faculty/student mentoring
6. **Financial Resources**
  - Scholarships and campus-based aid
  - Student employment opportunities & experience
  - Financial aid communication, website, and service
  - Financial literacy
7. **Data and Assessment**
  - Data driven decision making
  - Provisional admits
  - Identify and replicate best practices of peers
  - Marketing and public relations
  - Educational intent
  - Reverse transfer
  - School/college/department goals
8. **Pre-University Outreach**
  - High school counselor communication
  - Concurrent enrollment
  - New students > 1 yr out of high school
  - Deferred admission/leave of absence
  - School/college outreach

## 9. Campus Engagement

- Housing
- Student support
- Student participation

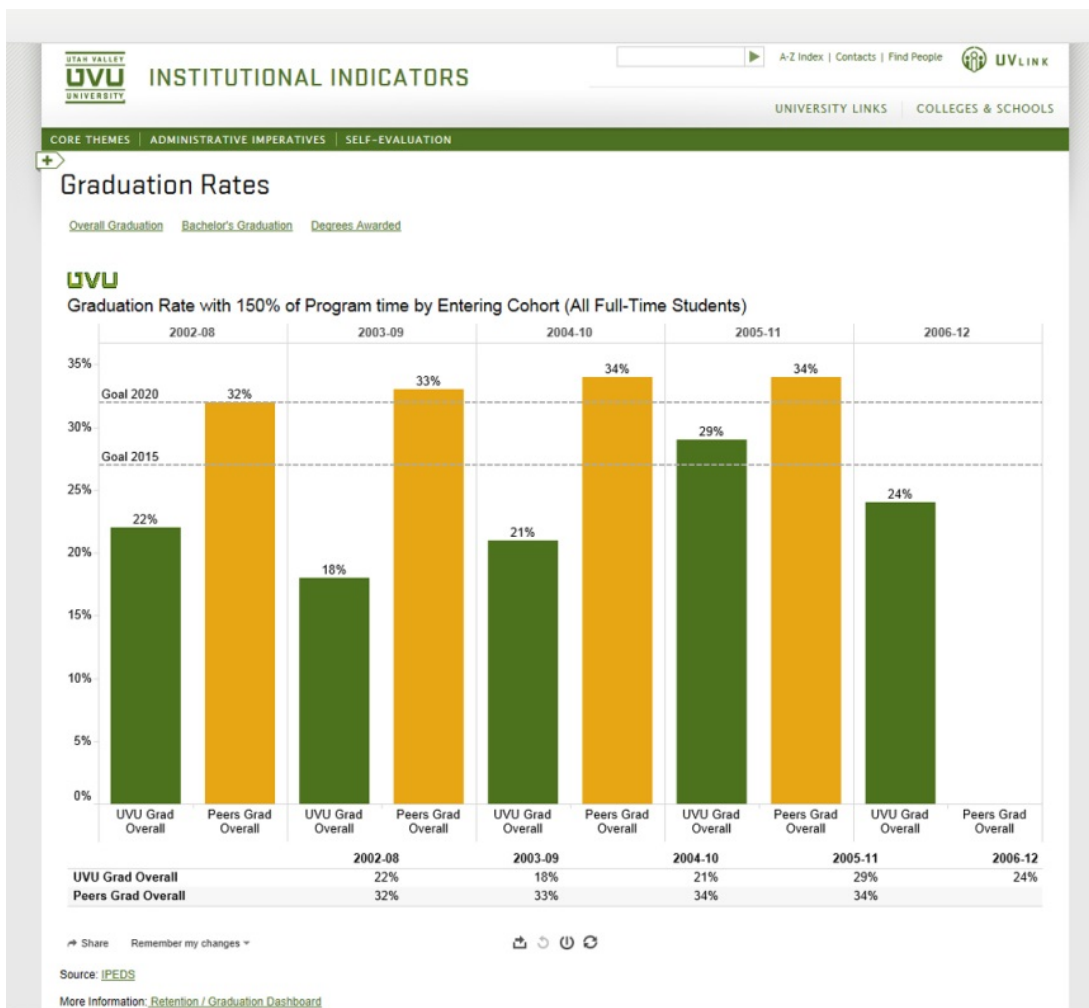
## 10. Program Offerings & Curriculum

- Evaluate pre-requisites
- Offer high demand programs
- Program completion offerings (evening, weekend, distance education)

## Outcomes

UVU's goal is to increase graduation rates to be comparable to our peers. The current peer average six-year rate for full-time, bachelor degree seeking students is 33%. UVU's current six-year graduation rate is 22%. UVU's goal is 24% by 2015 and 32% by 2020.

