

UVU
Administrative Assessment Plans

2023-2024

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Administrative Units and Primary Points of Contact

Administrative Unit	Name and Role
Academic Affairs Division	Dr. F. Wayne Vaught, Provost and Senior Vice President
College of Health and Public Service	Dr. Cheryl Hanewicz, Dean
College of Humanities and Social Sciences	Dr. Steven Clark, Dean
College of Science	Dr. Danny Horns, Dean
School of Education	Dr. Vessela Ilieva, Dean
School of the Arts	Courtney Davis, Dean
Smith College of Engineering and Technology	Dr. Kelly Flanagan, Dean
Woodbury School of Business	Dr. Bob Allen, Dean
Administration and Strategic Relations Division	Dr. Val Peterson, Vice President
Digital Transformation Division	Christina Baum, Vice President and Chief Information Officer
Finance Division	Jim Mortensen, Vice President and Chief Financial Officer
Institutional Advancement Division	Dr. Kyle Reyes, Vice President
Marketing and Communications Division	Kara Schneck, Chief of Staff and Vice President
People and Culture Division	Marilyn Meyer, Vice President
Student Affairs Division	Dr. Michelle Kearns, Vice President
Office of General Counsel	Clark Collings, General Counsel

Academic Affairs Division

Goal 1

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

Goal 2

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

Goal 3

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

College of Health and Public Service

Goal 1

Goal:

Implement healthcare expansion initiative

Institutional Priority:

Engage

Link from Goal to Priority:

CHPS is expanding and strengthening our healthcare programs and curricula to meet regional workforce needs in high-yield, high-demand jobs. According to a recent Hanover Research market assessment, labor demands continue to be strong for professions located in our School of Health. We need to be intentional and resolute in ensuring existing programs meet professional standards and needed programs currently not offered are identified.

Objectives:

- Hire initial OTA and PTA faculty members who will serve as director and review/revise curriculum to meet accreditation standards and incorporate DEI concepts.
- Complete the Lehi Campus remodel and successfully transition Dental Hygiene, Police Officer Academy, Paramedic, and Respiratory Therapy to the location.
- Identify needed health-based programs in the region that could be offered at UVU.
- Ensure updated Nursing MOU with MTECH is implemented seamlessly for students.
- Split the Department of Public Health into two departments and organize as follows: (1) Department of Health (includes Public Health program) and (2) Department of Health Science (includes Health Education, Healthcare Administration, Health and Wellness Coaching, Nutrition, Healthcare Services, and Health Science)

Assessment:

- OTA and PTA faculty members on staff by end of 2023/24. Curriculum plan completed for changes needed in OTA and PTA programs in line with accreditation standards.
- Dental Hygiene, Police Officer Academy, and Paramedic will be moved to Lehi by Spring 2024 semester. Respiratory Therapy will be moved to Lehi by May 15, 2024
- Five-year comprehensive healthcare proposal plan will be submitted by March 1, 2024. Backfill plans for the Health Professions building and the Emergency Services building will be completed by December 31, 2023
- MTECH students who want to enter the ASN program are registered.

Funding:

PBA request & resource re-allocation

Link between Goal and Funding:

Resources for the healthcare expansion have been submitted to PBA with two nursing positions (expansion and MTECH) funded along with additional operation funds and summer ICHE. One time funding was approved for Paramedic and Respiratory Therapy equipment, as well as PTA/OTA labs. OTA and PTA faculty member/director was approved last year, and hiring is in process. We have also reallocated faculty position to Respiratory Therapy and will reallocate a staff position and funds to support the newly created Department of Health Science.

Goal 2

Goal:

Expand recruiting activities

Institutional Priority:

Include, Achieve

Link from Goal to Priority:

CHPS plans to increase accessibility to, and enrollment in, all programs, with an emphasis on Nursing, Respiratory Therapy, Public Health, and Emergency Services programs. We need to be closely aligned with the pre-health advisors in order to actively interact with students who plan to enter our college, and we need to track all healthcare students to determine status and points of intervention. Increasing communication with MTECH students will inform them of the pathways and opportunities between our two colleges.

Objectives:

- Dean's Office personnel will attend Jumpstart orientations and other recruitment activities developed by UVU.
- Advisors and faculty will provide information sessions at MTECH at least once a semester to market pathways for AAS Healthcare Services and Nursing MOU.
- CHPS marketing will develop campaigns for Public Health and Emergency Services.
- Request from IT a system to track our competitive-entry programs through software system/Banner (which is currently be done by an advisor on a spreadsheet).
- Expand the CHPS Marketing and Recruiting committee to include additional staff.

Assessment:

- Increased number of MTECH students who enter our certificate and associate programs (e.g., Nursing, Healthcare Services, Paramedic, and Recruit Candidate Academy).
- Use of analytics to determine how many touchpoints and student applications from our marketing campaigns. This is a new strategy, so this will help us benchmark what future campaigns should measure.
- Have a tracking system in place by the end of June 2024.
- Overall increase the number of students enrolled in CHPS.

Funding:

Resource re-allocation (no budget request needed)

Link between Goal and Funding:

CHPS will support advisor, staff, and faculty to visit MTECH for information sessions with their students (e.g., mileage). We will also use internal funding earmarked for marketing to buy swag for recruiting events.

Goal 3

Goal:

Grow development and community outreach

Institutional Priority:

Engage

Link from Goal to Priority:

CHPS would like to create more meaningful relationships within the college and community to support our students and faculty. Part of this goal is to secure additional private-sector funding and educate area healthcare providers, with an emphasis on dentists, about our new facilities and expanded program.

Objectives:

- Increase the percentage of faculty and staff who give.
- Increase the percentage of alumni who give.
- Bring at least 6 donors/partners to campus to tour our healthcare and forensic labs.
- Support the Evergreen campaign by developing 2023-24 goals with Sr. Director Development.
- Hold a community grand opening event at Lehi Campus for new programs.

Assessment:

- No additional budget is needed as the Sr. Director of Development has adequate resources to assist our college.
- Internally we also dedicate operating money and time to development activities.

Funding:

Other (CHPS Operating Budget)

Link between Goal and Funding:

No additional budget is needed as the Sr. Director of Development has adequate resources to assist our college. Internally, we also dedicate operating money and time to development activities.

College of Humanities and Social Sciences

Goal 1

Goal:

Develop a baseline for program PLO connections to curriculum for the college and increase transparency for students about those connections

Institutional Priority:

Achieve

Link from Goal to Priority:

One of the CHSS themes is to provide students with high-quality, rigorous educational opportunities. Part of that theme is to clearly communicate knowledge and skills learned and our goal will be to focus on helping departments establish connections between curriculum and PLOs. This goal supports the institutional priority area of Achieve and Objective 2: UVU students master the learning outcomes of the university and their programs.

Objectives:

- For 2023-2024, our goal will be to establish a baseline for program/PLO connections to curriculum, document what is happening, and help departments and faculty make these connections more transparent for students.

Assessment:

- We will collect all the program assessment data for programs in our college and compile them, so we have information about what the college as a whole is doing to connect curriculum and PLOs.
- We will also take attendance at Degrees to Anywhere Lecture Series and increase the number of externships we offer to faculty.

Funding:

Resource re-allocation

Link between Goal and Funding:

Programs that are successfully connecting curriculum to PLOs may receive additional funds from the CHSS dean's office if they have PBA requests or need resources to be reallocated from other areas within the college.

Goal 2

Goal:

Increase use of high impact practices (HIPs) in CHSS programs and courses

Institutional Priority:

Engage, Achieve

Link from Goal to Priority:

One of our CHSS themes is to provide students with high-quality, rigorous educational opportunities through promoting deep, impactful learning. This connects to the institutional priority areas of both engagement and achieve. Research says HIPs are engaged in learning and effective teaching practices. They also help with retention and degree completion.

Objectives:

- Document and increase use of HIPs in CHSS.

Assessment:

- We will develop a survey to distribute to students in CHSS courses to ask about the use of HIPs and their effects.
- We will also collect information from faculty and departments about their use of HIPs.

Funding:

Resource re-allocation

Link between Goal and Funding:

The dean's office will use one-time funding to provide extra support for departments and/or faculty who want to implement HIPs that may come at a monetary cost.

Goal 3

Goal:

Assess the impact of the HSS AA/AS degree

Institutional Priority:

Achieve

Link from Goal to Priority:

This goal will link to the institutional priority area of Achieve. The HSS AA/AS degree is a scaffolding degree to help students with retention and completion. Understanding more about the impact of the degree will help us finetune the degree.

Objectives:

- To compare responses from the 2023 student survey with responses in 2026 to determine if there need to be changes to marketing, coursework, or degree requirements to increase student success.

Assessment:

- Repeat the 2023 survey and distribute it to students who have met the requirements for the HSS AA/AS degree and analyze the results.

Funding:

PBA request & resource re-allocation

Link between Goal and Funding:

Additional funding may not be needed but analysis of the survey will help us plan future directions for this degree.

College of Science

Goal 1

Goal:

Increase the number of students majoring in the sciences by 1% to 2% per year

Institutional Priority:

Include, Achieve

Link from Goal to Priority:

According to Vision 2030, the strategy for “Achieve” is to enhance student success through improved recruitment, retention, and completion. This goal focuses on improving recruitment of students to UVU in general, and into degree programs in the sciences in particular. Objective 3 of this goal (see below) is to increase enrollment of women and others who belong to groups that are underrepresented in science through targeted outreach. This is consistent with Priority Initiative b of Include.

Objectives:

- Objective 1-1: Increase outreach to general education classes.
- Objective 1-2: Increase outreach to the community at large.
- Objective 1-3: Increase enrollment of women and others who belong to groups that are underrepresented in science through targeted outreach.

