# 2018-19 Strategic Plan

## *University College*

**Included Subordinate Units:** Department of Developmental Mathematics, Department of English Language Learning, Department of Literacies & Composition, Department of Student Leadership & Success Studies, Academic Counseling Center, Academic Standards, Academic Tutoring, Math Lab, Writing Center

## MISSION STATEMENT

University College (UC) fulfills a vital component of UVU's dual mission by providing a place and pathway for *every* student.  UC serves as an entry point for individuals from a wide range of backgrounds and supports them through the completion of their educational goals. Our collection of degrees and programs, student support services, and academic departments is based upon a student-centered, best practice, national model. Through foundational coursework, peer tutoring services, and intentional whole-person advisement and counseling, UC faculty, staff, and student mentors work to ensure that all UVU students are successful, supported, and engaged.

## OBJECTIVES

**Objective Name:** Learning
**Objective:** University College enables student learning and broad community access to higher education by offering high quality pre-core, student success, and University Studies (UVST) courses taught by master teachers who employ research-based curricula, best-practice and technologically-enhanced delivery methods, and engaging pedagogies.
**Supported UVU Objectives:**
Primary Objective (required): Student Success 1: Academic Success
Additional Objective (optional): Serious 1: Outstanding Teaching
Additional Objective (optional): Inclusive 1: Accessible Education
**Supported UVU Objective Rationale:** The highest quality pedagogy, curriculum, and delivery methods are necessary to ensure that students who need pre-core, student success, or UVST courses are prepared to be serious and successful at UVU.

**Objective Name:** Support
**Objective:** University College units proactively guide students in their course and major selection and provide students with key academic support resources to ensure success and provide individual interventions that empower students to identify and overcome barriers to persistence and graduation.
**Supported UVU Objectives:**
Primary Objective (required): Student Success 1: Academic Success
Additional Objective (optional): Serious 3: Retain Students, Faculty, and Staff
Additional Objective (optional): Serious 4: High-quality Programs and Services
**Supported UVU Objective Rationale:** High quality, accurate, and when appropriate, intentional advisement and counseling and free, high-quality peer tutoring (Academic Tutoring, Math Lab,

Writing Center) ensure that all students proceed as quickly and successfully as possible through their chosen program.

**Objective Name:** Inclusion
**Objective:** University College meets all students where they are academically while providing additional services to students who are traditionally underserved, first generation, first-year, undeclared, non-traditional, non-native English speakers, and students with varying levels of academic preparation.
**Supported UVU Objectives:**
Primary Objective (required): Inclusive 1: Accessible Education
Additional Objective (optional): Inclusive 3: Inviting and Safe Environment
Additional Objective (optional): Student Success 1: Academic Success
**Supported UVU Objective Rationale:)** UC fulfills a vital component of UVU's dual mission by providing a place and pathway for *every* student. UC serves as an entry point for individuals from a wide range of backgrounds and supports them through the completion of their educational goals.

**Objective Name:** Operation
**Objective:** UC operates responsibly through ethical conduct and best practices in planning, decision making, and resource management; anticipates and appropriately responds to student and community needs; and seeks to obtain public and private resources to fulfill its mission.
**Supported UVU Objectives:**
Primary Objective (required): Operate Ethically and Effectively 4: Transparent Decision-Making
Additional Objective (optional): Operate Ethically and Effectively 3: Allocate Resources
Additional Objective (optional): Operate Ethically and Effectively 2: Planning
**Supported UVU Objective Rationale:** Transparent, consistent, and fair decision-making processes, the allocation of resources, and strategic planning are essential to the ethical and efficient operation of any academic unit.

## ASSESSMENT INDICATORS

**Assessment Indicator Name:** Student Success
**Assessment Indicator:** Course success data
**Assessed Objective:** Learning
**Rationale:** Course success data, and when appropriate, data regarding success in the subsequent course in a series, are key indicators of student success.
**Threshold of Objective Achievement:** All UC academic departments will meet their set departmental student success measures in each course and, when relevant, success in the next course in the math, English language, or composition series.
**Data Year:** 2017-18
**Results:** All departments have met their set Student Learning Objectives for the year, although some departments are revising their objectives and measurements of assessment. See Strategic Plans for individual departments: Developmental Math, English Language Learning, Literacies & Composition, Student Leadership & Success Studies.