Due to UVU's unique mission of meeting regional educational needs for certificates through master's degrees, overall graduation rates, which include associate programs, are a more appropriate measurement of progress. The peer average overall graduation rate is 34%. UVU's current overall graduation rate is 24%. UVU's goal is 27% by 2015 and 32% by 2020.



**#1: Completion Cohort Tracking**

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
1.1	Develop Cohort Tracking Program	1.1.1	Assemble team to develop program	AVPSA-SSR		Jun 2014
		1.1.2	Develop program with consideration for preferential registration, mentors, scholarships, etc.	AVPSA-SSR	FYESR Enrollment Mgt Scheduling	Aug 2014
		1.1.3	Track and assist students in cohort through completion	AVPSA-SSR	FYESR Enrollment Mgt Scheduling	Aug 2014 Ongoing

**#2: Guided Pathways**

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
2.1	Degree Program Maps	2.1.1	Provide degree maps in Wolverine Track for each program offered	SVPA		Aug 2014
		2.1.2	Provide degree maps on school/college websites for each program offered	SVPA		Apr 2015
2.2	Advisor Contact During First Year	2.2.1	Establish expectation of contact and relationship with students during orientation	Director-FYESR Advismt Council	Advisor Training	Sept 2014
		2.2.2	Update and provide training for advisors on working with first-year students and use of retention tools	Director-FYESR	Advisor Training IRI	Ongoing
		2.2.3	Establish expectation to have advisor create and review graduation plan with each student	Advisement Council	Advisors	Sept 2014
2.3	Freshman Class Schedules	2.3.1	Explore options for providing students a defined first year schedule using clusters, cohorts, or block scheduling	AVPAA-Academics AVPSA-SSR Registrar	Scheduling University College	May 2015
		2.3.2	Add freshman seminar and learning communities to first year schedules with opt-out feature	AVPAA-Academics AVPSA-SSR Registrar	Scheduling	May 2016
2.4	Freshman Seminar	2.4.1	Select and develop a freshman seminar model appropriate for UVU	AVPSA-SSR AVPAA-Academic Programs	GE Committee University College Deans	May 2015
		2.4.2	Implement model	AVPSA-SSR AVPAA-Academic Programs	Chairs Scheduling	Sept 2015
2.5	Structured Enrollment	2.5.1	Include Math 1030/1040/1050 and English 2010/2020 courses in Structured Enrollment	SVPA	Enrollment Mgt Math/English	Sept 2015

