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President Kerry Romesburg initiated the strategic planning process in Spring 2000 with a letter sent to all faculty, staff, students, and selected community leaders. All were invited to respond to four planning questions:

1. What are the two or three major issues and concerns facing UVSC now and in the short term? (These may be college-wide issues, or departmental.)

2. What are the two or three biggest problems the college faces in meeting the needs and expectations of the community? (Whether or not the expectations are realistic is really not the issue.)

3. What are we doing which we should do differently or better?

4. What are we missing? What two or three things should we be doing which we are not? (These can be new degrees or majors or they can be services or functions.)

In addition to this request for comment from individuals, responses were formally solicited from all departments, Faculty Senate, PACE, and ASUVSC. President Romesburg received responses from 350 students, faculty, staff, departments, civic and business leaders. A qualitative review of the 250 pages of comments resulted in 50 subject categories. These categories were reviewed by a newly created Executive Planning Council and organized into nine general topics, including:

- Mission and Core Values
- Quality of Instruction
- Enrollment Management/ Growth
- Communication
- Service Quality
- Athletics
- Funding Sources
- Space
- Technology Infrastructure

Faculty, staff, and students were invited to participate in Campus Conversations to study each topic. Each group presented an Interim Report in October 2000, was given feedback by the Executive Planning Council, and used the remainder of Fall Semester to work on a final report. Final reports from the nine Campus Conversations were reviewed at a February 2001 meeting of the Executive Planning Council.

The nine reports were synthesized into one strategic plan, along with a revised Mission Statement, a new Vision Statement, and a new Statement of Values. The Executive Planning Council reviewed the plan in April 2001 and forwarded its final draft recommendation to President Romesburg for his consideration.
VISION STATEMENT

Utah Valley State College is committed to maintaining the responsiveness and flexibility of its historical mission, while becoming a highly respected state college offering a comprehensive range of baccalaureate degrees and programs. UVSC anticipates the time when it will also respond to community needs for graduate courses and degrees as a metropolitan university.

MISSION STATEMENT

Utah Valley State College is a community of learners where every individual is welcomed, encouraged and supported. We strive for excellence in liberal arts and sciences, the professions, and applied technology education. UVSC offers a full spectrum of educational opportunities including college preparation and certificates, associate and baccalaureate degrees and advanced professional education. Our programs prepare students for career success, personal enrichment and lifelong learning and enhance their ability to contribute to society.

Utah Valley State College values its students, faculty, staff and community and affirms the value of learning and scholarship, excellence and innovation, ethics and integrity, academic freedom, diversity and international understanding.
STATEMENT OF VALUES

Our Student Community
We are deeply committed to the success of each student associated with Utah Valley State College. We value our students as our major focus and first priority. We foster this value through support of vigorous academic programs, vibrant student support and extracurricular programs and vital student governance and voice.

Our Campus Community
We value our faculty and staff. We respect their diverse life experiences, encourage their individual professional development and appreciate their contributions to our campus and community. We affirm that all members of the campus community have a legitimate voice in matters of policy through shared governance.

The Community We Serve
We honor the trust placed in us by the community to respond to its educational needs. We take pride in developing partnerships that contribute to the development of the individual and the local, state, and global community. We recognize our obligation to prepare an educated citizenry and a skilled workforce.

Learning and Scholarship
We value a philosophy of lifelong learning and scholarship for our students, faculty and staff. We foster this philosophy through a broad array of academic, professional and experiential learning opportunities that emphasize quality teaching, learning and scholarship.

Excellence and Innovation
We pursue excellence in all endeavors. We celebrate the entrepreneurial spirit and seek to achieve our educational mission in an innovative, timely and enterprising manner.

Ethics and Integrity
We value ethics as an integral part of education. We engage members of the campus and community in experiences which encourage a broader understanding of ethics across disciplines, professions, and communities. We believe honor and integrity are essential in our learning community.

Academic Freedom
We embrace an academic climate conducive to the free examination of ideas. We encourage thoughtful debate and civil discourse and respect the right and responsibility of faculty and students to explore all topics relevant to the educational experience.

