

## Completion Plan 2.0 | Completion by Design

Fall 2019 – Spring 2022: Approved by President's Council 5-23-19

### 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 graduation 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) finances, 2) student is underprepared for university level work, 3) family or life obligations, 4) university barriers including course scheduling conflicts and curriculum alignment, and 5) failure to make a personal connection to the university.

### Plan

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

#### 1. Course Scheduling

- Develop strategic student-centric scheduling
- Improve student registration interface
- Explore first-semester templates

#### 2. First-Year Advising and Support

- Hire First-Year Center staff
- Create advisory board
- Develop advising curriculum
- Integrate student support services
- Develop protocols for school/college transition

#### 3. General Education

- Assess & improve design & delivery
- Develop & deliver a first-year seminar
- Improve math & English placement processes
- Promote early math & English completion

#### 4. Data-Driven Intervention

- Operationalize predictive analytics
- Develop benchmark & performance goals

#### 5. Stackable Credentials & Pathways

- Consolidate associate degree options
- Align curriculum between certificates & degrees
- Evaluate pre-requisites
- Improve pathway design
- Strengthen "15 to Finish/30 in a Year"

#### 6. Student Communication

- Consolidate committees
- Develop strategy using relevant technology
- Execute plan

#### 7. Faculty Development

- Encourage learner-centered & high impact teaching strategies
- Increase data-informed reflective practices
- Increase student connection to campus resources

#### 8. High Impact Practices

- Assess & differentiate types
- Increase student access & participation

## #1: Course Scheduling & Registration

Action Step		Primary Steward	Partners	Status
1.1	Ensure strategic and student-centric distribution of course offerings while increasing online, hybrid, and block class offerings.	AVPAP	<ul style="list-style-type: none"> <li>•Deans</li> <li>•Chairs</li> <li>•Dept Schedulers</li> <li>•Academic Scheduling Committee</li> <li>•Prog Dir for Completion</li> <li>•Faculty</li> </ul>	
1.2	Improve student registration interface.	Senior Registrar	•Academic IT	
1.3	Explore adding required math and English courses to first semester templates.	Senior Registrar	•Academic IT	

## #2: First-Year Advising and Support

Action Step		Primary Steward	Partners	Status
2.1	Hire First-Year Advising Center Director, Assistant Directors, and counselors.	AVPAP AVPSSR	•Implementation Team	
2.2	Create Advisory Board.	AVPAP AVPSSR	•Deans	
2.3	Develop and implement advising curriculum.	AVPAP AVPSSR	•Advisory Board	
2.4	Develop and implement protocols for school/college transition.	AVPAP AVPSSR	<ul style="list-style-type: none"> <li>•Deans</li> <li>•Advisory Board</li> </ul>	
2.5	Integrate appropriate student support services.	AVPAP AVPSSR	<ul style="list-style-type: none"> <li>•Advisory Board</li> <li>•Support services</li> </ul>	

## #3: General Education

Action Step		Primary Steward	Partners	Status
3.1	Assess and improve design and delivery of general education.	AVPAP, AVPAA	<ul style="list-style-type: none"> <li>•AAC</li> <li>•RUEC/APAC</li> <li>•Gen Ed Committee</li> <li>•Chairs</li> <li>•Dept Schedulers</li> <li>•Faculty</li> </ul>	
3.2	Develop and deliver a first-year seminar that meets the definition of a high impact practice.	AVPAP	<ul style="list-style-type: none"> <li>•AAC</li> <li>•RUEC</li> <li>•Curriculum Committee</li> <li>•Dept Chairs</li> </ul>	
3.3	Improve math and English placement processes.	AVPAP	<ul style="list-style-type: none"> <li>•AAC</li> <li>•Math/Dev math/English/LC Chairs</li> <li>•AVPEM</li> <li>•Sr. Registrar</li> </ul>	
3.4	Increase completion of math and English general education requirements in the first year.	AVPAP	<ul style="list-style-type: none"> <li>•FYC</li> <li>•Major advisors</li> <li>•Faculty</li> </ul>	

			•IT	
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#### #4: Data-Driven Intervention

Action Step		Primary Steward	Partners	Status
4.1	Operationalize the use of predictive analytics (Civitas) for early intervention and outreach.	AVPAP AVPSSR	•Civitas Team •Faculty •Advisors	
4.2	Develop benchmarks and performance goals for counselors, advisors, support staff, and schools/colleges.	AVPAP AVPSSR	•Civitas Team •AAC •Faculty	

#### #5: Stackable Credentials

Action Step		Primary Steward	Partners	Status
5.1	Consolidate the number of associate degree options to encourage major exploration without increasing time to completion.	AVPAP	•AAC •Curriculum Committee •Chairs •Faculty	
5.2	Create pathways which align curriculum between certificate, associate, and bachelor degrees.	AVPAP	•AAC •Curriculum Committee •Chairs •Faculty	
5.3	Evaluate pre-requisite requirements for all courses; remove pre-requisites in general education.	AVPAP	•Deans •Chairs •Faculty	
5.4	Design pathways to encourage completion of 9 major required credits in the first year.	AVPAP	•Deans •Chairs •Faculty	
5.5	Encourage completion of 30 credits in the first year (15 to Finish).	AVPAP AVPSSR	•FYC •FYESR •Faculty	

#### #6: Student Communication

Action Step		Primary Steward	Partners	Status
6.1	Consolidate committees responsible for student communication.	AVPEM	•AVPAA •AVPSSR •IT	
6.2	Develop a strategy for effective student communication utilizing relevant technology.	AVPEM	•AVPAA •AVPSSR •IT	
6.3	Execute communication plan.	AVPEM	•AVPAA •AVPSSR •IT	

#### #7: Faculty Development

Action Step		Primary Steward	Partners	Status
7.1	Increase learner-centered and high impact teaching strategies.	AVPAP, AVPAA	•Faculty •OTL •AAC	

7.2	Increase data-informed reflective practices.	AVPAP, AVPAA	<ul style="list-style-type: none"> <li>•Faculty</li> <li>•OTL</li> <li>•AAC</li> </ul>	
7.3	Increase student connection to campus resources.	AVPAP, AVPAA	<ul style="list-style-type: none"> <li>•Faculty</li> <li>•OTL</li> <li>•AAC</li> </ul>	

### #8: High Impact Practices

		Primary Steward	Partners	Status
8.1	Assess and differentiate types of high impact practices.	AVPEL	<ul style="list-style-type: none"> <li>•Deans</li> <li>•Chairs</li> <li>•RUEC</li> <li>•Faculty</li> </ul>	
8.2	Increase access to high impact practices with focus on underrepresented populations.	AVPEL	<ul style="list-style-type: none"> <li>•AVPAA</li> <li>•AVPSR</li> <li>•Faculty</li> </ul>	