	Update				Chairs/Advisors	
2.6	Wolverine Track & Graduation Plans	2.6.1	Make sure all relevant templates are available in Wolverine Track	SVPAAC AAC	Director-Graduation	Sept 2014
		2.6.2	Encourage all students to have a locked graduation plan which is reviewed with advisor annually	Advisement Council Deans		Sept 2014 Ongoing
		2.6.3	Develop workflow to notify advisors when a student completes their plan	Director-GTS	IT	May 2015
		2.6.4	Create process to simplify class registration from Wolverine Track (e.g. College Scheduler)	Director-Scheduling Director-GTS	IT	Sept 2014
2.7	Accelerate Completion of General Education Math Requirements	2.7.1	Review cut scores for accurate placement	Chairs-Math/Eng	IRI	May 2015
		2.7.2	Create & market Accuplacer Prep tool	Director-AAC Chairs	FYESR Marketing	April 2015
		2.7.3	Increase marketing for Math MOOC	AVPSA-R&O	FYESR Marketing	May 2015
		2.7.4	Explore Summer fast track or block strategy for Math	Director-May		May 2015
		2.7.5	Increase offerings and utilization of Math 1010/1050 combo class	Chairs – DM/Math		Sept 2014
		2.7.6	Work with SBOR to address Math curriculum	SVPAAC		Ongoing
2.8	Class Offerings to Meet Student Needs	2.8.1	Implement <i>College Scheduler</i> <sup>®</sup>	AVPSA-SSR	IT Scheduling	Dec 2014
		2.8.2	Utilize graduation plans in Wolverine Track and <i>College Scheduler</i> <sup>®</sup> to schedule classes according to student needs (reduce bottlenecks)	SVPAAC	Chairs	Sept 2015
		2.8.3	Assess and modify course offerings to meet non-traditional student needs	AAC	IRI Chairs Weekend College	Sept 2015
2.9	"Killer" Course Support	2.9.1	Update "killer course" list (classes with the highest failure rate)	Director-Tutoring	IRI	May 2014
		2.9.2	Increase support in these courses (TAs, SI, tutors,)	Director-Tutoring		Sept 2014
2.10	15 to Finish	2.10.1	Continue to promote <i>15 to Finish</i> to students and advisors and emphasize financial savings	Advsmt Council FYESR		Ongoing
		2.10.2	Further integrate <i>15 to Finish</i> into degree and course planning	Director-GTS SVPAAC	Deans	Ongoing
2.11	Milestones	2.11.1	Establish milestones and develop communication plan and incentives	Director-FYESR Director-GTS	Scheduling	Jan 2015
2.12	Associate	2.12.1	Continue to reach out to students who have or are close to completing	Director-GTS		Ongoing

	Degree Initiative		requirements for an associate degree			
		2.12.2	Continue to waive graduation application fees for associate degrees	Director-GTS		Ongoing
2.13	3-Yr Bachelor	2.13.1	Explore development of a 3-yr bachelor program with incentives for timely completion	AVPAA-Academic Programs		Sept 2015
2.14	\$10,000 Degree	2.14.1	Explore potential for \$10,000 degree	AVPAA-Academic Programs	Marketing	Sept 2015

### #3: Intervention and Outreach

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
3.1	Early Alert/Stoplight and Non-Cog	3.1.1	Close the loop on Early Alert with faculty to increase participation	Director-FYESR	IT Academic Affairs	Sept 2015
		3.1.2	Secure funding for software to redesign Early Alert and Stoplight programs with non-cognitive assessment and predictive modeling built in	AVPSA-SSR	VP-SA	May 2015
		3.1.3	Redesign and implement	AVPSA-SSR Director-FYESR	IRI, IT	Sept 2016
		3.1.4	Include functionality for students to identify major life changes (marriage, death, unemployment, etc.) and target communications regarding resources			
3.2	Retention Mentors	3.2.1	Secure appropriated funding for all positions	Director-FYESR		July 2014
		3.2.2	Cross-train mentors with Orientation Leaders, Freshmen Advocates, and PSS Ambassadors	Director-FYESR Director-PSS		Sept 2014
3.3	First-Generation Students	3.3.1	Assign taskforce to develop support model	AVPSA-SSR		May 2014
		3.3.2	Develop model	AVPSA-SSR	Taskforce	Sept 2014
		3.3.3	Implement model	AVPSA-SSR	Taskforce	April 2015
3.4	Non-Traditional Students	3.4.1	Assign taskforce to develop support model	AVPSA-SSR		May 2014
		3.4.2	Develop model	AVPSA-SSR	Taskforce	Sept 2014
		3.4.3	Implement model	AVPSA-SSR	Taskforce	April 2015
3.5	Adult College Completion	3.5.1	Collaborate with SBOR in developing and implementing a state-wide Adult College Completion initiative	AVPSA-SSR		Sept 2015
3.6	Resiliency Project	3.6.1	Develop video project and publish online	Director-FYESR	Director-Videos	Sept 2014



