



## UNIVERSITY PLANNING ADVISORY COMMITTEE

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# ANNUAL REPORT FOR THE UNIVERSITY PLANNING ADVISORY COMMITTEE (UPAC) 2024-2025

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Prepared by:

Dr. Rasha Qudisat, Chief Engagement and Effectiveness Officer



## 1. UPAC Accomplishments

According to the UPAC Charter, the 2024-2025 accomplishments are listed below. The charter section is bolded in great as the section header, and the progress toward fulfilling that responsibility of the charter is detailed afterwards.

### **1.1 Conduct internal and external analyses as needed to identify gaps, growth areas, new challenges, and opportunities for the University**

In the working groups' initial meeting, participants engaged in an in-depth discussion of the SWOT analysis, which assesses strengths, weaknesses, opportunities, and threats. This analysis was expanded with further insights and supporting data documented for future reference.

The conclusions drawn from the SWOT analysis and findings from the PESTLE analysis—examining political, economic, social, technological, legal, and environmental factors—were integral to the Cabinet strategy session in April 2025. During this session, these analyses informed the decision-making process and helped to outline the key pillars of the long-term strategic plan, ensuring that the strategy aligned with both internal capabilities and external conditions. Further discussion will proceed during the Deans/Cabinet Strategy session in May 2025.

#### Internal

- Reviewed 3-year assessments to identify successes and challenges (e.g., revenue generation, program relevance). Emphasized earlier alignment of program proposals with marketing plans.
- Called for standardized, pre-filled templates and clarified metrics to ensure consistent, data-driven planning focused on quality and student impact.
- Refined internal performance metrics to emphasize student outcomes over program counts and improve tracking for underrepresented groups and online learners.

#### External

- Engagement with NWCCU concerns and recommendations for improving program learning outcomes, having better data dissemination, and expanding the use of peer institution comparisons.
- Quinn Koller's team and third-party partners conducted external demand analyses to guide new program development.

*See the revised SWOT and PESTLE analysis in the appendix.*

## **1.2 Monitor, identify, and investigate external and internal environments and factors that impact and influence the University's ability to fulfill its mission successfully**

UPAC has actively monitored both external and internal factors affecting UVU's ability to fulfill its mission. The committee reviewed the NWCCU accreditation feedback, which highlighted both strengths and areas for improvement. Key observations included praise for UVU's strategic planning and transparency, while noting challenges with data access and dissemination, particularly for faculty and program-level assessment. In collaboration with academic units and executives across the university, UPAC provided input on standardized Academic Affairs metrics used in stewardship conversations throughout the planning, budgeting, and assessment cycle. The committee also provided input on refining high-level university and Academic Affairs program data to support more effective decision-making.

## **1.3 Ensure alignment between campus master plans, the overall university strategy, and initiatives of the Utah System of Higher Education and the Utah Board of Higher Education.**

Developed comprehensive strategic plans mapping that align the objectives with Vision 2030. In this process, the Strategy Team assessed the current strengths, highlighting key areas where we excel. Additionally, the team identified opportunities for improvement, providing specific recommendations to address gaps and enhance performance across various strategic pillars (e.g., innovation and AI integration).

UPAC has taken several steps to ensure alignment between UVU's master plans, university strategy, and the priorities of USHE and the Utah Board of Higher Education. A designated review group was formed to compare UVU's plans with the updated USHE strategic plan. The Balanced Scorecard and Vision 2030 initiatives are used to track progress toward shared goals, supported by disaggregated data and peer benchmarks. Updates to the PBA process now require goal setting and assessment methods that reflect institutional priorities, and system-level metrics from USHE are being integrated to ensure consistency and accountability.

*See the alignment report in the appendix.*

## **1.4 For campus master plans, review progress in achieving strategic initiatives and issue recommendations for refinement based on evaluations and continued relevancy.**

The balanced scorecard (BSC) underwent a comprehensive review. UPAC carefully analyzed various aspects of the reports during this process and offered detailed recommendations for improvement. Attached is a summary report outlining the feedback provided to UEC and the specific recommendations.

A review group was formed to compare UVU's master plans with the updated Utah System of Higher Education (USHE) strategic plan, ensuring alignment and identifying areas needing adjustment.