Diversity and International Understanding
We seek to establish a more diverse campus community. We value the contribution each individual makes to our campus, community and world. We value the diversity inherent in an open enrollment institution serving an increasingly multicultural community of learners. We recognize the unique international capacities and interests among our campus community and support experiences leading to an appreciation and understanding of our global society.
UVSC STRATEGIC PRIORITIES

I. PEOPLE
   Goal 1: Students
   Goal 2: Faculty
   Goal 3: Staff

II. LEARNING
    Goal 1: Academic Programs
    Goal 2: Teaching and Scholarship
    Goal 3: Special Delivery Methods
    Goal 4: Learning Resources

III. STUDENT ENVIRONMENT
     Goal 1: Student Support Services
     Goal 2: Student Life
     Goal 3: Athletics

IV. CAMPUS WORK ENVIRONMENT
    Goal 1: Service Orientation
    Goal 2: Internal Communications
    Goal 3: External Communications & Public Service

V. INFRASTRUCTURE
   Goal 1: Funding
   Goal 2: Campus & Facilities
   Goal 3: Technology

OUTCOMES

   Student Success
   Employer Satisfaction
   Contribution to Society
STRATEGIC PRIORITY I: Attract, Retain & Promote Excellent Students, Faculty & Staff

GOAL 1: Attract Students Who Will Gain From and Contribute to UVSC

OBJECTIVES:

a. We will remain an open-enrollment institution, limiting numbers of students only by the number of course sections and seats available.

b. We will improve recruiting through new uses of technology and through more effective high school relations, campus hosting, contact with well-prepared students, increased student scholarships, and timely scholarship awards. We will increase our recruitment of students from diverse populations. We will inform students regarding job placement.

c. We will continue to seek private funds to augment the existing endowment to provide student scholarships and financial assistance.

d. We will continue to improve orientation, advising and course placement; help students make better connections to all academic support services; and facilitate timely completion of educational goals.

GOAL 2: Attract, Retain & Promote Excellent Faculty

OBJECTIVES:

a. We will conduct timely national searches and offer competitive salaries for new faculty. We will advertise and interview at professional meetings as well as on campus, train faculty search committees regarding best practices, and address special needs of candidates. We will seek funds to create endowed chairs and professorships to attract outstanding faculty.

b. We will increase salaries of current faculty to competitive levels. Deans will formulate plans within schools to address special needs or equity issues. Faculty salary increases will be based upon criteria developed within schools. We will increase the ratio of full-time faculty to part-time faculty.

c. We will improve the adjunct teaching experience through increased wages, support resources, mentoring, and training. Minimum resources should include access to telephone, voice mail, email, computer, and space for student consultation and storage of materials.

d. We will facilitate and reward faculty efforts to improve teaching and scholarship. We will foster faculty development by supporting advanced education, conference participation, sabbaticals, rank advancement, and research.

e. We will assess faculty performance with multiple indicators including peer evaluation, student ratings, tenure and post-tenure review. We will evaluate teaching performance, scholarly contribution, student learning and academic rigor. We will review evidence of service to department, school, college, and community. We will support necessary faculty improvements with professional development, and mentoring.

GOAL 3: Attract, Retain & Promote Excellent Staff

OBJECTIVES:

a. We will conduct local, statewide, and national searches and offer competitive salaries for new staff. We will advertise in multiple venues as well as on campus, train selection committees regarding best practices, and address special needs of candidates.
b. We will increase salaries of current staff to competitive levels. We will improve staff salaries in areas below market or in areas of special emphasis. Vice Presidents will formulate plans within their areas to address special needs or equity issues and develop criteria for staff salary increases.

c. We will increase the number of staff in areas where the ratio of students to staff is too high. We will utilize student talent to leverage staff services whenever possible.

d. We will facilitate and reward staff efforts to improve their abilities to contribute in their service areas as well as build collaboration among departments. We will foster staff improvement by supporting training and professional development opportunities as well as grade advancements.

e. We will assess staff performance with multiple indicators including supervisor, peer, subordinate, and client evaluations. We will evaluate staff performance by evidence of serious commitment to courteous, timely, and high quality service. We will support necessary staff improvements with professional development and mentoring.

**STRATEGIC PRIORITY II:**

**Create a Vibrant Teaching and Learning Environment**

**GOAL 1:** Offer High Quality Programs

**OBJECTIVES:**

a. We will initiate new programs and degrees based on a commitment to excellence and a set of predetermined criteria. We will respond to business, industry, and community needs through ongoing assessments.

b. We will provide additional resources to programs and departments based on quality as well as enrollment growth.

c. We will continue to develop academic programs appropriate for a comprehensive state college. We may offer some graduate-level courses as needed by the community.

d. We will support and encourage applied technology education, short-term training and continuing education in both credit and noncredit. We will offer developmental education and expand our continuing and community education offerings as needed by the community we serve.

e. We will improve our institutional effectiveness program by assisting each department to develop and implement outcome assessments and other measures. We will adjust programs based upon assessment results.