		3.6.2	Market tool to students	Director-FYESR		Sept 2014
		3.6.3	Continue collecting stories and update	Director-FYESR		Ongoing
3.7	Adult College Completion	3.7.1	Collaborate with SBOR in developing and implementing a state-wide Adult College Completion initiative	AVPSA-SSR		Sept 2015

#### #4: Campus Culture

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
4.1	Academic Advising	4.1.1	Address structure, training, and compensation to improve student success through an Academic Advising Improvement proposal	AVPSA-SSR Dean-UC	Director-ATD Assoc Dean-UC	May 2014
		4.1.2	Implement Academic Advising Improvement proposal	AVPSA-SSR Dean-UC	Deans	May 2015
4.2	Employee Customer Service Training	4.2.1	Establish planning committee	Director-ATD HR	Director-Academic IT	Sept 2014
		4.2.2	Create program	Director-ATD HR		April 2015
		4.2.3	Deliver training to all full-time, part-time, student, and work-study employees	Director-ATD HR		Sept 2015
4.3	Policies, Procedures & Processes	4.3.1	Assess policies for unintended barriers	IRI SSRC UPAC	Inclusion Council SSRC Enrollment Mgt Deans	April 2015 Ongoing
		4.3.2	Investigate adhering to deadlines which affect student success (admission, pay deadlines, purges)	Director-Admission Director-GTS	IRI	Jan 2015
		4.3.3	Plan the appropriate number of course sections at the appropriate times and carefully assess impact on completion before canceling classes for low enrollment	SVP-AA Chairs	Scheduling	Jan 2015 - Ongoing
4.4	Student Communication Plan	4.4.1	Consolidate committees responsible for student communication	AVPSA-R&O AVPAA-AP	Students	Sept 2014
		4.4.2	Develop a strategy for effective student communication	AVPSA-R&O AVPAA-AP	Students	April 2015
		4.4.3	Implement communication plan	AVPSA-R&O AVPAA-AP		May 2015
4.5	Campus Culture Survey	4.5.1	Conduct campus wide survey of students: culture, customer service, expectations, what they know about UVU, experience at UVU, barriers, etc.	VP-SA VP-Marketing	IRI	April 2015
		4.5.2	Define and market "UV Culture" in appropriate student materials	VP-SA VP-Marketing		May 2015

		4.5.3	Address concerns identified in survey	AVPSA-SSR	SSRC	May 2015
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#### #5: Quality Teaching

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
5.1	Front Load "Star" Faculty in Freshman Courses	5.1.1	Secure resources to hire more faculty	AAC SVP-AA	Chairs	Sept 2015 – Ongoing
		5.1.2	Address PT/FT ratios overall and particularly in first-year/GE courses	AAC SVP-AA	Chairs	Ongoing
		5.1.3	Select faculty who can motivate, encourage, inspire, and engage students in learning to teach first-year/GE courses; faculty could be assigned to these courses on a rotational basis	AAC SVP-AA	Chairs	Sept 2015
		5.1.4	Make teaching first-year/GE courses a priority in every department	AAC SVP-AA	Chairs	Sept 2015
		5.1.5	Create and deliver incentives for faculty to teach first-year/GE courses	AAC SVP-AA	Chairs	Sept 2015
5.2	Faculty Development	5.2.1	Provide faculty with examples of activities in which they could engage students in order to promote completion; recognize these in the tenure/promotion process	AVPAA-Admin	AAC Dept. Chairs RTP Committees	Ongoing Sept 2015
		5.2.2	Emphasize student success and related teaching strategies in the Teaching Academy curriculum and document how these have been effectively implemented for purposes of tenure/promotion	Director-FCTE	FYESR	Sept 2014
		5.2.3	Explore ways to link completion activities to engaged learning; document these in the tenure/promotion portfolio	AVPAA-Admin AVPAA-EL		Sept 2015
5.3	Faculty / Student Mentoring	5.3.1	Analyze what's happening now – both formally (if any) and informally	AVPAA-Admin AVPAA-EL	AAC Dept. Chairs Faculty Senate	Jan 2015
		5.3.2	Consider how to formalize and structure faculty mentoring	AVPAA-Admin	AAC Dept. Chairs	May 2015
		5.3.3	Provide opportunities for and encourage effective mentoring in programs such as undergraduate research	AVPAA-Admin AVPAA- Scholarship/Faculty	AAC Dept. Chairs FCTE	Sept 2015
		5.3.4	Examine workload and faculty availability for mentoring	AVPAA-Admin AVPAA- Scholarship/Faculty	AAC Dept. Chairs	May 2015