### **1.5 Provide recommendations as appropriate to the University Executive Council and the President's Council.**

Each individual report of the BSC was thoroughly reviewed. This evaluation included an analysis of various performance metrics, objectives, and strategies outlined within the BSC framework. Based on the insights gained from this review, a set of tailored recommendations has been developed to enhance overall effectiveness and address identified areas for improvement.

UPAC addressed its advisory role to the University Executive Council (UEC) by reviewing and providing feedback on key planning documents and metrics. UPAC began formally reviewing one Balanced Scorecard metric following each UEC meeting, offering recommendations based on data analysis and institutional priorities. Feedback was also gathered and shared on accreditation findings, stewardship metrics, and resource allocation processes.

### **1.6 Review the Planning, Budget, and Assessment (PBA) process and cycle, provide recommendations for improvement, and provide advice and input on significant budgetary actions.**

Revised the Performance-Based Assessment (PBA) process to enhance clarity and efficiency, ensuring that all relevant dates align with data access, goal-setting activities, and annual review schedules. Additionally, prepared and submitted a comprehensive fiscal report that outlines the budget allocations, reviews the expenses incurred to date, and summarizes the macro-level progress achieved under the FY24 budget allocation.

UPAC reviewed the macro-level metrics for Academic Affairs units for the stewardship conversation 2025. Review for the administrative units was paused due to project prioritization, and work resumed in April 2025, based on divisional discussions.

UPAC reviewed the Planning, Budget, and Assessment (PBA) process to identify improvements and provide strategic input. Meeting discussions emphasized the need for standardized metrics, clearer data definitions, and pre-filled templates to support consistency across units. Feedback highlighted challenges with data transparency, storytelling, and demonstrating support for budget requests. UPAC recommended aligning PBA goals with institutional priorities and ensuring assessment methods are included. Members also advised on refining performance metrics and incorporating stakeholder input earlier in the cycle, reinforcing UPAC's advisory role in shaping significant budgetary decisions.

### **1.7 Review evaluations of Academic Master Plan and Engagement Plan and ensure their alignment with Vision 2030 and initiatives of the Utah System of Higher Education and Utah Board of Higher Education.**

The Academic Master Plan and the Engagement Plan were included in the Strategic Plans Alignment process. However, we have yet to receive the annual progress reports (<https://www.uvu.edu/academicaffairs/docs/academic-master-plan/closeout-report-2018-academic-master-plan.pdf>). Specifically, the annual report for the Engagement Plan, which outlines the activities, achievements, and challenges encountered over the past year, is being prepared and scheduled for submission in June 2025.

### **1.8 Review annual academic and administrative assessment plans, results, and reports and provide advice and input on annual budget planning priorities.**

UPAC reviewed the FY24 plans,, analyzing key components and objectives to ensure alignment with our strategic goals. After a thorough evaluation, a comprehensive report detailing the findings, recommendations, and anticipated outcomes was submitted to the Cabinet and the President for their consideration and further action.

UPAC examined the Strategic Resource Allocation Assessments for the previous three fiscal years from the Academic Affairs Division, identifying both successes and concerns. Top successes were noted in CHSS, COS, and WSB, while concerns were identified in CHPS, COS, SOE, and SCET, particularly regarding revenue generation, program relevance, and resource allocation delays. The committee also discussed the need to involve MarCom from the beginning of new program development with realistic expectations.

### **1.9 Support accreditation activities for the Northwest Commission on Colleges and Universities (NWCCU).**

UPAC actively contributed to the NWCCU Year 7: Evaluation of Institutional Effectiveness comprehensive site visit in October 2024. Members reviewed self-study and evidence documents, participated in the mock site visit, and engaged during the official visit. Following the evaluation, UPAC reviewed the NWCCU recommendations and other feedback to inform the development of institutional action plans.

## **2. Acknowledgements**

**Executive Sponsor and Co-Chair:** Chief Engagement and Effectiveness Officer Dr. Rasha Qudisat served as the executive sponsor for UPAC. Dr. Laurie Sharp served as co-chair for this committee.