**Assessment Indicator Name:** Faculty Excellence
**Assessment Indicator:** Annual Faculty Review ratings

**Assessed Objective:** Learning
**Rationale:** Faculty excellence, especially in teaching, is essential to student success.
**Threshold of Objective Achievement:** All UC faculty will meet or exceed department expectations in teaching according to individual department criteria.
**Data Year:** 2018-19
**Results:** Not assessed in this cycle. Department criteria were not created until spring 2018.

**Assessment Indicator Name:** Quality
**Assessment Indicator:** Success and student satisfaction data
**Assessed Objective:** Support
**Rationale:** Data regarding the success of UC's support units and student satisfaction data are key indicators of quality.
**Threshold of Objective Achievement:** All UC support units will meet their set goals as indicated by success data (success in the current or subsequent course, successfully moving off academic probation, etc.) and by student satisfaction survey results.
**Data Year:** 2017-2018
**Results:** All UC academic support units met or exceeded their set goals for success. See assessment data from individual tutoring and advising units (Academic Counseling Center, Academic Standards, Academic Tutoring, Math Lab, Writing Center) for specifics.

**Assessment Indicator Name:** Access
**Assessment Indicator:** Wait time and accessibility data
**Assessed Objective:** Support
**Rationale:** Student wait time for support services is a key indicator of student satisfaction and effective operation.
**Threshold of Objective Achievement:** UC support units will meet their set goals regarding wait times and service accessibility.
**Data Year:** 2017-2018
**Results:** All UC academic support units met or exceeded their set goals regarding wait times and service accessibility. See assessment data from individual tutoring and advising units (Academic Counseling Center, Academic Standards, Academic Tutoring, Math Lab, Writing Center) for specifics.

**Assessment Indicator Name:** A Place and a Path Campaign
**Assessment Indicator:** marketing brochure/increased donations
**Assessed Objective:** Inclusion
**Rationale:** The Place and a Path Campaign will ensure that first-generation and nontraditional students are fully integrated across campus; empower first-generation and nontraditional students to identify and overcome barriers to graduation; and facilitate student academic preparation for highly competitive professional programs.
**Threshold of Objective Achievement:** Creation of a strategic plan detailing student needs and the publishing of a marketing brochure. Collect donations within the first year.
**Data Year:** 2017-ongoing
**Results:** In collaboration with the UVU Office of Development & Alumni Services, UC successfully created a detailed strategic plan and a marketing brochure. Although connections were made with a number of potential donors, no donations have been secured to date. Securing

donations for the Place and a Path Campaign will be a high priority for the College in the coming year.

**Assessment Indicator Name:** Underserved populations
**Assessment Indicator:** Demographic data
**Assessed Objective:** Inclusion
**Rationale:** In its role of fostering the university's open access policies, UC must ensure that it continues to serve students historically underserved by higher education as well as female students who tend to enroll and graduate at a lower rate than the national average in Utah.
**Threshold of Objective Achievement:** IR and College demographic data will show that UC courses and services serve a percentage of minorities, women, non-native English speakers, low-income students, underprepared students, nontraditional students and first-generation students that is similar to or greater than the percentage served by non-UC courses and services.
**Data Year:** 2013-18
**Results:** Over the last five years University College's average for students of color in its courses is 17.8% compared to the university percentage for the same five years of 12%.

**Assessment Indicator Name:** Targeted scholarships
**Assessment Indicator:** UC Dean's Scholarship recipients
**Assessed Objective:** Inclusion
**Rationale:** Non-traditional and first-generation students in their sophomore and freshman years, the years when students are most likely to drop/stop out, are less likely to receive academic scholarships from UVU. The UC Dean's Scholarship with its newly revised criteria seeks to address that problem.
**Threshold of Objective Achievement:** The majority of recipients of the UC Dean's Scholarships will be non-traditional, first-generation students in their sophomore and freshman years.
**Data Year:** 2017-18
**Results:** Of the 8 UC Dean's Scholarships awarded for academic year 2018-2019, 100% were given to female students, 88% were given to students who self-identified as having financial need, 88% were given to freshmen or sophomores, 75% were given to students who self-identified as single parents, nontraditional, and/or first-generation, 25% were given to students of color. These data indicate that UC has met its assessment threshold for data year 2017-2018.