#### #6: Financial Resources

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
6.1	Scholarships and Campus-Based Aid	6.1.1	Increase number of continuing scholarships	VP-SA VP-Planning/Budget	VP-Development Financial Aid	July 2015
		6.1.2	Increase scholarships for part-time students	VP-SA VP-Planning/Budget	VP-Development Financial Aid	July 2015
		6.1.3	Develop "Finish Line" scholarship program	AVPSA-SSR VP-Planning/Budget	Financial Aid	Sept 2014
6.2	Student Employment Opportunities	6.2.1	Increase funding for part-time, on-campus student employment	VP-Planning/Budget HR	VP-Development	July 2015
		6.2.2	Develop process to encourage supervisor mentoring of student employees	Executive Director- HR		
		6.2.3	Increase student awareness of part-time employment as a financial resource	Director-CDC Director-Internships	HR	Sept 2014
		6.2.4	Increase student participation at career fairs	Director-CDC		May 2015
6.3	Financial Aid Communication, Website, and Service	6.3.1	Redesign Financial Aid website to be more user friendly	Director-FA	Web Development	May 2015
		6.3.2	Create web page and/or mobile app for financial aid updates/changes	Director-FA	Web Development	May 2015
		6.3.3	Create video on financial aid resources	Director-FA	Video/Broadcasting	May 2015
		6.3.4	Improve customer service (friendliness, timeliness, accuracy)	Director-FA	HR Advisor Training	May 2015
		6.3.5	Develop marketing strategy to increase awareness of financial aid resources	Director-FA	Marketing	May 2015
6.4	Financial Literacy	6.4.1	Assess existing resources for student financial literacy on campus	AVPSA-SSR	University College	April 2015
		6.4.2	Consolidate and/or create program	AVPSA-SSR	University College	May 2015
		6.4.3	Market program	AVPSA-SSR	University College	May 2015

#### #7: Data and Assessment

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
7.1	Data Driven Decision Making	7.1.1	Increase real time access to data relevant to retention and completion	IRI	Director-FYESR	May 2015
		7.1.2	Update Retention and Graduation Dashboard	AVPSA-SSR	Director-FYESR	May 2014

				IRI		
		7.1.3	Increase use of Retention and Graduation Dashboard	Director-FYESR Chairs		May 2015
		7.1.4	Hire a Senior Research Analyst dedicated to retention and completion	AVPSA-SSR	IRI	May 2015
7.2	Provisional Admits	7.2.1	Explore Weber's provisional admit procedure and implement if appropriate	AVPSA-SSR IRI		Sept 2014
7.3	Evaluate Peers	7.3.1	Investigate what our peers (including "aspirational") are doing different/better in retaining students than UVU and implement where appropriate	Director-FYESR	SSRC	Sept 2015
7.4	Marketing & PR	7.4.1	Educate those in a position to share info with community regarding context of retention and completion data	AVPSA-SSR IRI	Marketing	April 2016
7.5	Educational Intent	7.5.1	Collect greater detail regarding student intent upon admission (transfer, professional development, etc.) and utilize in communication and outreach	Director-Admissions IRI	FYESR	May 2015
7.6	Reverse Transfer	7.6.1	Collaborate with SBOR to explore reverse transfer options	AVPSA-SSR		May 2015
7.7	Institutional Goals	7.7.1	Establish and measure completion goals by department, program, and school	SVPA	IRI	May 2015