**UPAC Members:** The following individuals completed their service to UPAC during the 2024-2025 academic year:

***Finance and Auxiliary Services:*** Scott Wood,

***People & Culture:*** Christine Peterson,

***Administration and Strategic Relations:*** Connie Bond, Steve Anderson,

***Digital Transformation:*** Brett McEachnie

***Institutional Advancement:*** Gabrielle Thomas

***University Marketing and Communications:*** Jody Birch

***Student Affairs:*** Derek Kent, Tara Ivie

***Academic Affairs:*** Quinn Koller, Sam Gedeberg

***Woodbury School of Business:*** Ruthann Cunningham, Dr. Steven Huff,

***Smith College of Engineering and Technology:*** Dr. Anne Arendt, Dr. Keith Mulbery,

***College of Humanities and Social Sciences:*** Brandon Springer, Janet Colvin,

***College of Health and Public Service:*** Jennyfer Gaede,

***College of Science:*** Mark Wathen,

***School of the Arts:*** Karen Watson,

***School of Education:*** Stan Harward, Rhet Rowley

***Deans Representatives:*** Steven Clark, Tom Sturtevant (Interim Dean)

***Data Governance:*** Laura Busby

***PACE:*** Nikki Scott

***Faculty Senate:*** Wioleta Fedeczko

***Support Staff:*** Taylor Lovell, Erik Koller, Julia Escobar, Tracee Jones

UPAC expresses its deep appreciation to each of these committee members for their service to the university.

## Appendix

- *A.* 2024-2025 UPAC Charter & Charge
- *B.* Revised SWOT and PESTLE analysis
- *C.* Alignment Report

# University Planning Advisory Committee 2024-2025 Charter and Charge

## Authority

The University Planning Advisory Committee (UPAC) is an advisory and support committee formed at the request of the President, working in conjunction with the University Executive Council (UEC) and President's Council. The President and UEC delegate management responsibility for the committee to the Chief Engagement and Effectiveness Officer.

## Mission/Purpose

UPAC has both ongoing responsibilities for institutional planning that must be fulfilled periodically, and specific responsibilities delegated to it by the President or UEC annually.

## Responsibilities

The responsibilities of UPAC are to:

- Conduct internal and external analyses to identify gaps, growth areas, new challenges, and opportunities for the University, as needed.
- Monitor, identify, and investigate external and internal environments and factors that impact and influence the University's ability to successfully fulfill its mission.
- Ensure alignment between campus master plans, the overall university strategy, and initiatives of the Utah System of Higher Education and the Utah Board of Higher Education.
- For campus master plans, review progress in achieving strategic initiatives and issue recommendations for refinement based on evaluations and continued relevancy.
- For the University's overall strategic plan, provide advice and input on progress in achieving strategic initiatives.
- Provide recommendations as appropriate to the University Executive Council and President's Council.
- Review the Planning, Budget, and Assessment (PBA) process and cycle, provide recommendations for improvement, and provide advice and input on significant budgetary actions.
- Review evaluations of Academic Master Plan and Engagement Plan and ensure their alignment with Vision 2030 and initiatives of the Utah System of Higher Education and Utah Board of Higher Education.
- Review annual academic and administrative assessment plans, results, and reports and provide advice and input on annual budget planning priorities.
- Support accreditation activities for the Northwest Commission on Colleges and Universities (NWCCU).

## Membership

### ***University President***

The University President serves as a non-voting ex officio member of UPAC.

### ***Executive Sponsor***

The executive sponsor of UPAC is the University's Chief Engagement and Effectiveness Officer, who serves as a voting ex officio member of UPAC.

### ***Co-Chairs***

UPAC is Chaired by the Chief Engagement and Effectiveness Officer, and co-chaired by the University's Accreditation Liaison Officer. UPAC's chair and co-chair are voting members who preside over all meetings.



### ***Support Staff Members***

UPAC is supported by the Executive Assistant to the Chief Engagement and Effectiveness Officer and staff members affiliated with the Office of Institutional Engagement and Effectiveness. UPAC's support staff members are non-voting members who attend all meetings.

### ***Committee Members***

In collaboration with University Cabinet members and academic deans, they appoint up to two members as representatives for each division and each school/college as committee members. Committee members who are representatives from a division or school/college serve two-year terms and are full voting members.

Committee members who are representatives from the Faculty Senate, PACE, and UVUSA serve a one-year term and are full voting members.

If any committee member is unable to continue serving temporarily or permanently, a new committee member is appointed to fill the term for the duration of the vacancy.