Assessment:

- Assessment of Objective 1-1: Track progress toward achieving the following and other actions related to outreach within classes.
 - Develop a 5-minute introductory slide show for each department. For in-person and livestream classes, have student reps, department chairs or designees, or Dean’s office staff visit gen ed classes to present the slide shows and take questions. For online classes, post the slide shows on the class webpages.
- Assessment of Objective 1-2: Track progress toward achieving the following and other actions related to outreach within the community.
 - Maintain presence at major events (SheTech, STEM Fest). Attend at least one UCAS event. Host UCAS science day. Seek additional college-wide outreach opportunities. Make sure each concurrent enrollment visit includes outreach. Make sure that general opportunities in COS are mentioned when faculty visit their kids’ classes or other small visits. Track social media and other communication.
- Assessment of Objective 1-3: Track progress toward achieving the following and other actions related to increasing numbers of women and others who belong to underrepresented groups.
 - Reinvigorate COS mentor program. Hold two “Success in Science” workshops for people from targeted groups. Work with Multicultural Student Services and Women’s Success Center to increase profile of COS in their operations.

Funding:

No budget request is needed.

Link between Goal and Funding:

All objectives in Goal #1 represent continuations and slight expansions of existing procedures in the College of Science. No new resources will be required.

Goal 2

Goal:

Increase retention and completion among science majors

Institutional Priority:

Include, Engage, Achieve

Link from Goal to Priority:

Priority Initiative B of “Achieve” states that UVU will support completion through excellence in teaching, scholarship, and creative activities. Objectives 2-1 and 202 (below) call for promotion of engaged teaching and increased scholarship opportunities for students. All the objectives of Goal #2 (increases in student-engaged teaching, student research opportunities, and development of social networks) are proven to provide disproportionate benefit to students who belong to groups that are underrepresented in higher education, consistent with Include. All the objectives of Goal #2 (increases in student-engaged teaching, student research opportunities, and development of social networks) are proven to increase student retention and completion, consistent with Achieve.

Objectives:

- Objective 2-1: Promote engaging and effective pedagogical techniques.
- Objective 2-2: Increase research opportunities for science majors.
- Objective 2-3: Increase opportunities for social engagement among students, faculty, and staff.

Assessment:

- Assessment of Objective 2-1: Track progress toward achieving the following and other actions related to promotion of effective pedagogies.
 - Encourage faculty to complete pedagogical training through OTL and Faculty Development. Encourage faculty to use Canvas pages to enhance their classes. Insist that faculty provide timely feedback to students. Ask faculty to emphasize practical applications of course materials (e.g., discuss careers related to class topics).
- Assessment of Objective 2-2: Track progress toward achieving the following and other actions related to increasing research opportunities.
 - Facilitate external grant writing. Increase collaborative relationships with community partners. Publicize research programs and research opportunities to students through showcase events, social media, etc. Publicize available resources to students (research and internship opportunities, peer tutoring center, etc.). Ask faculty with large research groups to provide training to colleagues. Encourage interdepartmental research collaboration between faculty. Track demographics of students receiving SAC funds for faculty mentored research. Use this data to increase opportunities for underrepresented students.
- Assessment of Objective 2-3: Track progress toward achieving the following and other actions related to increasing social engagement.
 - Encourage each department to have at least one social event per semester attended by students, faculty, and staff. Encourage each department to have an affiliated student club or student organization. Continue Science VS Hollywood, Searing Scovilles, etc. Hold luncheon for 1st-year students in COS.

Funding:

No budget request needed.

Link between Goal and Funding:

Most objectives in Goal #2 represent continuations and slight expansions of existing procedures in the College of Science. The exception will be tracking participation of COS faculty in pedagogical training through OTL and Faculty Development. We are hoping OTL and Faculty Development will be able to provide lists of COS participants.

Goal 3

Goal:

Cultivate relationships with businesses and individuals to increase research collaborations, student job placements, and donations

Institutional Priority:

Include, Engage, Achieve

Link from Goal to Priority:

It is hoped that cultivating relationships with community partners will increase donations to provide scholarships and other resources to support the College of Science who belong to underrepresented groups. This goal will thus support Include. Goal #3 is nearly identical to Engage. Resources and relationships developed as part of Goal #3 will help promote student retention and completion, and will provide students with internship and job opportunities, thus supporting Achieve.

Objectives:

- Objective3-1: Establish a College of Science Advisory Board and hold a board meeting.
- Objective3-2: Help each department establish an advisory board.
- Objective3-3: Work with Jim Demary to make new connections within the science industry in Utah.

Assessment:

- Assessment of Objective 3-1: Track progress toward achieving the following and other actions related to establishing and running an advisory board.
 - Work with Chris Gonzales and Jim Demary to select prospective board members. Send invitations to board members. Schedule first Board meeting in May or June 2023
- Assessment of Objective 3-2: Track progress toward achieving the following and other actions related to departments establishing and running advisory boards.
 - Meet with department chairs to ensure progress on establishing boards. Make sure each department has a board established by the start of the Fall 2023 semester and has plans to hold a board meeting during that semester.
- Assessment of Objective 3-3: Track progress toward achieving the following and other actions related to increasing engagement with regional industry.
 - In addition to the connections made associated with advisory boards, meet at least four representatives of science industries during the academic year.

Funding:

No budget request needed.

Link between Goal and Funding:

Most objectives in Goal #3 represent continuations and slight expansions of existing procedures in the College of Science.

School of Education

Goal 1

Goal:

Increase student success through inclusive, accessible, and flexible programs and initiatives

Institutional Priority:

Include

Link from Goal to Priority:

There is strong alignment with the SOE Goal #1 and the UVU Vision 2030 Strategy #1 Include: Provide Accessible, Flexible, and Affordable Education in an Environment That is Inclusive for All.

Objectives:

- Inclusion – Enhance inclusion activities held by the School of Education from the previous academic year.
- Accessibility/Flexibility – Continue to develop and monitor trends in meeting students’ needs through various course and program modalities.

Assessment:

- Inclusion – Increase the number of students, potential students, and/or other stakeholders who engage with our SOE inclusion activities and events. (We are increasingly tracking the number of students, potential students, and stakeholders we engage with during our inclusion activities and events. Given the limited existing data prior to 2023, the 2023-2024 academic year may serve as the best baseline measure for future years.)
- Accessibility/Flexibility – The SOE will track the creation and development of courses and programs across multiple modalities in alignment with strategic decision making and student needs.

Funding:

Resource re-allocation

Link between Goal and Funding:

The SOE will be reallocating funds to create a compensation mechanism for development and quality review of various course modalities.

Goal 2

Goal:

Enhance student success and societal impact through collaboration with community and industry

Institutional Priority:

Engage

Link from Goal to Priority:

There is strong alignment with the SOE Goal #2 and the UVU Vision 2030 Strategy #2 Engage: Strengthen Student Learning and Societal Impact Through Collaboration with Community and Industry.

Objectives:

- Societal Impact – Enhance societal impact by continuing to meet workforce needs in a high demand industry through high quality student learning and strong community and industry partnerships.
- Student Success – Enhance student success by supporting students to complete an academic credential.

Assessment:

- Societal Impact – Continue to maintain a high percentage or increase the percentage of graduates who are employed in the community or industry.
- Student Success – Increase the percentage of students who successfully complete an academic credential.

Funding:

PBA request & resource re-allocation

Link between Goal and Funding:

Designing and implementing an employment-based professional preparation model to meet community and industry needs.

Goal 3

Goal:

Increase student success through improved recruitment, retention, and completion

Institutional Priority:

Achieve

Link from Goal to Priority:

There is strong alignment with the SOE Goal #3 and the UVU Vision 2030 Strategy #3 Achieve: Enhance Student Success Through Improved Recruitment, Retention, and Completion.

Objectives:

- Recruitment – Enhance recruitment activities held by the School of Education from the previous academic year.
- Retention/Completion – Enhance engagement activities with declared School of Education majors.

Assessment:

- Recruitment – Increase the number of students, potential students, and/or other stakeholders who engage with our SOE recruitment activities and events. (We are increasingly tracking the number of students, potential students, and stakeholders we engage with during our recruitment activities and events. Given the limited existing data prior to 2023, the 2023-2024 academic year may serve as the best baseline measure for future years.)
- Retention/Completion - Increase the number of students and/or other stakeholders who engage with our SOE retention activities and events. (We are increasingly tracking the number of students and stakeholders we engage with during our retention activities and events. Given the limited existing data prior to 2023, the 2023-2024 academic year may serve as the best baseline measure for future years. All retention activities are ultimately aimed at increasing completion as well.)

Funding:

PBA request & resource re-allocation

Link between Goal and Funding:

Future requests may include an ask for funding for a full-time SOE recruiter.

School of the Arts

Goal 1

Goal:

Enhance resources to support retention, completion, and student success

Institutional Priority:

Achieve, Operational Effectiveness

Link from Goal to Priority:

Achieving adequate resources to support student success and completion is a key priority for SOA. Demand for SOA courses has outpaced financial growth and available space, which has led to an imbalance of adjunct hourly and staff hourly budgets as well as infrastructure roadblocks. Each department requires an operating/production budget that meets current needs and anticipates future growth. Adequate funding relates not only to retention and completion rates but also program learning outcomes, program quality, and even safety and risk management, and is also necessary for recruitment and retention of high performing faculty and staff.

Objectives:

- Obtain additional funding through institutional reallocation or PBA to adequately support PT hourly adjunct needs across all four SOA departments.
- Obtain additional funding through PBA to support academic productions Noorda Center venues.
- Renovate existing space to address infrastructure and space needs, particularly related to Art & Design and the SOA Costume Shop.
- Obtain additional funding or relocate internal funding to address current technology, lab support, and studio equipment needs.
- Create a plan and potential timeline for development of Art & Design Building.
- Create a plan for Noorda Center spaces to maximize efficiency and effectiveness while achieving program learning outcomes.
- Secure at least one external grant within the School of the Arts.