**GOAL 2:** Pursue Excellence in Teaching & Scholarship

**OBJECTIVES:**

a. We will communicate high expectations for student learning and performance. We will encourage learning environments that support frequent student-faculty educational interaction as well as collaboration among students. We will encourage teaching that acknowledges and responds to diverse ways of learning. We will ensure that writing and research are integral components within the curriculum. We will encourage active, experiential learning which engages students in the application of knowledge and will help students understand the relevance of the knowledge they acquire.

b. We will support high quality teaching through the Center for Teaching Excellence.

c. We will encourage research and scholarship.

d. We will seek specialized accreditations where appropriate and progress toward meeting teaching and scholarship requirements.

e. We will maintain the commitment to small class sizes for most classes.
GOAL 3: Utilize Non-Traditional Delivery Methods for Special Populations

OBJECTIVES:

a. We will support courses which combine on-line and in-class instruction.

b. We will meet demand for concurrent enrollment while assuring quality of programs and faculty.

c. We will respond to the needs of learners through strong continuing education programs.

d. We will support technology-assisted instruction that expands student access, enhances learning and maintains quality.

e. We will provide a comprehensive developmental curriculum that prepares students to succeed in collegiate level academic courses and programs. We will offer support programs to foster the success of multicultural and international students. We will provide support programs for at-risk student populations.

GOAL 4: Develop Learning Resources Required for a Baccalaureate-granting Institution

OBJECTIVES:

a. We will provide library holdings and services sufficient to support our mission and scope of programs including full and partial-text documents, interlibrary loan, reference materials and electronic access.

b. We will create a teaching and learning culture to develop independent learning and library research skills.

c. We will provide laboratories, technology and equipment sufficient to support our mission and scope of programs.

STRATEGIC PRIORITY III:
Create a Supportive Student Campus Environment

GOAL 1: Provide Student Support Services which Facilitate and Promote Student Success

OBJECTIVES:

a. We will enhance the students' educational experience and goal accomplishment through connecting students with student support services, such as the following:
   • academic/career counseling
   • admissions and registration
   • student success classes
   • learning communities
   • coop and internships
   • career employment
   • multicultural
   • financial aid
   • health and wellness
   • service learning
   • accessibility
   • childcare
   • graduation
   • testing
b. We will improve student support services through using new technologies and will initiate a new Technology-Enhanced Student Services Committee.

c. We will enhance collaboration between academic departments and student support services.

GOAL 2: Enrich the Extracurricular Life of Students

OBJECTIVES:

a. We will enhance the extracurricular life of students and increase school spirit by offering student activities and intramural sports, coordinating student programs across campus, communicating opportunities for extracurricular life on and off campus, and providing multiple venues for students to stay current with campus news.

b. We will provide diverse student activities to reach a broader student population including non-traditional students. We will enrich students culturally by providing fine and performing arts entertainment such as concerts, lectures, art shows, plays and traveling productions.

c. We will provide opportunities for students to experience a sense of belonging and develop leadership skills through expanding ASUVSC forums, clubs and courses in leadership and citizenship.

d. We will enhance student experiential learning through the coordination of outdoor education, volunteer and service learning, alcohol, drug, and wellness education, and academics.

GOAL 3: Expand Athletics to Prepare for NCAA Competition

OBJECTIVES:

a. We will move to NCAA-level competition as soon as possible.

b. We will search for and make application to a suitable NCAA athletic conference.

c. We will incrementally increase financial support for personnel, travel and dues.

d. We will increase private fund raising for athletics.

e. We will evaluate the type and number of programs needed for transition to NCAA competition.

STRATEGIC PRIORITY IV: Create a Collaborative & Effective Work Environment

GOAL 1: Foster Higher Levels of Service

OBJECTIVES:

a. We will improve the service ethic among faculty, staff and students. A new campus-wide Service Excellence Committee will define, evaluate, improve, and reward high quality service.

b. We will implement a “Service Excellence Program” that promotes quality service as an institutional priority and shared value.

c. We will make training in quality service a part of new employee orientation programs and of newly-developed training programs for existing employees.

d. We will continue to develop quality service as an integral part of annual performance evaluation.
GOAL 2: Improve Internal Communications

OBJECTIVES:

a. We will develop new and better ways to share information across an increasingly large and diverse institution. A new Communication Committee will coordinate efforts to improve internal communications and respond to internal communication suggestions and concerns.

b. We will initiate a campus Intranet to accelerate the flow of information. We will improve awareness of campus events and coordinate a master campus scheduling calendar.

c. We will increase awareness and involvement among all campus stakeholders. The college president will deliver an annual State of the College address on accomplishments of the previous year and priorities for the coming year.