## **Membership Expectations**

UPAC members are selected so that the committee can draw on a range of viewpoints from across the university. UPAC members should approach their work from a "whole university" perspective rather than solely the interests of their organizations or positions.

### ***Expectations for University President***

- Approve updates for UPAC's ongoing and annual responsibilities.
- Review progress updates and annual reports.

### ***Expectations for Executive Steward***

UPAC's executive steward is expected to:

- Approve updates to the UPAC charter concerning the purpose, duration, and scope of decision-making authority, when needed.
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- Appoint UPAC committee members in collaboration with Cabinet members and academic deans.
- Recommend updates for ongoing and annual responsibilities to the university president.
- Review progress updates and annual report for accountability purposes.

### ***Expectations for Co-Chairs***

UPAC co-chairs are expected to:

- Recommend updates to the UPAC charter concerning the purpose, duration, and scope of decision-making authority, when needed.
- Prior to the first meeting, identify annual outcomes and deliverables.
- Flexibly lead the committee through meeting agendas that address the annual charge.
- Support an equal and fair consideration of all meeting items and opposing views.
- Summarize discussion of meeting items and clearly articulate actions that need to be taken.
- Communicate progress towards annual outcomes and deliverables and updates to executive steward and executive leadership through University Executive Council.
- Communicate updates to the wider university community through organizational communication channels.
- Act as lead representatives for UPAC throughout the university community.
- Develop and disseminate an annual report that summarizes UPAC's progress with ongoing and annual responsibilities.

### ***Expectations for Support Staff Member – Administrative Assistant***

- Maintain current and archived copies of UPAC charter, annual charge, and membership list.
- Schedule meetings.
- Work with co-chairs to form meeting agendas, gather necessary meeting materials, and share with committee members in advance of the meeting.
- Ensure that relevant communications are issued to the broader university community in a timely and effective manner.
- Maintain and update UPAC webpages as needed.
- Act as the first point of contact for general questions related to UPAC.

### ***Expectations for Committee Members***

UPAC's members are expected to:

- Attend and participate in all meetings or find a substitute if unable to attend.
- Review all meeting materials before attending the meetings to ensure that the committee may have an informed discussion of items.
- Participate in committee projects.
- Give input as requested outside of meetings.

## **Organization**

UPAC will typically meet monthly on a schedule coordinated by the co-chairs and the support staff member. UPAC co-chairs may call special meetings when needed. A quorum for business shall be at least 50% of the membership (voting and non-voting) in a meeting. Voting will be by a simple majority and may take place electronically. In the case of a tie vote, the UPAC co-chairs may either table the discussion for a subsequent meeting or designate the agenda item as a split vote.

## B. Revised SWOT and PESTLE Analysis

### MEMORANDUM

**To:** President's Cabinet

**From:** Office of Institutional Engagement and Effectiveness

**Date:** August 18, 2025

**Subject:** Finalized SWOT & TOWS Analysis – Strategic Planning Inputs

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**UPAC SWOT Team:** Dr. Rasha Qudisat, Dr. Steven Huff, Dr. Steven Clark, Brett McKeachnie, Dr. Sam Gedeberg, Dr. Steve Anderson, Derek Kent, Dr. Matt North.

### Executive Summary

As part of UVU's strategic planning and alignment with Strategic Pillars and Vision 2030, the UPAC-SWOT Team has completed the final version of the institutional SWOT analysis and TOWS matrix. This analysis integrates internal strengths and weaknesses with external opportunities and threats, providing a foundation for prioritized strategic actions in response to current conditions.

### Key Highlights from SWOT Analysis

#### Strengths

1. Access & Affordability: Open enrollment and low tuition continue, and integrated<sup>1</sup> multiple learning modalities.
2. High ROI: UVU's strong employer partnerships and workforce-aligned education contribute to job readiness.
3. Proven infrastructure of student support, particularly for first-gen and underprepared learners.
4. Culture of Care: Deep student-faculty connection and high-quality teaching across modalities.
5. Employment-Curriculum Alignment: UVU graduates are prepared for Utah's evolving workforce.
6. Concurrent Enrollment: Sustained growth and scalability.