#### #8: Pre-University Outreach

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
8.1	High School Counselor Communication	8.1.1	Develop a communication plan with HS counselors articulating UVU successes and addressing misconceptions	Director-PSS	AVPSA-SSR	April 2015
		8.1.2	Increase participation in K16 Alliance Counselor Conference	AVPSA-SSR	Director-PSS	Oct 2014
8.2	Concurrent Enrollment	8.2.1	Create a Concurrent Enrollment day to get students on campus and more connected to UVU	Director-PSS Director-CE		May 2015
		8.2.2	Send CE students invites to athletic and other campus events	Director-PSS Director-CE		Sept 2014
		8.2.3	Recruit and convert CE students to UVU	Director-PSS		Sept 2014
		8.2.4	Increase recruitment efforts with UCAS students	Director-PSS		May 2015
8.3	New Students > 1 YR Out of HS	8.3.1	Develop communication plan for students in our service region who are more than one-year out of high school encouraging them to attend, with special attention to the expiration of placement scores	AVPSA-R&O		Sept 2015
8.4	Deferred Admission/Leave of	8.4.1	Encourage students who have deferred their admission to complete the Release of Student Information Authorization; continue collaboration with students, parents, advisors and University staff	Coordinator-LOA	FYESR	Dec 2014 Ongoing

	Absence	8.4.2	Reach out to students who leave at the end of a term and have them complete an LOA request.	Coordinator-LOA	FYESR	Sept 2014 Ongoing
8.5	School/College Outreach	8.5.1	Have school/college send personal welcome to new students upon admission	SVPA	Deans	Fall 2015

### #9: Campus Engagement

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
9.1	Housing	9.1.1	Create process for assessing housing density of UVU students and place RECs accordingly	Director-Housing	FYESR IRI	May 2015
		9.1.2	Address housing support for growing population of married students	Director-Housing	FYESR IRI	May 2015
		9.1.3	Determine University Model – will UVU build housing or leave it to private developers and UVU lease the space?	Director-Housing	President’s Office Trustees UPAC	April 2016
9.2	Student Support	9.2.1	Determine measurement to know what services students are not familiar with or need more information on	Dean-Student Life VP-SA AVPSA-SSR	FYESR Advisement Assessment Taskforce	Sept 2015
9.3	Student Participation	9.3.1	Establish benchmark and increase participation in leadership programs, clubs, UVUSA, etc. by 5%	Coordinator-Clubs Director-Student Life	UVUSA, CAL, PSS, CGIE	May 2015

### #10: Program Offerings and Curriculum

Initiative		Action Step		Primary Steward	Proposed Partners	Target Date
10.1	Evaluate Pre-Requisites	10.1.1	Evaluate current pre-requisite requirements (are there too many, are they hidden, are they not offered frequently enough?)	Chairs AVPAA-AP	Faculty Advisors University Curriculum Committee Curriculum Office	May 2015
		10.1.2	Establish practice which makes waiving pre-requisites a rare exception	Chairs	Advisors	Sept 2014
		10.1.3	Develop criteria and examine existing pre-requisites	Chairs		May 2015
10.2	Offer High Demand Programs	10.2.1	Coordinate with objectives and goals related to curriculum planning in the AA strategic plan	AAC	University Curriculum Committee	Jan 2015
		10.2.2	Establish process to collect input from advisors related to student interest in particular new degrees	AAC Advismt Council	Chairs Advisors	May 2015 – Ongoing

		10.2.3	Determine which programs students leave UVU for			
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# UTAH VALLEY UNIVERSITY

Mission, Core Themes  
& Administrative Imperatives

Revised  
A.4







# UVU MISSION

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

# CORE THEMES

"Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice."