Assessment:

- Additional funding received to support PT hourly adjunct needs across SOA departments.
 - Measure: Funding received
- Additional funding received to support production needs across SOA departments.
 - Measure: Funding received
- Relocation of Costume Shop; operation of costume shop labs to adequately support Theatre students; provide costume production support for academic departments at levels required to achieve program learning outcomes.
 - Measure: Number of productions supported, number of student lab section supported, volume of costume storage supported, efficiency of shop operations
- Determine new permanent location for Costume Shop operations.
 - Measure: Identified space, timeline for renovation and utilization
- Determine new permanent location for Scene Shop operations.
 - Measure: Identified space, timeline for renovation and utilization
- Renovation of GT classroom spaces to fix scheduling roadblocks, align with curriculum needs, and support student success in Art & Design, Music, and Theatre.
 - Measures: Number of courses taught in renovated spaces and number of students supported
- Replacement of sprung floors in RL 152 and 154.

- Measures: Floors are replaced, decline in student injuries from those spaces
- Preparation of plans for A&D wing plans, including timeline
 - Measure: Creation and implementation of Noorda Center plan

Funding:

PBA request & resource re-allocation

Link between Goal and Funding:

Achieving adequate resourcing to meet current SOA needs will require additional funding through PBA, as well as resource re-allocation within UVU. SOA will continue to relocate funding internally to meet needs until adequate funding is achieved, although this creates barriers and shortages within the school that impact student/faculty success and that impact the ability of SOA to fulfill its mission. Achieving this goal will also require the pursuit of non-appropriated resources, including fundraising, external grants, and increased revenues.

Goal 2

Goal:

Increase and enhance student engagement

Institutional Priority:

Include, Engage

Link from Goal to Priority:

The School of the Arts provides unparalleled opportunities for student engagement and collaboration. SOA is a unique division within UVU, offering its own dual mission focused on both academic learning and community engagement. SOA encourages innovation, collaboration, and high impact educational practices that enrich student learning. SOA will work to expand opportunities for students and faculty to increase community engagement. SOA will continue to create opportunities for students to collaborate across disciplines, participate in high impact practices, interact with professionals, and participate in performances, productions, exhibitions, and internships. This goal also connects to SOA's commitment to equity, inclusion, and diversity (EID) and creating a sense of belonging for SOA and the broader UVU community.

Objectives:

- Increase marketing efforts with the goal of increasing the number of \$2 student tickets sold to academic performances; see increase in student arts fee to support \$2 tickets.
- Provide funding from SOA to support HIPs opportunities across the school, focusing on a competitive application cycle as well as department prioritized funding.
- Create and execute engaged learning opportunities for SOA students to perform with professional artists on The Noorda series.
- Curate Noorda Series with focus on student and community audiences and engagement; maintain adequate funding to support.
- Continue Sundance Summer Musical partnership, focusing on opportunities for UVU students to participate in cast and crew.
- Create and expand opportunities for students to engage with the UVU Museum of Art.
- Implement marketing initiatives to ensure that historically marginalized communities are engaged with opportunities to attend events and interact with guest artists.
- Take action based on student BIPOC Committee recommendations and student climate surveys.

Assessment:

- Increased number of \$2 student tickets sold to academic performances.
 - Measure: Increase in Student Arts Fee to support \$2 tickets
- Allocation of SOA funding provided to support HIPs opportunities across the school.
 - Measure: Number of projects funded; number of students impacted
- Creation of engaged learning opportunities for SOA students to perform with professional artists on The Noorda series.
 - Measure: Number of opportunities, number of students impacted
- Continuation of Sundance Summer Musical partnership.
 - Measure: Number of UVU students participating in cast and crew
- Creation of opportunities for students to engage with the UVU Museum of Art.
 - Measure: Number of opportunities/experiences, number of students impacted
- Curation of The Noorda Series with a focus on student/community engagement with adequate funding to support guest artists.
 - Measure: Number of events and engagements; donor funding and sponsorships to support The Noorda Series

- Implementation of marketing initiatives for historically marginalized communities related to events and interactions.
 - Measure: Number of marketing initiatives
- Implement actions recommended by BIPOC Committee and related to student climate surveys.
 - Measure: Number of actions taken, investment (of budget) to support actions

Funding:

Resource re-allocation & other (Student Arts Fee)

Link between Goal and Funding:

Support for increasing student engagement focuses primarily on internal resource re-allocation within the School of the Arts. However, SOA will seek an increase in the Student Arts Fee to support an increase in the number of students purchasing \$2 tickets. The goal also relates to external grant funding and donor support, for The Noorda Series as well as engagements at the Museum of Art. Objectives also relate to the external partnership with Sundance and the maintenance of that partnership.

Goal 3

Goal:

Expand recruiting efforts to support program enrollments and quality

Institutional Priority:

Include, Achieve, Operational Effectiveness

Link from Goal to Priority:

Like UVU, SOA champions an experience that helps students to realize their education, professional, and personal aspirations related to their study of the arts. To enhance student success, SOA departments will focus on effective program enrollment management and will improve upon and expand recruiting efforts with the goal of increasing or maintaining program enrollments to match program capacity. To support this goal, SOA will increase flexible learning options and will continue to seek additional scholarship funding.

Objectives:

- Develop a targeted recruitment plan for one low-enrolled program in each department to increase enrollment rates based on individual program needs. Increase enrollments in programs.
- Support development of online offerings within SOA to strategically broaden SOA educational offerings across delivery modalities.
- Update web site and department recruitment materials across SOA.
- Utilize Concurrent Enrollment courses, the TYE Center and the UVU Museum of Art for recruiting opportunities.
- Focus fundraising efforts on increasing SOA scholarships.
- Increase financial support for recruitment efforts across SOA.

Assessment:

- Increased enrollments in programs, particularly those targeted by departments as high priority.
 - Measure: Student enrollments
- Increased financial support for recruitment efforts (both staffing and operational support).
 - Measure: Funds obtained
- Increased scholarship funding.
 - Measure: Funds obtained
- Creation of recruitment plans by departments with action items.
 - Measure: Updated recruitment materials
- Development of new online offerings and/or revisions of existing online courses across SOA.
 - Measure: Concurrent Enrollment offerings, number of CE visits that include the distribution of materials/information about SOA programs
- Recruitment strategies and measures taken by TYE Center and The UVU Museum of Art

Funding:

PBA request, resource re-allocation, & other (Donor Support)

Link between Goal and Funding:

While SOA will re-allocate internal funds to support recruitment efforts, additional funding is required through PBA to support a recruitment coordinator and recruitment activities. Funding is also needed to support expanded recruiting events across SOA related to space usage, staffing, marketing, recruitment materials, and other expenses. Because of overages in PT adjunct hourly, current SOA staff support is extremely limited. This goal will also require increased fundraising efforts to support scholarship increases.

Smith College of Engineering and Technology

Goal 1

Goal:

Provide faculty resources, support, and development to enhance their ability to meet the needs of their students and positively contribute to the culture of our college

Institutional Priority:

Other

Link from Goal to Priority:

Our institutional values are exceptional care, exceptional accountability, and exceptional results. We desire to create, enhance, and sustain a culture where our faculty have the desire and means to express these values to their students. By striving to accomplish this goal, we'll enhance our college culture.

Objectives:

- Acquire agreed upon and approved RTP criteria for each department.
- Provide each probationary faculty member with a qualified faculty mentor to ensure they understand the desired college culture and their responsibilities.
- Ensure each faculty member receives an honest and constructive annual review and timely performance feedback throughout the year.
- Help faculty members understand and achieve the college's vision, strategies, and desired culture.

Assessment:

- Percentage of faculty in good standing (target 90% or higher)
- Number of faculty at each academic rank
- RTP success rate for midterm, tenure, and rank advancement (target 100% for midterm and tenure, 90% for rank advancement)
- Percentage of agreed upon and approved departmental RTP criteria (target 100%)
- Percentage of faculty receiving a quality annual review by December (target 100%)

Funding:

Resource re-allocation

Link between Goal and Funding:

\$150 stipend per semester for each faculty member serving as a mentor. Total cost of approximately \$15,000/year.

Goal 2

Goal:

Enhance Smith College of Engineering and Technology programs to increase student completion and success

Institutional Priority:

Achieve, Operational Effectiveness

Link from Goal to Priority:

When students complete their programs of study, they achieve a personal goal. By improving and enhancing our programs, we help students achieve more and improve our operational excellence.

Objectives:

- Determine program alignment with the needs of industry.
- Provide needed credentials.
- Provide stackable credentials when possible.
- Ensure appropriate programs are accredited.
- Monitor and review student retention and completion statistics and address areas of potential concern.

Assessment:

- Number of programs meeting minimum enrollment expectations
- Projected employment opportunities and salary in Utah and surrounding areas for each discipline
- Number and quality of successfully completed student projects
- Percentage of achieved program and course learning outcomes (target 100%)
- Number and level of industry-relevant credentials obtained by students
- Percentage of students retained term over term (may vary by department but overall target 70% for freshmen which is the national average)
- Percentage of student completions (target 45% or higher six-year graduation rate for all degree types combined)
- Percentage of appropriately accredited programs (target 100%)
- Program cost to the institution and students inclusive of all academic expenses

Funding:

Resource re-allocation

Link between Goal and Funding:

We are acquiring the assistance of an external research firm to help us reach this goal and associated objectives. The cost of this project is funded through internal reallocation.

Goal 3

Goal:

Finalize funding for the CET building, fund essential laboratory equipment, and acquire funding for engaged learning and project-based academic activities.

Institutional Priority:

Operational Effectiveness

Link from Goal to Priority:

Our new building is critical for the successful operation of our programs in engineering and computer science and will have a positive ripple effect on our other programs. In addition, our programs require expensive equipment and will be elevated through additional real-world project work.

Objectives:

- Raise funds through the naming of various areas of our new building.
- Raise funds and seek donations of equipment.
- Seek funding for high-visibility student projects and activities.