#### Weaknesses

1. State Funding Dependence: More than half of UVU's budget is reliant on public appropriations.

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<sup>1</sup> Students can take some of their classes in traditional face-to-face classrooms, others via hybrid delivery, and still others online. Students aren't restricted to one modality or the other, and often take classes in two or more modalities simultaneously. Students taking a mix of course delivery modes have a 72% likelihood of persisting toward graduation — almost 10% higher than students enrolled in a single delivery mode.

2. IT/Data Underdevelopment: Outdated infrastructure and the need to strengthen data infrastructure, enhance data accessibility and literacy, and embed a culture of data utilization in daily practices.
3. Alumni Affinity: Strengthen alumni relationships through expanded outreach and increased strategic engagement.

### **Opportunities**

1. AI Integration: Enhancing affordability, scale, quality, and retention through AI-enabled systems.
2. Labor Market Alignment: Utah's fast-growing economy creates demand for skilled graduates.
3. Demographic Growth: Projected 18% rise in college-age students by 2030.
4. Graduate Programs: Opportunity to grow and target workforce-relevant master's degrees.
5. Leadership in Transformational Education<sup>2</sup>: Potential to define UVU as a national leader in transformational education<sup>3</sup>.

### **Threats**

- AI Disruption: AI enables students to bypass learning, especially in low-interaction formats (i.e., online), which could undermine the credibility of a college degree, especially for UVU as we increase our online offerings.
- Alternative Providers: Increased competition from online, corporate, and micro-credentialed learning models. *This threat increases competition in the service area.*
- Inflation Pressures: Costs are escalating in construction, staffing, and cost of living.
- Funding Volatility: unpredictability in government funding and regulations.

### **Next Step to be determined by Cabinet: Translate Strategies into Action Plans**

1. Break down each TOWS strategy into concrete, time-bound initiatives or projects.
2. Assign leads and responsible units (e.g., Dx for data modernization, Academic Affairs for AI-enabled teaching models).
3. Map initiatives to UVU's strategic pillars and Vision 2030 deliverables.

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<sup>2</sup> Explanatory Note: Changes in ability, confidence, employment, and upward socioeconomic mobility" are transformational. I wouldn't discount the intellectual awakening that happens for some students in college. It is clearly transformational, but harder to track as ROI.

<sup>3</sup> Creating change in a student that leads to significantly different and positive outcomes from enrollment to graduation including changes in ability, confidence, employment, and upward socioeconomic mobility.

	Opportunities (O)	Threats (T)
Strengths (S)	SO Strategies	TS Strategies
	<p>Leverage UVU's access model and ROI to lead in affordable, AI-enhanced, <b>transformational</b> education (S1, S2 + O1, O5)</p> <p>Expand concurrent enrollment (CE) conversion using UVU's support systems. Employer alignment to absorb growth in the 18–24 population (S3, S6 + O3)</p> <p>Partner with employers to integrate workforce needs into the design of targeted Certificate, Associate, Bachelor, and graduate programs, aligned to regional workforce needs (S2, S5 + O4)</p> <p>Use teaching-focused and workforce-readiness strengths to enhance UVU as a leader in transformational, outcomes-based education<sup>44</sup> (S3, S4, S5 + O5)</p>	<p>Reinforce the values of higher education degrees by emphasizing workforce alignment, <u>the acquisition of knowledge and skills</u> and <u>employing</u> AI-resilient assessments into high-quality teaching practices (S4, S5 + T1), creating measurable student transformation amid market distrust of academic credentials (S2, S4 + T1)</p> <p>Highlight affordability and ROI as a value in the light of rising cost of living and competition from alternative providers (S1, S2 + T3, T4)</p> <p>Use employer partnerships, CE conversion, student retention, and employee retention to strengthen financial efficiency and effectiveness (S2, S6 + T2)</p> <p><b>Strengthen and scale up the Adult Learners' initiative, increasing enrollment and service population capacity.</b></p>
Weaknesses (W)	WO Strategies	WT Strategies
	<p>Modernize IT and data systems using grants or partnerships (with a focus on AI-related), transforming data into a strategic asset (W2 + O1, O5)</p> <p>Increase alumni engagement by connecting them to high-ROI student outcomes and career impact narratives (W3 + O5)</p> <p>Use AI to strengthen retention and support infrastructure, reducing cost per graduate (W2 + O1)</p>	<p>Develop financial resilience strategies to offset reliance on state appropriations—e.g., revenue diversification, online growth, stackable credentials (W1 + T2, T4)</p> <p>Improve data systems and governance to monitor AI usage, flag risks to integrity, and optimize student outcomes (W2 + T1)</p> <p>Strengthen alumni strategy to mobilize donations and external mentoring as inflationary and competitive pressures mount (W3 + T3, T4)</p> <p>Optimize IT upgrades between in-house/cloud to reduce future costs and enable better performance (W2 + T3).</p>