GOAL 3: Improve External Communications and Public Service

OBJECTIVES:

a. We will develop new and better ways to “tell the UVSC story” to the community. A new Integrated Marketing Committee will coordinate periodic surveys of external perceptions and opinions about the role and effectiveness of Utah Valley State College.

b. We will conduct market and institutional research necessary to support informed decision making, marketing, and institutional advancement.

c. We will direct the Integrated Marketing Committee to assist Institutional Advancement in marketing targeted fund-raising projects.

d. We will increase our contact with UVSC alumni and creatively involve them in the future of the institution. We will engage our alumni, parents, and friends to provide personal and financial resources. We will expand our constituencies by inviting participation on boards, advisory committees, and councils.

e. We will foster economic development and collaborate with business and industry through the Utah Manufacturing Engineering Partnership, the Small Business Development Center, the UVSC Child Care Center, and other outreach programs.

STRATEGIC PRIORITY V: Develop a Quality Infrastructure

GOAL 1: Expand Funding Sources

OBJECTIVES:

a. We will increase appropriated funds consistent with UVSC’s mission, equitably within the Utah System of Higher Education, and properly balanced among key revenue sources.

b. We believe an increase in private funding support is necessary for the college to properly fulfill its mission. We will prepare a clear, concise list of activities, programs, and capital facilities which are the highest priority for private support. We will coordinate and increase the level of grants, contracts, and partnerships with business and industry, foundations, and government.

c. We will implement “best business” practices to achieve the most efficient use of human, physical, and technological resources.
d. We will continually evaluate the internal allocation of resources to ensure that programs and activities funded are viable, central to and consistent with our mission, and are achieving a high level of quality.

e. We will utilize the prospect management committee as a clearinghouse to coordinate and maximize donor priorities and potential.

GOAL 2: Acquire Land and Facilities to Meet Current & Future Demand for Access

OBJECTIVES:

a. We will continue to seek land and transportation options for the Orem Campus. We will advance the planning and construction of new capital facilities on the Orem Campus based on need and funding viability.

b. We will continue to update our Orem Campus build-out projections and develop a long-term plan for providing access to higher education in our service region through land banking and/or satellite sites.

c. We will coordinate space planning to address the immediate and long-range needs for current and proposed programs. We will continue to maximize the utilization of classroom, laboratory, shop, and office space.

d. We will explore innovative course scheduling and technology-related instruction options which ameliorate demands on physical resources and facilities.

e. We will acquire equipment as needed to provide high quality instruction.

GOAL 3: Use Technology to Improve Learning and Administrative Processes

OBJECTIVES:

a. We will use technology to enhance teaching and learning. We will provide student email access, make course materials available on-line, and facilitate faculty use of classroom instructional technology. We will continue innovative uses of technology in distance education to promote access and learning.

b. We will provide coordinated and integrated information technology and network services that are monitored for performance, capacity, and reliability. We will establish a proactive, infrastructure replacement cycle. We will review the best mix of centralized and decentralized information technology services.

c. We will implement technology to facilitate academic support functions, student services, and business operations. We will facilitate migration to new technologies which will better support institutional goals and objectives.
HISTORY OF UVSC

Utah Valley State College is located in Orem, Utah and serves 22,000 students within a community of 353,000 people. Annually it serves many additional thousands of students through Continuing Education and the Moutainland Advanced Technology Center. UVSC is the fastest growing institution of higher education in Utah and has been the fastest growing institution of higher education west of the Mississippi for the past thirteen years.

Utah Valley State College was founded in 1941 in response to community and national needs for vocational training. The school was initially named the Central Utah Vocational School and served several hundred students coming from a community of about 60,000 people in temporary training facilities at the fairgrounds in Provo under the leadership of Wilson W. Sorensen.

By 1948 the school had outgrown the temporary fairground facilities. Local school districts cooperated with city and county government to purchase land for a new 13 acre campus on University Avenue in Provo where permanent buildings were built. In 1953 the school's name was changed to the Utah Trade Technical Institute which reflected the expanding role of the institution.

The Utah State Board of Technical Education allowed the school to offer an Associate of Applied Science degree and shortly thereafter the school's name was changed to the Utah Technical College. Once again the institution had outgrown the ability of the campus to meet the increased educational needs of a community now numbering 125,000 people.