**Assessment Indicator Name:** Consistency measures
**Assessment Indicator:** Placement of key guideline documents on the UC website where they are readily available to all faculty and staff.
**Assessed Objective:** Operations
**Rationale:** The College needs clear guidelines for key procedures in order to ensure consistency, transparency, and equity.
**Threshold of Objective Achievement:** Final drafts of the Deans' Office Roles & Responsibilities document, UC Workload Guidelines, UC Lump Sum Payment Guidelines, UC ESP Grant application and guidelines, UC Staff Hiring Guidelines, UC Faculty Hiring Guidelines, UC Master Calendar, UC Annual PBA Calendar, UC PBA Guidelines, UC Full-time Staff Professional Development Guidelines, and UC *Spot Awards* Guidelines, UC Birth Leave Guidelines will be posted on the UC website.
**Data Year:** 2017-2018

**Results:** All the documents listed above except for UC Faculty Hiring Guidelines have been created. The College is currently working with IT to place on these documents on the UC public facing website.

**Assessment Indicator Name:** Reallocation efforts
**Assessment Indicator:** Number of appropriate reallocations and right-sizing measures
**Assessed Objective:** Operations
**Rationale:** Regular reallocation of internal and external funds allows UC to function as efficiently as possible.
**Threshold of Objective Achievement:** Yearly meetings among UC deans' group and with VP Makin and UVU Budget Office to ensure that reallocations are being made whenever appropriate.
**Data Year:** 2017-2018
**Results:** The College has met its assessment threshold for data year 2017-18.  See Resource Reallocation section below for details.

**Assessment Indicator Name:** PBA process
**Assessment Indicator:** Communication data; creation of key public-facing documents to guide PBA processes and make decisions more consistent, transparent, and democratic.
**Assessed Objective:** Operations
**Rationale:** Per the NWCCU findings, UC needs to make its PBA decision making processes more inclusive and transparent. These efforts provide all UC faculty and staff the opportunity to be active participants in resource discussions at the College level and faculty and staff have a better understanding of decisions that were both approved for PBA consideration and those that were not.
**Threshold of Objective Achievement:** 100% of full-time faculty and staff will have been notified multiple times via email of the opportunity to participate in the UC PBA process. Successful creation and publication of UC's Annual PBA calendar, detailing the dates and deadlines for participation in the PBA process at the college level, and a UC guiding document describing how PBA requests will be vetted by UC leadership.
**Data Year:** 2017-2018
**Results:** 100% of full-time faculty and staff were notified multiple times throughout 2018 (via email) of the opportunity to participate in the UC PBA process. UC's Annual PBA calendar, detailing the dates and deadlines for participation in the PBA process at the college level, and a UC guiding document describing how PBA requests were vetted by UC leadership were successfully created and published.  Action to be taken: Based on faculty and staff feedback, the UC Dean's Group has determined that in the 2019 PBA cycle, the UC deans' group will meet with all UC units to explain final PBA decisions.

## ASSESSMENT FINDINGS

**Overall State of Achievement:** University College continues to meet its set assessment thresholds for success, particularly in the areas of Student Learning and quality of Support Services.  Despite meeting its set assessment thresholds in the areas of Inclusion and Operations, the College sees room for improvement and has set additional goals in these areas.

**Mission Rating:** Excellent

**Objective Learning Rating:** Excellent

**Objective Support Rating:** Excellent

**Objective Inclusion Rating:** Satisfactory

**Objective Operations Rating:** Satisfactory

## QUALITY IMPROVEMENT INITIATIVES

**Quality Improvement Initiative Name:** A Place and a Path Campaign
**Problem Statement:** Many external donors are not aware of the unique needs of first-generation and nontraditional students at UVU or of the wide range of services and opportunities provided by University College to help these student populations move as quickly and successfully through their UVU coursework as possible.
**Initiative Description:** A collaboration between UC and UVU Development & Alumni Relations and external consultants will result in a clear strategy for securing donor funds for specific efforts related to the retention and successful persistence of first-generation and nontraditional students at UVU.  In addition to the creation of an extensive strategic plan, a high-quality brochure will be created to use as a primary marketing tool.
**Rationale:** Community and alumni donors need to be made aware of the needs of first-generation and nontraditional UVU students and the services and opportunities UC has that target these students and add to their chances of retention and success.
**Goals:** 1) Ensure that first-generation and nontraditional students are fully integrated across campus; 2) empower first-generation and nontraditional students to identify and overcome barriers to graduation; 3) facilitate student academic preparation for highly competitive professional programs.
**Resources:** Consulting fees and funding for *A Place and a Path* brochure
**Initiative Begin Year:** 2017
**Expected Initiative Completion Year:** Brochure completed 2018; development efforts are ongoing.
**Action to Date:** As a result of a year-long effort, the campaign's strategic plan and the A Place and a Path brochure have been created.  Collaborations with UVU Development & Alumni Relations continue to secure donor funds.
**Assessment Plan:** Success of the strategic plan, the brochure, and ongoing efforts to attract donors will be assessed by UC successfully securing our target donations.