<sup>44</sup> Outcomes-Based Education Definition: Outcomes-based education at UVU means clearly defining the skills, knowledge, and abilities students should have when they finish a program, and then designing teaching, support, and assessment to ensure every student achieves them. It connects learning directly to workforce and community needs, measures results, and uses that data to improve programs, allocate resources, and keep education relevant and high value.

## Appendix: Unprioritized SWOT Items

These items were evaluated during the SWOT analysis process but excluded from the final prioritized matrix due to a lack of strategic relevance, impact, or actionability at this time.

### Strengths (S)

**Stackable Pathways:** Pathways combining certificates and degrees (e.g., community college to bachelor's).

*Reason Excluded:* Evidence suggests stackability adds little value unless credentials are employer-aligned. Impact remains limited without strong workforce demand. (See note below)

**Local Graduate Base:** 74% of UVU alumni remain in Utah ten years post-graduation.

*Reason Excluded:* Long-term benefit for regional recruitment and relationships, but not a lever UVU can actively control or scale.

### Opportunities (O)

**#1 State Economy:** Utah's top-ranked economy and growth.

*Reason Excluded:* Helps indirectly with placement and enrollment but offers little UVU-specific strategic leverage.

**Applied Doctorates:** Future potential for applied doctoral programs.

*Reason Excluded:* Modest institutional impact; long time horizon and high cost with uncertain return.

### Threats (T)

**Demographic Cliff / HB 265 Funding Cuts:** Declining high school graduate numbers after 2028, with policy-related funding cuts.

*Reason Excluded:* Only a modest dip expected in Utah County; long-term trend noted but not pressing for the next few years. See UofU Public Policy Report on Utah demographics in Higher Ed.

### Note on Stackable Pathways:

The value of certificates and associate degrees lies in workforce alignment, not stackability. Technical AAS degrees (e.g., healthcare, IT) can stand alone, while general AA/AS degrees add little to completion or economic outcomes. Auto-awarding credentials may help metrics, but have limited student benefit unless the credential is market-aligned and reaches underserved learners. UVU should prioritize high-value, employer-aligned credentials over stackability.

### Note on Dual Mission:

UVU's dual mission includes vocational programs, stackable credentials, HSCE, and open-enrollment bachelor's degrees. However, vocational programs are small, and stackable credentials offer limited standalone value. These elements aren't strong differentiators. UVU's real strength lies in its HSCE program and in combining broad access with academic

rigor, leading to strong ROI and outcomes. That's why these benefits are reflected individually as core strengths rather than as part of the dual mission label.

## C. Alignment Report

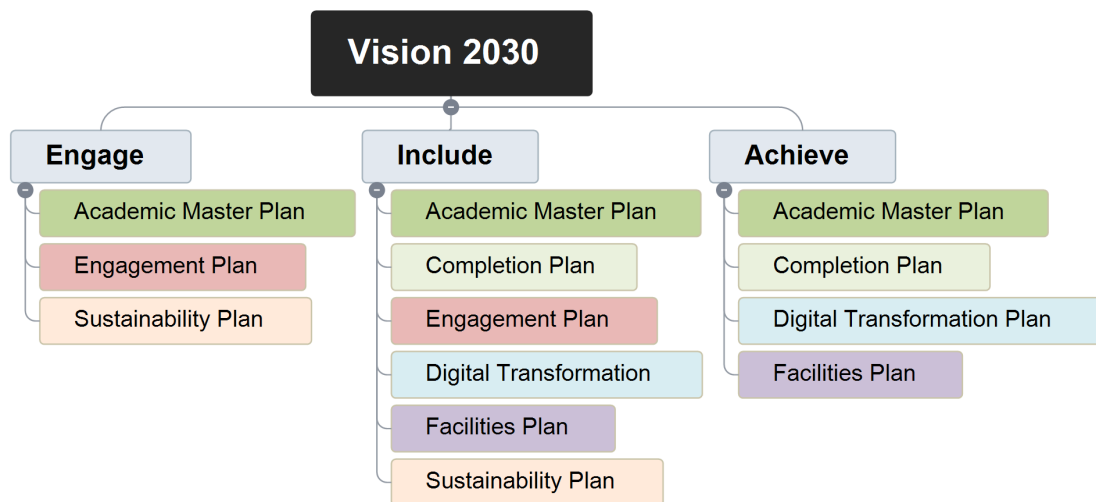
### UVU Strategic Plan Alignment with Vision 2030