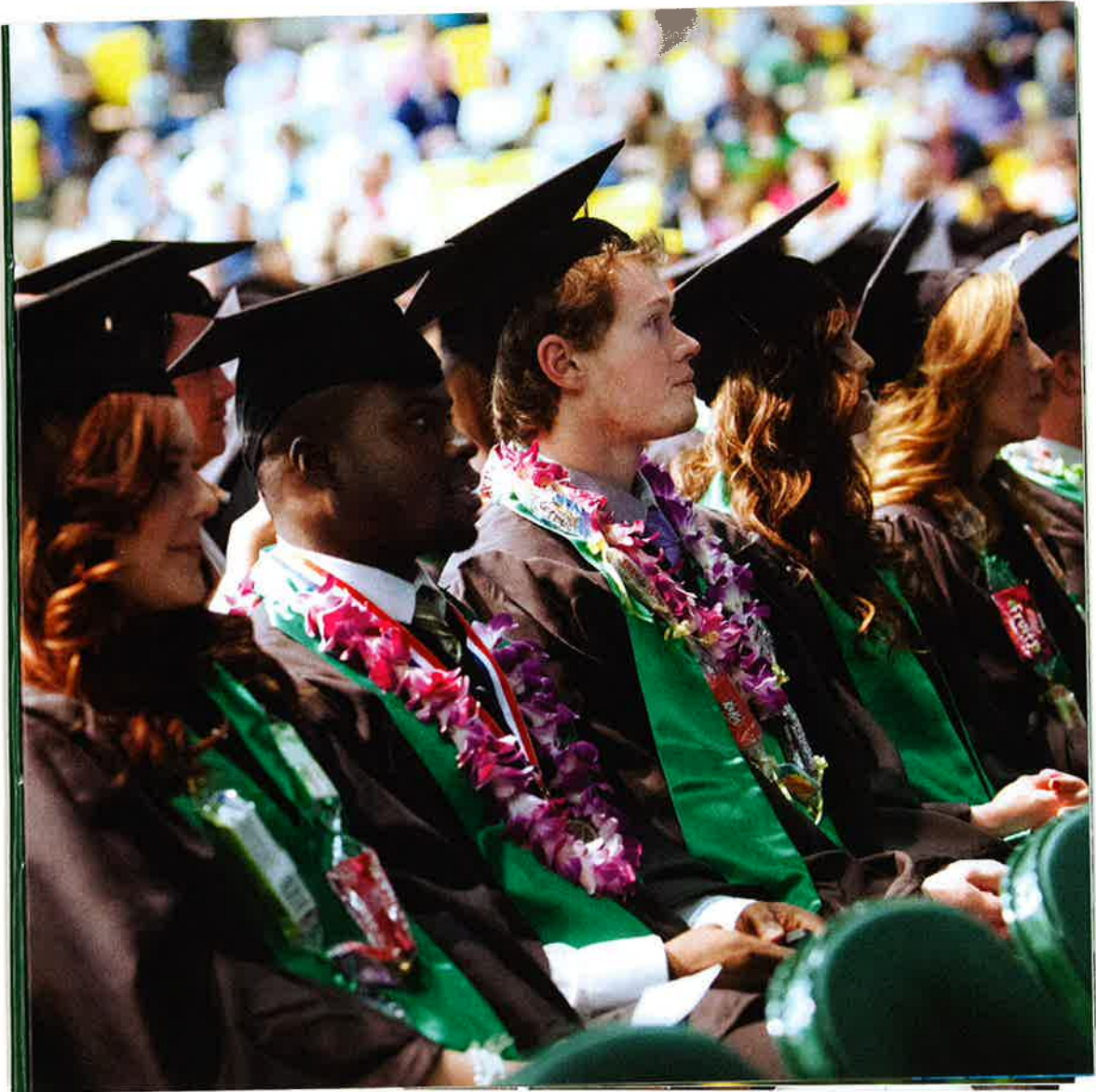
-Northwest Commission on Colleges and Universities



# STUDENT SUCCESS

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

1. UVU supports students' preparation and achievement of academic success at the University.
2. UVU provides a meaningful and well-rounded university experience.
3. UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits, including serving as leaders, people of integrity, and stewards of their communities.



# INCLUSIVE

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

1. UVU provides accessible and equitable educational opportunities and resources for all students.
2. UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.
3. UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.
4. UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.



# ENGAGED

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

1. UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.
2. UVU fosters partnerships and outreach opportunities that enhance regional, national, and global communities.
3. UVU serves as a portal of civic engagement and an engine of regional economic and business development.