Assessment:

- Remaining balance of funds needed to complete the CET building (target \$7.5 million)
- Amount and recurrence of cash donations received by department
- Amount and recurrence of donations in kind received by department
- Number of funded student projects and activities
- Productive results of funded student projects and activities
- Number of industry contacts appropriately utilized by the college and departments

Funding:

Resource re-allocation

Link between Goal and Funding:

We will need minimal funds for travel, meetings, and meals as we visit and host potential donors. These funds will be acquired through internal reallocation.

Woodbury School of Business

Goal 1

Goal:

Increase efficiency, effectiveness, and enjoyment of programs for WSB students

Institutional Priority:

Include, Engage, Achieve, Operational Effectiveness

Link from Goal to Priority:

Cutting-edge, effective programs are the life blood of a university, and they create a virtuous cycle. Desirable recruiters want to hire competent students, and competent students want to enroll in programs where they will be hired by desirable recruiters. This effort is necessarily inclusive since performance gains will come more from our efforts to serve underserved populations. Engagement, achievement, and effectiveness are the characteristics of higher performing programs.

Objectives:

- Objective 1: Increase WSB completion rate.
 - Improve program structures to increase flexibility.
 - Assess current programs for effectiveness and identify new programs that will meet market demand.
 - Increase availability of certificates and stackable degree pathways.
 - Increase quality and access to online/hybrid modalities.
- Objective 2: Increase WSB Enrollment and Retention.
 - Create and implement a coordinated recruiting effort for key WSB programs.
 - We may request to hire a FT dedicated undergraduate WSB recruiter.
 - Sync recruiting efforts with WSB marketing efforts.
 - Improve communication between departments and advisors to improve student advisement.
 - Develop more touchpoints between WSB and 1st- and 2nd -year students to help them stay on track toward graduation.
 - Improve our early alert efforts based on early-alert data we have started collecting each semester.
 - Analyze high-failure rate classes and make adjustments to address this issue.
- Objective 3: Connect students and partners to WSB Resources (EI, MSC, WARM, SMART Lab, TGH, Internships, etc.).
 - Marketing effort to inform students and partners of WSB resource availability.
 - Greater integration of resources with program curricula.
- Objective 4: Revitalize the NAB.
 - Update NAB charter and bylaws with improved structure and member composition.
 - Return to regular meetings with improved outcomes based on feedback from NAB members.

Assessment:

- Increase WSB completion rate from 45.6% to 55% over the next 5 years.
- Increase retention rate for WSB students from 69% to 75% over the next 5 years; early alert data; course failure rate data.
- WSB Centers: Incomes, hours of service, number of internships, number of partners, number of participating students, GPA performance of participating students
- NAB: New charter, funds raised from NAB, participation hours from NAB members

Funding:

PBA request & other (Possibly add FT WSB Undergraduate recruiter, support from IA will be needed in our efforts to revitalize our NAB.)

Link between Goal and Funding:

Performance and efficiency will be difficult to increase without timely access to accurate, relevant data. UVU's current data hygiene needs to be improved and we need more timely access to accurate data.

Goal 2

Goal:

Raise \$2 million for mission-focused efforts

Institutional Priority:

Include, Achieve

Link from Goal to Priority:

Fundraising, especially for scholarships, most affects inclusion in the case of scholarship and student achievement when resources won through fundraising efforts are used to serve our programs.

Objectives:

- Objective 1: Hire new Development Officer to Replace Alex.
- Objective 2: Continue cadence of weekly assessment of relationships, prospects, and donation opportunities.
- Objective 3: Create a new “Hope Scholars” program with donated funds focused on supporting underserved populations with scholarships and other forms of support.

Assessment:

- Obj. 1: Time to hire.
- Obj. 2: Number of monthly meetings with prospects.
- Obj. 3: Number of students participating in Hope Scholars program.

Funding:

Other (Support from IA)

Link between Goal and Funding:

Support from IA

Goal 3

Goal:

Enhance the exceptional teaching culture in the WSB

Institutional Priority:

Engage, Achieve

Link from Goal to Priority:

As our faculty become better instructors, engagement in our classes and student achievement will increase.

Objectives:

- Objective 1: Form an online teaching taskforce to explore how to increase student connection and performance in our online teaching.
- Objective 2: Form an AI taskforce to explore how AI can improve our curriculum and pedagogy.
- Objective 3: Increase online teaching certifications of WSB faculty to 85% by Fall 2024.
- Objective 4: All faculty engage at least one significant effort in order to improve teaching effectiveness by 5% annually.

Assessment:

- Obj. 1: Report/White paper from taskforce.
- Obj. 2: Report/White paper from taskforce.
- Obj. 3: Number of OTA certified faculty; % of sections taught by OTA certified faculty; % of online FTE taught by OTA certified faculty.
- Obj. 4: 5% improvement can initially be measured in SRI improvement, but additional measures of teaching/learning effectiveness need to be discovered and developed; % of faculty who attempt a significant teaching improvement each year (e.g., OTL course, Externship, Course Instruction Intervention or Innovation, etc.).

Funding:

Other (Internal Resources)

Link between Goal and Funding:

As we investigate and learn about how to better execute online education and AI integration, we may need new tools and software to help as a part of the learning process and to execute on recommendations in the future, but at this point, we don't know what those requests will be.

Administration and Strategic Relations Division

Goal 1

Goal:

Develop and execute University facilities according to the approved master plan

Institutional Priority:

Include, Engage, Achieve, Operational Effectiveness

Link from Goal to Priority:

We develop space according to the UVU Master Plan. Space considerations should include all four areas such as include, engage, achieve, operational effectiveness. All of these considerations should be part of the planning and design process.

Objectives:

The following are the building priorities:

- Health Professions
- Soccer Stadium
- Student Athletics Academic Building
- Education

Assessment:

- Buildings are funded.
- Buildings are designed.
- Building construction is completed.

Funding:

Other (State Budget Request, Fundraising)

Link between Goal and Funding:

Capital building requests to the Board of Higher Ed and the Utah Legislature.

Goal 2

Goal:

Strengthen UVU athletics programs and position UVU as a strong mid-major

Institutional Priority:

Include, Engage, Achieve

Link from Goal to Priority:

Create a strategic plan to enhance our programs to be competitive in the WAC. Specifically delineating Men's and Women's basketball, men's and women's soccer, women's volleyball, wrestling as our premiere athletic programs.

Objectives:

- Athletic programs compete in the WAC with the goal of placing in the top 3.

Assessment:

Fundraise for the student athletic success building, with a goal of \$14 million.

Funding:

PBA request

Link between Goal and Funding:

UVU needs to continue to allocate resources to be competitive in the WAC.

Goal 3

Goal:

Secure and support and funding for Utah Valley University through state and federal legislative process

Institutional Priority:

Include, Engage, Achieve, Operational Effectiveness

Link from Goal to Priority:

Resourcing

Objectives:

- Raise funds through performance funding, enrollment growth, RFAs, and federal earmarks.

Assessment:

- Receive resources from the state and federal government.

Funding:

Other (Funds from Federal and State Government)

Link between Goal and Funding:

This will provide resources.

Digital Transformation Division

Goal 1

Goal:

Improve student experience with technology and communication

Institutional Priority:

Include, Engage, Achieve

Link from Goal to Priority:

- Deploy the new chatbot across all webpages currently using the Ocelot chatbot. Then, train campus departments and support their use of the chatbot on all department and student facing pages.
- Develop an AI "TA in a Box" and complete a proof of concept with a course, then a larger pilot test.
- Develop or link into health and wellness functionality for the student mobile app.
- Map the student experience (UX) with technology/life cycle (phase 1) to identify gaps and technology barriers for future improvement projects.

Objectives:

- Deploy the new chatbot across all webpages currently using the Ocelot chatbot. Then, train campus departments and support their use of the chatbot on all department and student facing pages.
- Develop an AI "TA in a Box" and complete a proof of concept with a course, then a larger pilot test
- Develop or link into health and wellness functionality for the student mobile app.
- Map the student experience (UX) with technology/life cycle (phase 1) to identify gaps and technology barriers for future improvement projects.

Assessment:

- Number of webpages on Ocelot that are migrated to Virtual Advisor. Number of departments trained on how to use the chatbot/how to curate content.
- Proof of concept completed with one course (Bio 1010). Student and faculty feedback. Track defects and enhancements.
- Functionality implemented/linked in UVU Student (mobile app for students).
- Focus groups. data collection and analysis. Report summarizing findings and future improvements needed.

Funding:

PBA request & resource re-allocation

Link between Goal and Funding:

There is sufficient budget for this goal and objectives for this year. These efforts will help identify future projects needed to improve the student experience which will require additional funding.

Goal 2

Goal:

Transform the use of data at UVU (phase 2)

Institutional Priority:

Achieve, Operational Effectiveness

Link from Goal to Priority:

The result of these projects, taken collectively, is a transformation of UVU's culture to one that values and acts upon accurate and timely data for decision making. This will lead to greater operational effectiveness and ability to achieve.

Objectives:

- Mature data governance, train data stewards, and work with departments to add their business definitions to the data glossary.
- Migrate additional data sets into the new data lake (e.g., Budget, AA Master Faculty data, and IA data from Raiser's Edge).
- Grow the 3rd Annual Data Summit (number of attendees, representation from other schools and/or the system, etc.).
- Create a schedule of reports and data needed and automate 35 reports (operational list maintained by BIRS).

Assessment:

- Number of data stewards trained.
- Number of definitions in the data glossary.
- Successful migration of three data sets identified.
- Prioritized list of additional data to migrate and timeline.
- Number of attendees, representation from other schools and/or the system.
- Automation of 35 reports (operational list maintained by BIRS).

Funding:

Resource re-allocation

Link between Goal and Funding:

We have the budget needed for this goal for this year.