**Quality Improvement Initiative Name:** UC Strategic Vision Initiative
**Problem Statement:** Despite playing a key role in UVU's dual mission (acting as a "community college" to ensure open access, inclusivity, and success for students from varying backgrounds and with various levels of academic preparation), many at UVU and in the community do not fully understand and value what we do and who we serve.
**Initiative Description:** The publication of a UC Fact Book that describes each unit and provides key data indicating student success and the creation of a Strategic Vision webpage for each unit that includes automatic updating data dashboards.

**Rationale:** To ensure that the university is successful in achieving its core themes of student success through being engaged, serious and inclusive, it is essential that faculty and staff at UVU, as well as community members, understand UC's unique collection of academic and support departments and programs as well as our success in helping students to succeed, retain, and persist at UVU.

**Goals:** 1) Successful completion of preliminary stages of Assessment Initiative (see below); 2) creation of UC Fact Book; 3) creation and posting of Strategic Vision webpages with links to data.

**Resources:** Funding for Fact Book creation and publication; reassigned time for Strategic Vision Taskforce Co-Chair for fall 2018.

**Initiative Begin Year:** 2018

**Expected Initiative Completion Year:** 2019

**Action to Date:** Successful completion of preliminary stages of Assessment Initiative (see below); data and narratives collected for Fact Book; data sent to IR for vetting; student profiles for Fact Book in process.

**Assessment Plan:** Successful completion of Fact Book and Strategic Vision webpages; qualitative survey created and delivered to UVU employees to gauge success.


**Quality Improvement Initiative Name:** UC Assessment Initiative

**Problem Statement:** The institution has grown to such an extent that it is impossible for IR to analyze and visualize in a timely manner all assessment data needed by the nine UC units. Immediate and accurate data are needed to ensure that our courses and services are benefitting students as much as possible and to allow for timely improvement of courses and services.

**Initiative Description:** Based on requests from and needs of all UC unites, a Faculty Assessment Director as well as a team of student data analysts will collect data from available UVU databases and analyze and visualize data.

**Rationale:** Reliable, accessible, well vetted assessment data is crucial to the functioning of the College and its units. Accurate data analysis and visualization allows units to set appropriate improvement goals and educate internal and external stakeholders regarding the success of services within the College.

**Goals:** 1) Appointment of Faculty Assessment Director (and interim Director for fall 2018); 2) hiring/training of student analyst team; 3) collaboration with IR and BI personnel; 4) regular meetings with the assessment teams from each unit; 5) key data analyzed and visualized for all 9 UC units; 6) select data/visualizations vetted by IR for inclusion in UC Fact Book and on UC Strategic Vision webpages.

**Resources:** Reassigned time for Faculty Assessment Director each semester, Tableau licenses, salaries for student analysts

**Initiative Begin Year:** 2018

**Expected Initiative Completion Year:** On-going

**Action to Date:** 1) Appointment of Faculty Assessment Director (and interim Director for fall 2018); 2) hiring/training of student analyst team; 3) collaboration with IR and BI personnel; 4) regular meetings with the assessment teams from each unit; 5) key data analyzed and visualized for all 9 UC units.

**Assessment Plan:** Success of the initiative will be determined through qualitative (survey) data from each unit's assessment team and the successful completion of the UC Fact Book and Strategic Vision webpages.