In 1967, a new 185 acre campus was purchased in Orem and a master plan was developed to meet the ever growing educational needs of the community. That same year the State Board authorized the College to offer general education courses. In the fall of 1976 the first buildings were occupied on the new Orem campus while the College continued to use the Provo campus. Total enrollment was 3,881. After a long and distinguished career, Wilson Sorensen retired in 1982 and Dr. J. Marvin Higbee was appointed president.

During the 1970's the College exceeded the growth projections and in 1987 the College name was changed to Utah Valley Community College. Student growth continued at an unprecedented rate. In 1987, President Higbee resigned and Dr. Lucille Stoddard became the acting president until Dr. Kerry D. Romesburg was appointed in 1988 when enrollment was 6,968.

In 1994, the State Board of Regents renamed the institution Utah Valley State College to reflect the expanding mission of the College, including a limited number of four year degrees. Utah Valley State College has been nationally recognized as a pioneer in the establishment of a uniquely structured four year state college which embraces the philosophy and mission of a comprehensive community college. In 1999, the Provo campus was sold and remaining programs were relocated to other sites.

Under President Romesburg's leadership, Utah Valley State College has continued to build on its historic foundation. Today the College offers 33 vocational programs, sponsors the Mountainland Advanced Technology Center, offers 24 four year degrees, 36 certificate and one-year diplomas as well as 79 associate degrees in five major schools, with four off-campus centers.
ENVIRONMENTAL TRENDS

Enrollment Projections & Patterns

- Population growth in Utah overall will be 19.2% from 2000 to 2010; however, population growth in the mountainland region will outpace the state as a whole through 2010: Utah county 23.1%, Summit county 23.0%, and Wasatch county 28.58% (Utah Demographic Research Database, 2000).

- The Utah State Board of Regents (2000) projects an average annual increase in the system of 3,145 students through 2005, and 3,952 through 2010.

- The Utah State Board of Regents (2000) projects that UVSC will have 23,190 students by 2005 and 27,150 students by 2010, or an annual increase in headcount of 3.5%. The projection for UVSC is conservative because it does not account for the increase in continuing or transfer students that will result from additional bachelor degrees.

- Moderate projections compiled by the Office of Institutional Research (1999) estimate that there will be 29,011 students at UVSC by 2005 and 37,801 students by 2010 if current trends continue.

- UVSC has only “5.7 square feet of classroom space per full-time student,” which is the smallest space per student available on a campus in the system (Stewart, 2000).

- City officials are concerned about the increase in the number of students; however, a “1,900 unit village just west of UVSC” may ease these tensions (Eddington, 2000).

- Acquisitions of land, road improvements, and facilities, including new campus sites, may relieve some of the space issues on campus (Haney, 2000).

Labor Market Trends

- Higher education has become an increasingly important factor in determining median family income.

- Job demand information from the Utah Department of Workforce Services indicates that UVSC offers programs that prepare students for the large majority of occupations that are in high demand.

- UVSC offers programs or will soon offer additional bachelor degree programs that prepare students for almost all occupations that are in high demand in the state.

Funding Patterns

- From 1995-1999 the share of the state’s budget going to Public Education, Higher Education, Commerce & Revenue, and Transportation has declined; while, the share of the budget going to Human Services, Health, and Law & Order, has increased (Utah Foundation, 1999).

- From 1989 to 1999, tuition and fees as a percentage of the revenues at UVSC increased from 24.3% to 29.9%; while, state appropriations declined from 41.9% to 33.2% (IPEDS Finance Survey).

- Faculty salaries overall are about 22% below the average salaries offered at similar peer institutions (Utah State Board of Regents, 2000b).

- During the 1990’s resident tuition at UVSC increased from $957 to $1,628 (Utah System of Higher Education, 2000b). There are only 9 other 4-year colleges in the nation that charge lower tuition and fees than UVSC (Chronicle, 2000).
The Utah System of Higher Education (2000) is pursuing “accountability for performance” with possible funding using pass rates on licensure exams and general education assessments; and measures of graduation and transfer efficiency.

**Trends in Distance Education & Technology**

- In fall 2000, UVSC had 978 students enrolled in Internet courses, 1,165 students taking interactive video courses, and 527 students taking television courses (Office of Institutional Research, 2000).
- Enrollments in Internet courses at UVSC nearly doubled from fall 1999 to fall 2000.

**Preparation of Entering Students**

- In 1995, the National Center for Educational Statistics (NCES) found that 29 percent of all freshmen required remedial education at four-year colleges and universities. At community colleges “the figure was 41 percent” (Ignash, 1997). In fall 1998, about half of the entering freshmen at UVSC needed remedial education (Hoyt, 2000b).