Goal 3

Goal:

Simplify employee tools/processes

Institutional Priority:

Achieve, Operational Effectiveness

Link from Goal to Priority:

Employees will have easier access to necessary resources to do their jobs and manage their information/benefits, etc. These projects will save employees time and help us all to be more efficient.

Objectives:

- Enhance employee tools (ePAFs, OBES life insurance, position library, etc.).
- Develop phase 1 of an employee deduction system (scope to be discussed with P&C).
- Enhance the approvals dashboard/data dashboard (additional API integrations and UX/UI improvements).

Assessment:

- Tracking of prioritized bugs/enhancements and timely completion of these updates.
- Phase 1 of deduction system (scope TBD) developed.
- Tracking of prioritized bugs/enhancements and timely completion of these updates.

Funding:

PBA request & resource re-allocation

Link between Goal and Funding:

The employee deduction system has been requested, but there are no project funds. We will scope the work with People & Culture and identify Phase 1 development and also prepare a joint PBA ask for later phases. The other two efforts will be a re- allocation of existing resources/employee time.

Finance Division

Goal 1

Goal:

Sharpen investment of existing resources for the greatest and most strategic impact for 1) student enrollment, retention, and completion; 2) innovation; 3) donor funding; and 4) recruitment and retention of faculty and staff

Institutional Priority:

Include, Operational Effectiveness

Link from Goal to Priority:

Sharpening the use of existing resources helps with cost containment and affordability which aligns with Include: Sustain our commitment to affordability, value, and return on investment and Operational Effectiveness by ensuring our financial health and sustainability.

Objectives:

- Continue quarterly financial reviews with executives and their leadership teams.
- Encourage leaders to use financial information to make informed decisions on existing resources.
- Support leaders in reallocating resources to align with their goals and objectives.

Assessment:

- Track internal reallocation of resources.
- Identify "excess" resources (vacant positions, carryforward) and provide summary reports to VPs.

Funding:

No budget request is needed.

Link between Goal and Funding:

Focus is on reallocation, not new resources.

Goal 2

Goal:

Achieve positive net income in Campus Store and Dining Services balanced with providing quality service and product

Institutional Priority:

Operational Effectiveness

Link from Goal to Priority:

Operational Effectiveness requires financially sustainable models for auxiliary services.

Objectives:

- 2023-24 will be the first year that Dining Services will be in year-round operation since the Sorensen Center remodel. By the year-end FY24, Dining Services will achieve a positive net income of \$100,000.
- Campus Store (including Scoops and Starbucks) has not had positive net income since the Sorensen Center remodel. By year-end FY24, Campus Store will achieve positive net income of \$25,000.

Assessment:

Net income at year end as stated above.

Funding:

No budget request needed.

Link between Goal and Funding:

Focus is on cost containment.

Goal 3

Goal:

Successfully implement leadership changes for the Division

Institutional Priority:

Operational Effectiveness

Link from Goal to Priority:

Both the Vice President and Associate Vice President positions are in transition. The selection of a new Vice President followed by that Vice President assessing the organizational structure and selecting a new AVP will occur over the next several months. Executive leadership is critical to financial health and sustainability.

Objectives:

- Selection and onboarding of new VP by July 1, 2023.

Assessment:

- Onboarding of new VP. New VP's organizational assessment and alignment followed by replacement of Associate Vice President.

Funding:

Other (Dependent on Organizational Assessment by New VP)

Link between Goal and Funding:

The leadership transition provides a nice opportunity for a new leader to assess the organization and identify leadership needs.

Institutional Advancement Division

Goal 1

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

Goal 2

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

Goal 3

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

Marketing and Communications Division

Goal 1

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

Goal 2

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

Goal 3

Goal:

See UVU Balanced Scorecard

Institutional Priority:

See UVU Balanced Scorecard

Link from Goal to Priority:

See UVU Balanced Scorecard

Objectives:

- See UVU Balanced Scorecard

Assessment:

- See UVU Balanced Scorecard

Funding:

See UVU Balanced Scorecard

Link between Goal and Funding:

See UVU Balanced Scorecard

People and Culture Division

Goal 1

Goal:

Recruit and acquire the most talented and diverse workforce to work at UVU

Institutional Priority:

Achieve

Link from Goal to Priority:

UVU's population is increasing in growth and diversity, and UVU closed the gap in race and ethnicity compared to Utah Country. As our student population becomes more diverse, we must ensure that our faculty and staff represent our student body. UVU's Achieve priority includes attract and retain highly effective faculty and staff.

Objectives:

- Develop a recruitment plan and training for talent acquisition.
- Build UVU's brand to attract a high-potential high, performing, diverse pool of candidates.
- Develop structured and efficient search and hiring procedures that minimize time to fill a position.

Assessment:

- Employment growth
- Race and ethnicity ration
- Gender ratio
- UVU's brand growth
- Average time to fill a position

Funding:

PBA request

Link between Goal and Funding:

Requested a full-time Talent Acquisition Partner to focus primarily on new faculty hires in the 2022-23 PBA requests. This will provide more hands-on assistance for faculty hiring and be able to review postings to ensure gender, race, and ethnicity inclusion.

Goal 2

Goal:

Provide an exceptional employee experience

Institutional Priority:

Achieve

Link from Goal to Priority:

Employees who feel appreciated and heard are likelier to work harder and stay longer. UVU's Achieve priority includes attract and retain highly effective faculty and staff.

Objectives:

- Embedding Equity, Inclusion, and Diversity at all levels of UVU through continuing education, training, and professional development.
- Foster a culture of appreciation and a strong sense of belonging.
- Develop and maintain systematic tools to enable managers to recognize and reward employees.

Assessment:

- Employees turnover rate
- Competitive, flexible total rewards package
- Using Campus Climate Assessment, we will track the following Indicators:
 - Sense of Belonging
 - Culture of Appreciation Index (Employee to Institution vs Institution to Employee)
 - Employees Satisfaction

Funding:

PBA request

Link between Goal and Funding:

Requested an additional \$20,000 for years of service gifts to provide more meaningful gifts at 5, 10, 15, etc. years of service. More meaningful gifts will encourage retention and employee satisfaction.

Goal 3

Goal:

Promote and develop leadership excellence

Institutional Priority:

Achieve

Link from Goal to Priority:

UVU's achieve priority includes investing in professional development of employees. This includes growing tomorrow's leaders today by increasing internal professional development offerings for staff through UVU Lead, UVU Develop, and UVSELF.

Objectives:

- Provide training, tools, and resources to strengthen leadership skills.
- Develop a leadership and executive coaching program.
- Train managers and deliver assessment and feedback tools and programs that support individual and organizational development activities.

Assessment:

- Percent employees participated in professional development opportunities (race and ethnicity ratio, gender ratio)
- Leadership internal hire
- Employee satisfaction

Funding:

No budget request needed.

Link between Goal and Funding:

In 2022, we added two team members to our Culture and Talent team to help lead professional development opportunities, provide training and resources to managers, and utilize assessment and feedback tools to gauge employee satisfaction.

Student Affairs Division

Goal 1

Goal:

See Student Affairs 2022-2024 Strategic Plan

Institutional Priority:

See Student Affairs 2022-2024 Strategic Plan

Link from Goal to Priority:

See Student Affairs 2022-2024 Strategic Plan

Objectives:

- See Student Affairs 2022-2024 Strategic Plan

Assessment:

- See Student Affairs 2022-2024 Strategic Plan

Funding:

See Student Affairs 2022-2024 Strategic Plan

Link between Goal and Funding:

See Student Affairs 2022-2024 Strategic Plan

Goal 2

Goal:

See Student Affairs 2022-2024 Strategic Plan

Institutional Priority:

See Student Affairs 2022-2024 Strategic Plan

Link from Goal to Priority:

See Student Affairs 2022-2024 Strategic Plan

Objectives:

- See Student Affairs 2022-2024 Strategic Plan

Assessment:

- See Student Affairs 2022-2024 Strategic Plan

Funding:

See Student Affairs 2022-2024 Strategic Plan

Link between Goal and Funding:

See Student Affairs 2022-2024 Strategic Plan

Goal 3

Goal:

See Student Affairs 2022-2024 Strategic Plan

Institutional Priority:

See Student Affairs 2022-2024 Strategic Plan

Link from Goal to Priority:

See Student Affairs 2022-2024 Strategic Plan

Objectives:

- See Student Affairs 2022-2024 Strategic Plan

Assessment:

- See Student Affairs 2022-2024 Strategic Plan

Funding:

See Student Affairs 2022-2024 Strategic Plan

Link between Goal and Funding:

See Student Affairs 2022-2024 Strategic Plan

Office of General Counsel

Goal 1

Goal:

Empower university leaders to make student focused, risk-informed, ethical, and legally compliant decisions by providing timely, practical, and expert legal services

Institutional Priority:

Include, Engage, Achieve, Operational Effectiveness

Link from Goal to Priority:

OGC's work is linked to all university priorities because OGC's primary role is to advise all university decision makers as they execute the university's mission.

Objectives:

- Facilitate quality anti-discrimination policy updates (i.e., Policy 162 and other accommodations policies).
- Improve employee professionalism, retention, and leader performance management by providing proactive employment law trainings.
- Encourage faculty and student innovation by delivering proactive IP trainings and facilitating IP disclosures.
- Facilitate UVU transactional business by drafting and updating contract templates.

Assessment:

- Client satisfaction surveys
- Deliver digestible, actionable collateral to university decision makers (checklists, rubrics, templates, etc.)
- Quality proactive interactions (trainings, committee participation, regular 1 on 1s)
- Tracking communication response times (initial and ongoing)
- Ensure clients are assigned to staff quickly
- Self-reflection surveys

Funding:

PBA request

Link between goal and funding: In the future, as demand continues to increase for OGC resources, OGC would like to submit a PBA request for an additional attorney.