#### Executive Summary

This report analyzes the alignment of Utah Valley University's six strategic plans with Vision 2030 and the Utah System of Higher Education (USHE) 2024–2027 Strategic Plan. Drawing on strategic planning documents, feedback from the UPAC strategic team, and the alignment map, this analysis identifies integration strengths, gaps, and improvement opportunities across UVU's institutional strategies.

#### Strategic Mind Map

The visual below illustrates how UVU's strategic plans align with Vision 2030's three core pillars: Include, Engage, and Achieve. It highlights the intersection of strategic focus and foundational/dynamic roles:





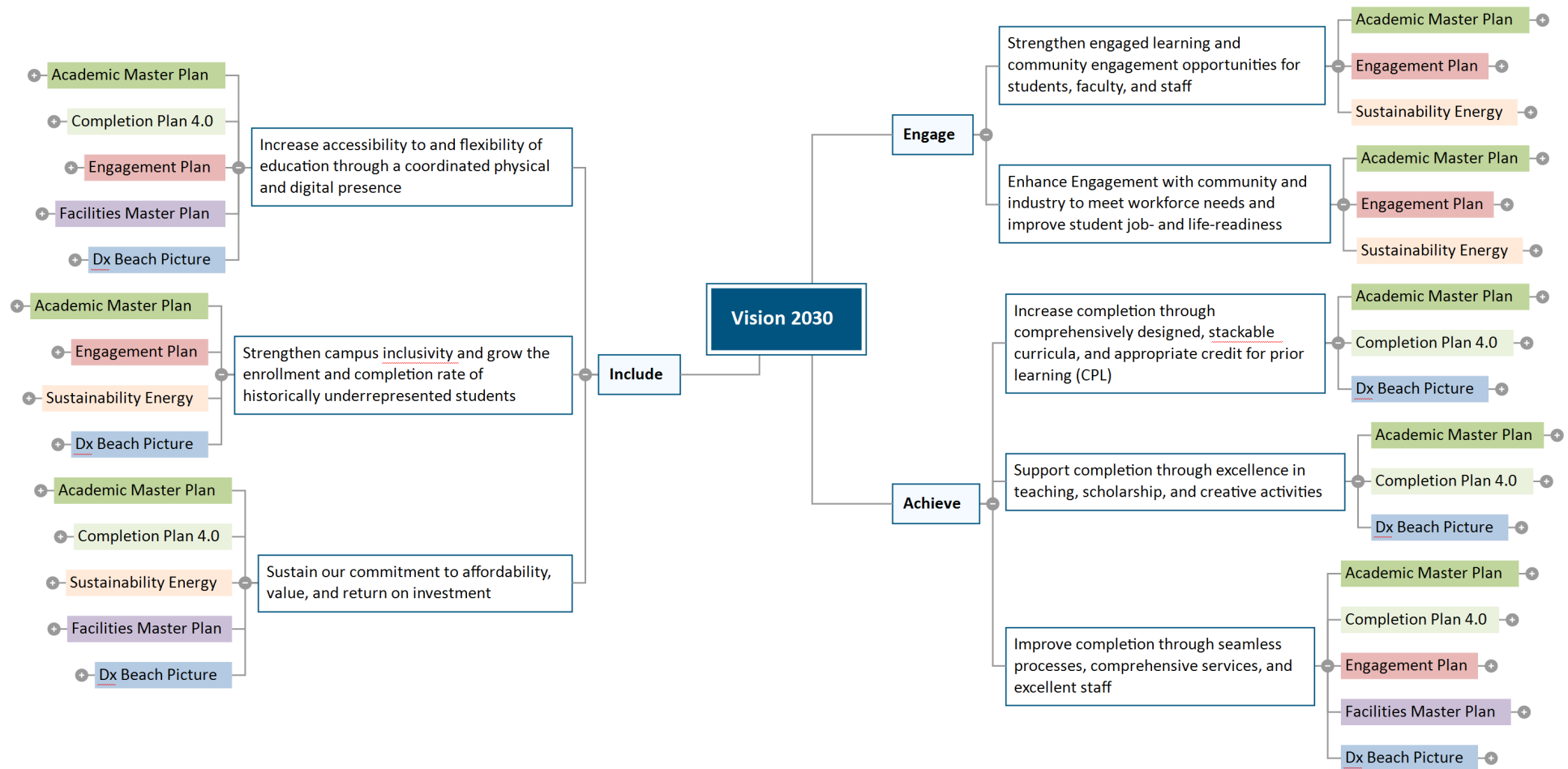


Figure 1. Strategic Plans Alignment FY 2025

### Strategic Plan Alignment Analysis

Strategic Plan	Vision 2030 Pillars	Alignment Status	Feedback Summary	Recommendations
<b>Academic Master Plan</b>	Achieve, Engage	Partial	Needs UVU-specific identity; lacks Innovation and data strategies.	Address the pillars: Technology and Innovation (Strata: Major category).  Tech that better supports academic decision-making  Create and communicate the processes.
<b>Completion Plan</b>	Achieve	Strong	Well-aligned.	Tie benchmarks to Vision 2030 and USHE metrics.
<b>Sustainability Plan</b>	Engage	Strong on environmental, weak on academic	It could be strengthened in branding, disconnected from student outcomes.	Brand energy outcomes align with community.
<b>Digital Transformation</b>	Include, Achieve	Moderate	Seen as foundational, data infrastructure.	Make Dx the foundational strategy across all strategies.
<b>Engagement Plan</b>	Include, Engage	Strong	Effective civic/community links; limited technology integration, strong on data.	Connect to AMP.
<b>Facilities Plan</b>	Include, Achieve	Foundational	Supports transportation and access.	Integrate with sustainability, engagement, and AMP.

### Recommendations For Strategy Planning -(UPAC Strategy Team)

Area	Recommendation