# SERIOUS

UVU fosters a culture of academic rigor and professional excellence.

1. UVU champions learning through outstanding teaching in an academically rigorous environment.
2. UVU supports a culture of scholarship and creative work and promotes accomplishment in cultural, academic, and co-curricular/extramural endeavors.
3. UVU attracts, develops, and retains high-achieving students and highly qualified faculty, staff, and administrators.
4. UVU is recognized for high-quality, efficient, and effective programs and services.





# ADMINISTRATIVE IMPERATIVES

UVU's Administrative Imperatives—Operate Effectively, Manage Growth, and Secure Resources—are key practices and principles critical for sustained fulfillment of the University's mission and core themes.

# OPERATE EFFECTIVELY

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

1. UVU fosters a culture of planning, assessment, improvement, and accountability.
2. UVU strategically allocates resources to achieve institutional objectives.
3. UVU utilizes transparent and collaborative decision-making processes.



# MANAGE GROWTH

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

1. UVU anticipates and plans for future regional educational needs.
2. UVU adapts to meet student and community needs consistent with its educational mission.



# SECURE RESOURCES

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

1. UVU communicates its resource requirements and secures appropriate state tax fund support to fulfill its role within the Utah System of Higher Education.
2. UVU establishes tuition and fees consistent with the economic environment and its mission.
3. UVU strategically pursues and acquires private and public resources beyond state appropriations.







UPDATED JULY 2014

UNIVERSITY MARKETING & COMMUNICATIONS JM5081114

# Utah Valley University



Mission, Core Themes &  
Administrative Imperatives

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- 4 UVU utilizes a variety of schedules, locations and delivery methods that best meet students' needs.



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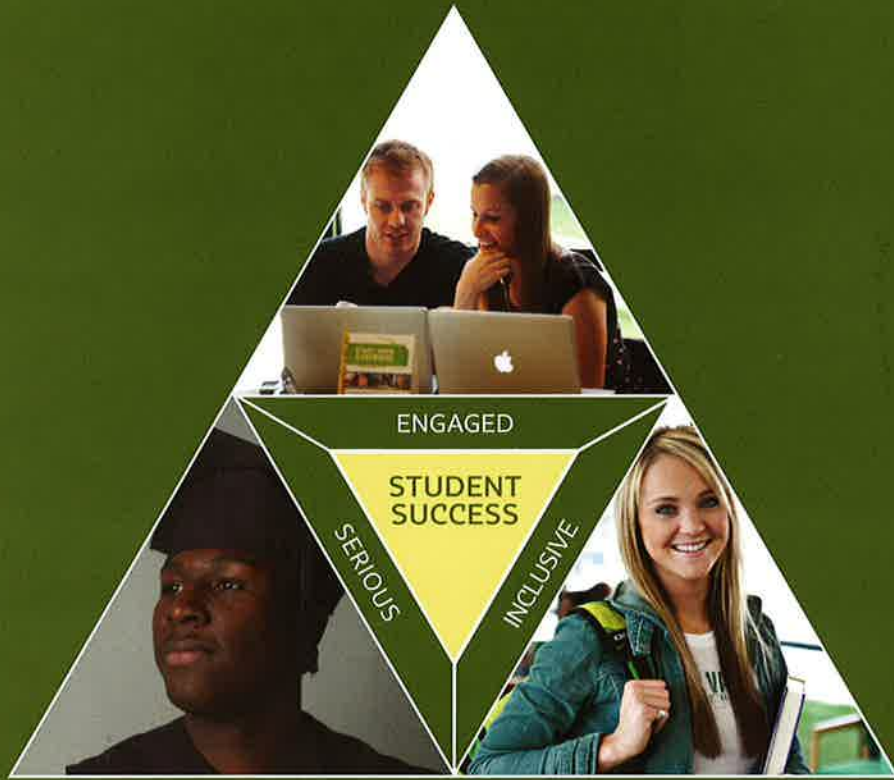
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**UVU**  
UNIVERSITY

Updated July 2012