Goal 2

Goal:

Develop and maintain a fully established Enterprise Risk Management (ERM) program, where ERM capabilities and practices are well integrated into strategic planning and performance management activities and risk appetites are clearly articulated.

Institutional Priority:

Operational Effectiveness

Link from Goal to Priority:

A mature ERM program will ensure that risk information and outcomes are continuously used to reinforce risk culture, to improve performance and inform decision-making.

Objectives:

- Implement UVU's Enterprise Risk Management framework and monitor and review the ERM process and framework on an annual basis for suitability and value.

Assessment:

- Interactive and updated risk register and ERM Dashboard
- Annual risk assessments targeted to risks prioritized by UVU Cabinet
- ERM data used in PBA decision-making processes

Funding:

Resource re-allocation

Link between Goal and Funding:

Ongoing funding for ERM software to provide input of information, dashboard data display, risk and compliance registers.

Goal 3

Goal:

The Policy Office will (1) ensure that policies are accessible to the campus community, (2) steward the policy development process so that it is efficient and transparent, and (3) foster collaboration by engaging key stakeholders from all parts of the university community to forge policies that support the educational process

Institutional Priority:

Include, Operational Effectiveness

Link from Goal to Priority:

Policies should be up to date to reflect current university practices. Policies should also help the University comply with current state and federal law, and industry regulations. These reviews should help us to move policy drafts to completion more efficiently and swiftly; they should also help us determine what Stage 1 drafts should be withdrawn from the process due to lower priority or allocation of resources by the responsible division or executive. Sound university policy also insures inclusive and accessible education for our students.

Objectives:

- Deliver a Policy Data Dashboard to implement quarterly review of policy draft status/annual review of policies in manual.
- Implement Policy 101 revisions.
- Redesign and redevelop TOPS (The Online Policy System).

Assessment:

- Policy drafts move through Stage 1 more efficiently.
 - Measurement: Number of months in Stage 1, policy drafts that are not in progress due to lower priority and lack of resources in responsible division will be withdrawn from Stage 1
- Each responsible office develops a two- to three-year strategic policy plan. (These plans to be updated and reviewed annually.) Policies that are older than five years are reviewed and determined to be still relevant and compliant, in need of revision in next 2 years, or in need of deletion in the next 12 months
 - Measurement: Track number of policies scheduled or actually deleted and revised and number of those that remain relevant, more policy activity in revisions and deletions
- Policy 101 revisions
 - Measurement: Revisions implemented by Fall 24

Funding: Other (Dx Time)

Link between Goal and Funding:

The Policy Office Director will be engaged in the design and implementation of the TOPS system. We will require Dx resources; the extent of that is undetermined at this time.

UVU Balanced Scorecard

Action Commitment: Include

Strategy	Goal	Current Near-Term Initiatives	Performance Indicators	Baseline	Target	Value
Increase accessibility to and flexibility of education through a coordinated physical and digital presence	Undergraduate degrees and General Education courses are available in multiple modalities, and with coordinated pathways, based on workforce and student demand	<ul style="list-style-type: none"> ▪ Increase inventory of fully online General Education courses ▪ Increase inventory of fully online undergraduate degree programs ▪ Increase classroom and teaching laboratory utilization rates 	<ul style="list-style-type: none"> ▪ Number of General Education courses offered in multiple modalities for each requirement 	<i>2019-2020</i> <u>F2F</u> : 66% AF <u>HY</u> : 78% AF <u>OL</u> : 77% AF	<i>2029-2030</i> <u>F2F</u> : 85% AF <u>HY</u> : 85% AF <u>OL</u> : 85% AF	<i>2021-2022</i> <u>F2F</u> : 53% AF <u>HY</u> : 76% AF <u>OL</u> : 78% AF
			<ul style="list-style-type: none"> ▪ Number of fully online undergraduate degree programs 	<i>2019-2020</i> 29 programs	<i>2029-2030</i> 66 programs	<i>2021-2022</i> 40 programs
			<ul style="list-style-type: none"> ▪ Classroom utilization 	<i>Fall 2019</i> <u>RUR</u> : 44.3 <u>SOR</u> : 65%	<i>2029-2030</i> <u>RUR</u> : 33.75 <u>SOR</u> : 66.7%	<i>Fall 2021</i> <u>RUR</u> : 26.18 <u>SOR</u> : 60.68%
			<ul style="list-style-type: none"> ▪ Teaching laboratory utilization 	<i>Fall 2019</i> <u>RUR</u> : 34.2 <u>SOR</u> : 67.7%	<i>2029-2030</i> <u>RUR</u> : 24.75 <u>SOR</u> : 80%	<i>Fall 2021</i> <u>RUR</u> : 28.8 <u>SOR</u> : 66.92%
Strengthen campus inclusivity and grow enrollment and completion rates of historically underrepresented students	Enhance the cultural competence of students, faculty, and staff through robust curricula, trainings, and development opportunities Grow resources, services, and support for historically underrepresented students to increase enrollment persistence and completion	<ul style="list-style-type: none"> ▪ Implement the 2022-2025 Strategic Enrollment Management Plan 	<ul style="list-style-type: none"> ▪ Enrollment rate and student numbers for historically underrepresented populations 	<i>Fall 2019</i> <u>UVU</u> : 19% <u>SR^b</u> : 18%	<i>2029-2030</i> UVU matches service region ^a	<i>Fall 2022</i> —
			<ul style="list-style-type: none"> ▪ Completion rates for historically underrepresented populations 	<i>2013 Cohort</i> <u>8 Year</u> : 41% <u>6 Year</u> : 29%	<i>2022 Cohort</i> <u>8 Year</u> : 50% <u>6 Year</u> : 39%	<i>2014 Cohort</i> <u>8 Year</u> : Gather in January 2024 <u>6 Year</u> : 29%
Sustain our commitment to affordability, value, and return on investment	Maintain affordability in comparison with state, regional, and national	<ul style="list-style-type: none"> ▪ Conduct student outreach to increase completion of the FAFSA form 	<ul style="list-style-type: none"> ▪ Resident tuition and fees at UVU compared to peer institutions 	<i>2013-2014</i> <u>UVU</u> : \$312 per credit	<i>2029-2030</i> Per credit hour rate is on par or	<i>2023-2024</i> <u>UVU</u> : \$442 per credit

Strategy	Goal	Current Near-Term Initiatives	Performance Indicators	Baseline	Target	Value
	peers	<ul style="list-style-type: none"> ▪ Conduct awareness campaigns to increase student utilization of financial literacy resources ▪ Decrease Pell Grant gap by refining and aligning scholarship programs 	<ul style="list-style-type: none"> ▪ The percentage of students completing the FAFSA form, by demographic categories 	SUU: \$383 per credit WSU: \$356.60 per credit	5% or more lower with peer institutions	SUU: \$465 per credit WSU: \$492.48 per credit
				2013-2014 62%	2029-2030 67%	2022-2023 57.6% ^c

Note. AA/AS = associate degree; AF = average fill; BA/BS = bachelor’s degrees; FAFSA = Free Application for Federal Student Aid; F2F = face-to-face modality; HY = hybrid modality; OL = online modality; RUR = room use rate reported as hours per week; SOR = seat occupancy rate; SR = service region; SUU = Southern Utah University; UG Cert = undergraduate certificates; WSU = Weber State University

^aPer UBHE Policy [R315](#), the service region for UVU includes Utah, Summit, and Wasatch counties.

^bBaseline data source is 2021 5-yr ACS estimates found in report B03002 on the Census.gov data website.

^cThis value is not based on census data and was generated prior to the closure of the 2022-2023 financial aid year. As such, the value may change slightly by the end of the Summer 2023 term.

Action Commitment: Engage

Strategy	Goal	Current Near-Term Initiatives	Performance Indicators	Baseline	Target	Value
Expand engaged learning and community engagement opportunities for students, faculty, and staff	Cultivate impactful collaborations and partnerships with industry and community that produce jobs, student engagement opportunities (“completions”), and support	<ul style="list-style-type: none"> ▪ Provide personalized advising recommendations for HIPs ▪ Develop and launch UVU’s Wolverine Jobs Consortium ▪ Increase expansion of PBL initiatives in a sustainable way through corporate financial contributions ▪ Adopt and use with fidelity a university-wide CRM solution to facilitate and track engagement with advisory board, community members, and other external stakeholders 	<ul style="list-style-type: none"> ▪ Number of undergraduate students who have completed a HIP during the first 60 hours of their degree program 	<i>2020-2021</i> 5,327 completed 6,802 HIPs	<i>2029-2030</i> 100% of students	<i>2021-2022</i> 5,728 students completed 7,361 HIPs
			<ul style="list-style-type: none"> ▪ Number of undergraduate students who have completed a HIP during the second 60 hours of their degree program 	<i>2019-2020</i> 8,981 students completed 15,955 HIPs	<i>2029-2030</i> 100% of students	<i>2021-2022</i> 9,577 students completed 17,495 HIPs
Enhance engagement with community and industry to meet workforce needs and improve student job- and life-readiness	As an economic catalyst, align programmatic offerings with current regional workforce needs in partnership with regional employers	<ul style="list-style-type: none"> ▪ Audit undergraduate program inventory to identify alignment with high-demand, high-yield jobs (as defined by the State of Utah) ▪ Establish a systematic way to track job placement among completers ▪ Develop program-focused snapshots that highlights information about types of careers and jobs and average salaries 	<ul style="list-style-type: none"> ▪ Number of undergraduate degrees awarded in high-demand, high-yield jobs (as defined by the State of Utah annually) 	—	<i>2029-2030</i> Meets annual target set by USHE	<i>2023-2024</i> Currently in progress (will be set by USHE in Nov. 2023)
			<ul style="list-style-type: none"> ▪ Number of external partner collaborations, such as internships, PBL, and other engaged learning collaborations 	—	<i>2029-2030</i> TBD after baseline is established	<i>2023-2024</i> Establish baseline
Strengthen the foundation for ongoing giving, support, and engagement for UVU’s students, programs, and priorities	Strengthen existing relationships while establishing, cultivating, and stewarding new relationships to achieve \$350M campaign goal by 2026 Launch silent phase of new comprehensive	<ul style="list-style-type: none"> ▪ Initiate new organizational processes and necessary realignment to support a comprehensive campaign ▪ Launch calendar of EverGREEN-related events to support campaign goal (i.e., Seven Summits and EverGREEN Connection meetings) ▪ Continue strategic EverGREEN marketing and communication 	<ul style="list-style-type: none"> ▪ Number of principal gifts (\$1M and above) 	<i>2019-2020</i> 12 gifts, 61.40% of \$50M annual goal	<i>2029-2030</i> 80% share of campaign efforts	<i>May 2022</i> 6 gifts, 69.10% of \$50M annual goal
			<ul style="list-style-type: none"> ▪ Number of major gifts (\$25,000 - < \$1M) 	<i>2019-2020</i> 61 gifts, 18.34% of \$50M annual goal	<i>2029-2030</i> 15% share of campaign efforts	<i>May 2022</i> 64 gifts, 11.56% of \$50M annual goal