<b>Processes</b>	<ul style="list-style-type: none"> <li>Define and communicate clear academic and operational processes.</li> </ul>
<b>UVU Identity</b>	<ul style="list-style-type: none"> <li>Differentiate goals (strategic ends) from tactics (means) to prevent dilution of intent.</li> </ul>
<b>Innovation &amp; AI*</b>	<ul style="list-style-type: none"> <li>Make data foundational and integrated across all pillars.</li> <li>Integrate Technology and AI as foundational components across all strategies.</li> </ul>
<b>Affordability vs Outcomes</b>	<ul style="list-style-type: none"> <li>Balance outcome-driven goals with tuition/cost-conscious strategies.</li> </ul>
<b>Redundancy*</b>	<ul style="list-style-type: none"> <li>Consolidate overlapping strategies and improve cross-strategy coordination.</li> <li>Plans like “Completion Plan” and “Academic Master Plan” address curriculum design and pathways, but their roles are not delineated.</li> </ul>
<b>Branding/Marketing and Communication*</b>	<ul style="list-style-type: none"> <li>Promote UVU's sustainability and innovation achievements via outcome-based marketing.</li> <li>Embed communication and branding as a foundational strategy element.</li> </ul>
<b>Carnegie Alignment</b>	<ul style="list-style-type: none"> <li>Integrate the Opportunity Institution designation explicitly into plans.</li> </ul>
<b>Demographic resilience</b>	<ul style="list-style-type: none"> <li>Demographic resilience strategies (e.g., adult learners, hybrid/online flexibility) are noted but not robustly embedded across all plans.</li> <li>No evident planning exists for the anticipated college-age enrollment decline (starting in 2032).</li> </ul>
<b>Budget linkage</b>	<ul style="list-style-type: none"> <li>With HB265 requiring targeted reinvestment, master plans should more clearly link strategy to budget/resource implications</li> </ul>
<b>Strategic Map Structure*</b>	<ul style="list-style-type: none"> <li>Use foundational/dynamic framing to prioritize and sequence initiatives effectively.</li> </ul>