**Quality Improvement Initiative Name:** Transparency, Consistency & Equity Initiative
**Problem Statement:** The College does not have clear guidelines to help chairs and deans make certain key decisions regarding workload, hiring processes, lump sum payments, grants, etc.
**Initiative Description:** Creation of guideline documents; public-facing location on UC website for document archive
**Rationale:** Guidelines need to be created, disseminated, and followed in order to ensure the highest levels of consistency, transparency, and equity in decision making.
**Goals:** 1) Create, vet, disseminate Deans' Office Roles & Responsibilities document; 2) create, vet, disseminate workload (ACHE/GCHE) guidelines; 3) create, vet, disseminate lump sum payment guidelines; 4) create, vet, disseminate UC ESP Grant guidelines and application; 5) create, vet, disseminate staff and faculty hiring guidelines; 6) create, vet, and disseminate key PBA guidelines and calendar; 7) create, vet, disseminate UC Full-time Staff Professional Development Guidelines, 8) create, vet, disseminate UC *Spot Awards* Guidelines, and 9) create, vet, disseminate UC Birth Leave Guidelines.
**Resources:** No additional resources are needed
**Initiative Begin Year:** 2018
**Expected Initiative Completion Year:** 2019
**Action to Date:** All documents listed above, except for the Faculty Hiring Guidelines, have been created, vetted, and sent to all full-time faculty and staff via email. Efforts are underway to create a public facing archive for all documents on the UC website.
**Assessment Plan:**

## AFFORDABILITY AND EFFICIENCY COMPONENT

**Action Name:** Open Education Resources (OER)
**Action Description:** A number of UC courses have significantly reduced the cost of classes to students by using OER or a combination of OER and low-cost, faculty created textbooks.
**Action Area:** Departments of Literacies & Composition and Student Leadership and Success Studies have OER-related affordability savings data for 2017-2018 academic year. Departments of Developmental Math and English Language Learning will have OER-related affordability savings data starting Fall 2018.
**Revenue Generated (If applicable):** Donated royalties from ENGH 0890 and 1000 faculty-authored texts (these royalties are donated directly to the department from the publisher and fund the annual L&C Adjunct Faculty Innovations in Pedagogy Travel Grant and other adjunct faculty professional development activities): $3403.00
**Affordability Savings (If applicable):** 2017-2018 Academic Year OER total savings: $230,910.65.
**Number of Students Affected:** 2741
**Efficiency Savings (If applicable):**

**Action Name:** Reduction of Developmental Math student fees
**Action Description:** Starting Fall 2018 student fees in Developmental Math courses will be reduced from $3 to $0.
**Action Area:** Developmental Math
**Revenue Generated (If applicable):**
**Affordability Savings (If applicable):** savings to students will be accessed beginning Fall 2018

**Number of Students Affected:** TBD
**Efficiency Savings (If applicable):**

**Action Name:** Implementation of MAT 1035
**Action Description:** Acceleration of students through the QL sequence by the implementation of MAT 1035. Reduction of student costs associated with tuition and fees.  Reduction of student opportunity costs (time-saving costs).
**Action Area:** Developmental Math
**Revenue Generated (If applicable):**
**Affordability Savings (If applicable):** approximately $350,000
**Number of Students Affected:**
**Efficiency Savings (If applicable):**

## RESOURCE REALLOCATION

**Reallocation Name:** Developmental Math Right Sizing
**Reallocation Description:** Based on the decrease in Developmental Math enrollments since the implementation of ALEKS (MATH 100R) and MAT 1035, the department has made a number of reallocations of resources, both funding and faculty lines:
**Resources Reallocated:**
$150,000 permanently reallocated to the institution
$200,000 permanently reallocated from the department budget to the Math Mentors Initiative (see Developmental Math Strategic Plan for success data re: Math Mentors)
$76,460 in salary + benefits permanently returned to the institution for Developmental Math Lecturer line

## RESOURCE REALLOCATION

**Reallocation Name:** Academic Counseling Center (ACC) internal reallocation
**Reallocation Description:** 2018-2019 ACC PBA requests reduced by the internal reallocation of an ACC Counselor line and the repurposing of internal funding**.**
**Resources Reallocated:** $20,000 reallocated

## RESOURCE REALLOCATION

**Reallocation Name:** Writing Center (WC) Part-time Coordinator Position reduction
**Reallocation Description:** 2018-2019 PBA requests related to tutoring were reduced by reallocating funding for a WC part-time coordinator position to WC tutoring.
**Resources Reallocated:** Permanent $15,000-20,000 reallocation

## RESOURCE REALLOCATION

**Reallocation Name:** University Innovation Fellows
**Reallocation Description:** The budget line formerly used for Learning Communities was permanently reallocated to the University Innovation Fellows program.
**Resources Reallocated:** $25,000

## RESOURCE REALLOCATION

**Reallocation Name:** Math Success Initiative
**Reallocation Description:** The budget line formerly used for the Math MOOC was permanently reallocated to the Math Success Initiative to be used for a wide variety of activities proven to aid student success in math classes at UVU.
**Resources Reallocated:** $50,000