Strategy	Goal	Current Near-Term Initiatives	Performance Indicators	Baseline	Target	Value
	campaign in 2026 that will go beyond 2030.	efforts (i.e., paid, owned, earned, social)	<ul style="list-style-type: none"> Aggregate total of gifts (alumni, annual, planned, employee, first time) 	2019-2020 3,681 gifts, 3.96% of \$50M annual goal	2029-2030 5% share of campaign efforts	May 2022 3,583 gifts, 4.31% of \$50M annual goal
			<ul style="list-style-type: none"> Total alumni giving 	2019-2020 845 alumni	2029-2030 28,000 alumni	May 2022 793 alumni

Note. HIPs = high-impact practices; PBL = problem-based learning; CRM = customer relationship management; M = million; TBD = to be determined

Action Commitment: Achieve

Strategy	Goal	Current Near-Term Initiatives	Performance Indicators	Baseline	Target	Value
Increase completion through comprehensively designed stackable curricula, and appropriate credit for prior learning	Achieve a 50% completion rate by 2030	<ul style="list-style-type: none"> ▪ Audit current undergraduate programs to identify existing stackable credentials ▪ Develop institutional procedures that provide quality standards and best practices for awarding credit for prior learning ▪ Develop a marketing plan to communicate information about stackable credentials and/or credit for prior learning options to stopped-out students 	<ul style="list-style-type: none"> ▪ Number of undergraduate programs with stackable credentials (e.g., MTECH articulation agreements) 	—	2029-2030 TBD after baseline is established	2023-2024 Establish baseline
			<ul style="list-style-type: none"> ▪ Distinct number of students who earn credit for prior learning. 	2020-2021 5,294 distinct students & 44,139 credits	2029-2030 TBD	2021-2022 6,720 distinct students & 55,349 credits
Support completion through faculty excellence in teaching, scholarship, and creative activities	Achieve excellence in teaching through innovative and meaningful pedagogy by engaged teacher-scholars	<ul style="list-style-type: none"> ▪ Support OTL pedagogical training and continue building and enhancing existing training and support. ▪ Establish and implement robust recruitment, onboarding, and retention practices for faculty members ▪ Continuous improvement of RTP processes and criteria 	<ul style="list-style-type: none"> ▪ Number of unique faculty members who take a university-sponsored pedagogical experience through FD or OTL (aggregate, not counting OTA) 	—	2029-2030 TBD after baseline is established	2023-2024 Establish baseline
			<ul style="list-style-type: none"> ▪ Number of unique part- and full-time faculty who completed OTA to earn the online teaching certification 	—	2029-2030 TBD after baseline is established	2023-2024 Establish baseline
Improve completion through seamless processes, comprehensive services, and excellent staff	Achieve seamless student navigation of university systems, supported by comprehensive, quality services	<ul style="list-style-type: none"> ▪ Implement Completion Plan 3.0 ▪ Continue process mapping and improvement processes with all UVU systems 	<ul style="list-style-type: none"> ▪ Student feedback on their experience with UVU services 	—	2029-2030 TBD after baseline is established	2023-2024 Establish baseline

Note. FD = faculty development; HIPs = high-impact practices; MTECH = Mountainland Technical College; OTL = Office of Teaching and Learning; OTA = Online Teaching Academy; RTP = retention, tenure, and promotion; TBD = to be determined

Balanced Scorecard Addendum

The Balanced Scorecard Addendum highlights initiatives for leadership, culture, and operational effectiveness with corresponding performance measures that use baseline comparisons to monitor and evaluate progress towards established targets. The University Executive Council will regularly review progress with the Balanced Scorecard Addendum’s performance measures in tandem with the Balanced Scorecard.

Division	Performance Indicators	Baseline	Target
Digital Transformation	<ul style="list-style-type: none"> ✓ Network Availability ✓ Service Desk FRT (tickets & calls) ✓ System Availability ✓ Campus Wireless Coverage 	<i>Spring 2023</i> <u>Network Availability:</u> TBD <u>Service Desk FRT (tickets):</u> 20 min <u>Service Desk FRT (calls):</u> 1 min <u>System Availability:</u> TBD <u>Campus Wireless Coverage:</u> TBD	<i>Spring 2024*</i> <u>Network Availability:</u> 99.9% <u>Service Desk FRT (tickets):</u> 15 min <u>Service Desk FRT (calls):</u> 1 min <u>System Availability:</u> 99.9% <u>Campus Wireless Coverage:</u> 95%
Finance	<ul style="list-style-type: none"> ✓ Composite Index ✓ Net Operating Revenues ✓ Viability 	<i>2023-2024</i> <u>Composite Index:</u> 6.0% <u>Net Operating Revenues:</u> 0.04% <u>Viability:</u> 3.5%	<i>FY 2024</i> <u>Composite Index:</u> 5.0% or better <u>Net Operating Revenues:</u> 4% <u>Viability:</u> 3.5%
Marketing and Communications	<ul style="list-style-type: none"> ✓ Improve awareness ✓ Improve engagement ✓ Improve sentiment 	<i>2022-2023</i> <u>Awareness:</u> <ul style="list-style-type: none"> ▪ Brand Impressions: 273.38M ▪ Reach: 103.57M <u>Engagement:</u> <ul style="list-style-type: none"> ▪ Mentions: 72.06K ▪ Post Engagement: 330.51K <u>Sentiment:</u> <ul style="list-style-type: none"> ▪ Negative: 6% ▪ Neutral: 74% ▪ Positive: 20% 	<i>2023-2024*</i> <u>Awareness:</u> <ul style="list-style-type: none"> ▪ Brand Impressions: 371.80M ▪ Reach: 129.46M <u>Engagement:</u> <ul style="list-style-type: none"> ▪ Mentions: 90.08K ▪ Post Engagement: 342.08K <u>Sentiment:</u> <ul style="list-style-type: none"> ▪ Negative: 5% ▪ Neutral: 72% ▪ Positive: 23%
People and Culture	<ul style="list-style-type: none"> ✓ Employee completion of required trainings ✓ Staff attrition ✓ Employee workplace satisfaction 	<i>2023-2024</i> Establish baseline	<i>2029-2030</i> TBD after baseline is established

Note. * = will be updated annually through 2029-2030; FRT = first response time; FY = fiscal year; K = thousand; M = million; min = minutes; TBD = to be determined

Student Affairs 2022-2024 Strategic Plan

Unit Mission Statement: Student Affairs collaborates to foster a holistic student-centered experience focused on learning and well-being by providing intentional programs and services to promote student success as well as professional and personal development.

Objectives / SA Priority	#	Strategy Focus	Goals	Benchmark	22-23 Assessment	Vision 2030	SEM Plan	Completion Plan	Inclusion Plan	SA Impact	Primary Steward
1. Enrollment & Completion	1.1	Onboarding and first year	Increase enrollment (headcount, FTE, BRFTE) by 2%; increase retention on track for 2025 goals	Fall 3rd week Headcount, FTE, BRFTE, and Resident BRFTE,	HC: 43,673 FTE: 27,593.52 BRFTE: 21,584.35 Res BRFTE: 19,509.93 2016	1.B	Yes	3.1, 3.5, 3.6		1	Andrew
	1.2	Student finances	Increase % of FAFSA completions and % of students on scholarship	FAFSAs Received and # of students packaged by 3rd week	FAFSA Received: 29,487 or 82.1% % HC receiving Pell Grant: 32.8%	1.C	Yes	3.1, 3.5, 3.6		1	Andrew
	1.3	Underserved populations	Increase underrepresented student enrollment and completion by 2%	HC, graduation, and OM for BIPOC populations	BIPOC HC: 8,161 Excluding HSCE BIPOC HC: 5,830 F2016 Cohort Grad: 25.78% 2014-15/22 OM: 34.53%	1.B	YES	n/a	1.1, 1.2	1, 2, 5	Tara
	1.4	PK-12 partnerships	Increase yeild of concurrent enrollment	Benchmark	Increase	3.B		3.5		1, 2	Barney

Objectives / SA Priority	#	Strategy Focus	Goals	Benchmark	22-23 Assessment	Vision 2030	SEM Plan	Completion Plan	Inclusion Plan	SA Impact	Primary Steward
	1.5	International Student Recruiting	Increase international student enrollment by 3% annually	HC International Enrollment	385	1.B	Yes	n/a	1.1	1	Andrew
	1.6	Native American Initiative	Increase Native American enrollment and completion by 2%	Headcount, graduation, and OM of identified students and RCI	HC: 172 HC Excluding HSCE: 143 F2016 Cohort Graduation : 0% (n=4) 2014-15/22 OM: 24.07% (n=54)	1.B	Yes	n/a	1.1	1, 2, 5	Tara
2. The Student Experience	2.1	Student affinity building	Increase students sense of belonging (Healthy Minds)	Benchmark	Improve	2.A, 2.B		2.5, 3.5, 3.8	1.2		Alexis
	2.2	Student communication	Guidelines and policy completed	Complete	Y/N	3.C		2.1, 2.2, 2.3		3, 4	Michelle
	2.3	Student cultural competency	Map and enhance	Complete	Y/N	1.B		n/a	2.1, 2.2	3	Tara
	2.4	Brandable student experience	Identify, design, brand hallmark student experiences specific to UVU	Complete	Y/N	2.A	Yes	n/a	4.1	1, 2, 3, 4, 5	Andrew
	2.5	Seamless processes, removing barriers	Review and revise survey to establish measurable benchmark	Complete	Y/N	3.C	Yes	5.2	4.1	2, 3, 4	Andrew
3. Resource Acquisition & Stewardship	3.1	Scholarships for underrepresented populations	Increase underrepresented student enrollment and completion by 2%	HC for BIPOC populations	BIPOC HC: 8,161 Excluding HSCE BIPOC HC: 5,830 F2016 Cohort Grad: 25.78% 2014-15/22 OM: 34.53%	1.B		3.6, 4.3, 5.1, 7.1, 7.2	1.1	1, 2, 3, 4, 5	Barney

Objectives / SA Priority	#	Strategy Focus	Goals	Benchmark	22-23 Assessment	Vision 2030	SEM Plan	Completion Plan	Inclusion Plan	SA Impact	Primary Steward
	3.2	Reallocate existing resources		Complete	Y/N	2.B		3.1, 3.5, 3.6		3	Michelle
	3.3	Center Naming	Name 2 Centers	Complete	Y/N			n/a		3	Michelle
	3.4	Case statements	Completed case statements for all relevant departments	Complete	Y/N			n/a		3, 4	Michelle
	3.5	Student Stories	Efficient collection, storage, and access of student stories	Complete	Y/N			n/a	4.1	3, 4	Michelle
	3.6	Developing storytelling abilities	Each department leader trained in storytelling, elevators pitches, and applicable metrics	Complete	Y/N			n/a	4.1	3, 4	Michelle
4. Staff Development & Retention	4.1	Culturally relevant professional development	Identify benchmark on Campus Climate survey	Complete	Y/N	1.B		n/a	1.2	2, 3, 4	Tara
	4.2	Recruitment and onboarding processes	Increased employee satisfaction, performance, and retention	Great colleges to Work For		3.C		n/a	3.2		Alexis
	4.3	Compensation	Equitable and appropriate compensation for SA employees	P&C Study Complete	Y/N	3.C		n/a			Michelle
	4.4	SAIL, SADL, appreciation luncheons, awards, tailgates, Elaine list	Increased utilization of employee training and development resources	Complete	Y/N	3.C		n/a	3.2		Michelle
5. Assessment & Continuous Improvement	5.1	Identity based program report	Comprehensive report presented to President by June 30, 2023	Completion		1.B		n/a	4.1	3, 4	Tara
	5.2	Divisional level process for assessment	Model designed and operational by June 30, 2023	Completion		1.B		n/a	4.1	4	Michelle

Student Affairs 2022-2023 Strategic Plan

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Objectives / SA Priority	#	Strategies	Primary Steward
1. Enrollment & Completion	1.1	Strengthen and expand existing prospect to enrollment pipeline experiences for new first-time students	Andrew
	1.1.1	Restore and strengthen structured enrollment	
	1.1.2	Assess and strengthen campus-wide peer programs	
	1.1.3	Increase campus-wide collaboration to support first-year students by mapping overlaps and determining area priorities	
	1.1.4	Expand existing onboarding efforts for online students in collaboration with UVU Online	
	1.2	Enhance student knowledge related to financing education	Andrew
	1.2.1	Increase the percentage of Federal Work Study funding utilized for work study students at UVU	
	1.2.2	Increase the percentage of enrolled headcount packaged with federal student aid as of Nov 1 each year	
	1.2.3	Analyze resources currently available needbased grants and scholarships to determine how they can have a greater impact	
	1.2.4	Improve financial literacy and federal financial aid understanding among students	
	1.3	Increase enrollment, retention, and completion rates for underserved student populations	Tara
	1.3.1	Implement the Strategic Enrollment Management Plan, Completion Plan 3.0, and Inclusive Excellence strategic plans	
	1.4	Improve the new student experience for transfer students	Andrew
	1.4.1	Assess current transfer experience and identify barriers	
	1.4.2	Develop a transfer student onboarding support program and address support gaps	
	1.4.3	Execute specialized transfer student onboarding support starting Fall 2024	
	1.4.4	Revise and update transfer equivalency interface for transparency to students	
	1.5	Pk-12 partnerships	Barney
	1.5.1	Increase yeild of concurrent enrollment students	
	1.6	International Student Recruiting	Andrew
	1.6.1	Develop and implement plan to increase international student enrollment	
	1.7	Native American Initiative	Tara
	1.7.1	Develop and implement plan to increase Native American student enrollment and completion	

Student Affairs 2022-2023 Strategic Plan

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Objectives / SA Priority	#	Strategies	Primary Steward
2. The Student Experience	2.1	Foster a sense of belonging and affinity through the development of a comprehensive student experience.	Andrew
	2.1.1	Promote a culture of care on campus, connecting students to appropriate and useful resources.	
	2.1.2	Develop and implement student-centered spaces and places that promote a sense of belonging, opportunities for socialization, and community development.	
	2.1.3	Develop a sense of affinity while participating in campus events.	
	2.2	Provide structure and clarity in communication with students	Michelle
	2.2.1	Establish student communication governance committee	
	2.2.2	Develop an operational student communication model	
	2.2.3	Establish student communication policy and guidelines	
	2.2.4	Work with DX to optimize Mobile App enhancing student navigation resources	
	2.3	Foster an inclusive campus climate focused on programming and services that enhances student's cultural competency.	Tara
	2.3.1	Define cultural competency and map current programs and services that enhance the cultural competency of students.	
	2.4	Identify and design hallmark student experiences specific to UVU	Andrew
	2.4.1	Collaborate with campus partners to design and establish traditions specific to UVU	
	2.4.2	Create UVU brand consistency in admissions and new student onboarding experience	
	2.4.3	Integrate the classroom to career pipeline into the student experience through early, rich CDC connections	
	2.4.4	Expand impact of existing Freshman Convocation event by increasing attendance annually	
	2.5	Evalutate processes and remove barriers to student success	Andrew
	2.5.1	Identify and address barriers to student completion	
	2.5.2	Create seamless processes and comprehensive services for a diverse student body	
	2.5.3	Develop a process and method to review, assess, and construct policy through an equity framework lens	
2.5.4	Select and address two barriers identified in new student onboarding feedback each year		

Student Affairs 2022-2023 Strategic Plan

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Objectives / SA Priority	#	Strategies	Primary Steward
3. Resource acquisition	3.1	Increase scholarships and grants for underrepresented populations (including Title III)	Barney
	3.1.1	Work with DOD to secure additional private donations	
	3.1.2	Work with OSP to secure additional grants	
	3.2	Scale resources to meet demand	Michelle
	3.2.1	Review sources and uses of funding to identify opportunities for efficiencies	
	3.3	Name 2 centers	Michelle
	3.3.1	Work with DOD to identify and cultivate potential donors	
	3.3.2	Prepare necessary collateral and talking points	
	3.4	Case statements	Michelle
	3.4.1	Assist all relevant department leaders in preparing content	
	3.4.2	Work with MarCom and IA for design	
	3.5	Process for capturing student stories	Michelle
	3.5.1	Create a Qualtrics template to gather Student Affairs stories	
	3.6	Developing storytelling abilities	Michelle
	3.6.1	Use SADL and other training opportunities to teach storytelling practices, practice elevator pitches, and identify strong metrics to support pitch	

Student Affairs 2022-2023 Strategic Plan

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Objectives / SA Priority	#	Strategies	Primary Steward
4. Staff Development & Retention	4.1	Culturally relevant professional development	
	4.1.1	Using Campus Climate and exist survey results identify professional development needs and experts within Student Affairs to guide integration of survey results.	
	4.2	Improve recruitment and onboarding processes	
	4.2.1	Develop a Student Affairs onboarding intranet website or checklist for new staff that identifies mission and roles of SA departments.	
	4.2.2	Develop equity based recruitment strategies unique to working at UVU Student Affairs focused on attracting qualified candidates.	
	4.2.3	Provide mentoring between SA new and seasoned employees.	
	4.3	Address grade and pay issues	Michelle
	4.3.1	Conduct a division-wide review of all Student Affairs job descriptions.	
	4.3.2	Create job description templates unique to Student Affairs division.	
	4.3.3	Review staff salaries for competitive alignment with USHE institutions, industry norms, and internal comparative positions.	
	4.3.4	Receive training from People and Culture on writing job descriptions while meeting the needs of individual departments and addressing the classification rubric.	
	4.4	Promote available resources	Michelle
	4.4.1	Create a centralized resource platform to share all opportunities and resources available to Student Affairs staff.	
	4.4.2	Develop and implement a consistent communication plan regarding available resources for staff. (resource decisions and management)	

Student Affairs 2022-2023 Strategic Plan

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Objectives / SA Priority	#	Strategies	Primary Steward
5. Assessment	5.1	Identity based program report	Tara
	5.1.1	Prepare and present comprehensive assessment and strategy for improving outcomes of each underserved population	
	5.2	Divisional level process for assessment	
	5.2.1	Establish an assessment cycle with benchmarks aligned to UVU's planning process.	
	5.2.2	Provide ongoing training opportunities focused on assessment, impact, storytelling, and learning outcomes.	
	5.2.3	Utilize the UVU Data Governance Board for assessment coordination.	
	5.2.4	Embed assessment in the onboarding process.	