UVU

2021-22 Academic Unit Strategic Plan
Instructions and Model

Vincent La Guardia Gambini School of Law

UVU unit strategic planning is designed to promote organizational excellence and continuous improvement. For an academic unit, organizational excellence is defined by three criteria:

- *successful fulfillment of the unit mission,*
- *successful student learning, and*
- *efficient operational productivity.*

Each of these is operationalized and assessed. Key assessment findings form the basis for a Quality Improvement Focus, with resource reallocation and PBA requests supporting the QIF.

This document outlines the requirements for a unit strategic plan and shows an example using a hypothetical UVU law school.

1. UNITS INCLUDED

Each unit of the university is strongly encouraged to maintain their own strategic plan. Units led by executives are required to have a plan. Executives' plans may be unified, encompassing all units reporting to them, or they may be federated, requiring that units reporting to them maintain their own plans separately. The latter is the preferred planning model, but the former may be used where closer coordination of offices is needed. Units that do not have their own plans must be addressed in the parent unit's plans.

Provide the following information in this section:

- ***Planning Unit.*** *The unit creating the plan.*
- ***Included Subordinate Units.*** *Units subordinate to the planning unit for which this plan also serves as their strategic plan. If a subordinate unit maintains its own strategic plan it should not be listed here.*

This section should be revised only if the organization of the unit changes or if the unit switches between unified and federated planning.

Planning Unit: Gambini School of Law

Included Subordinate Units: Department of Law, Department of Allied Legal Studies, Center for Community Legal Engagement

Academic Programs Offered: Juris Doctor, BA/BS in Judicial Administration, BA/BS in Legal Practice Administration, AA/AS in Paralegal Studies

2. MISSION FULFILLMENT

Unit Mission Statement

State the unit mission. The mission statement is a concise statement of purpose for the unit that explains what a unit seeks to accomplish, why it exists, how it contributes to the university and parent unit missions, and the ultimate result that is expected. Following the mission statement, vision or values statements can be added at the unit's discretion.

This section should be revised only if there is a substantive change in the unit's purpose.

Mission Statement: The Vincent La Guardia Gambini School of Law prepares its graduates with the legal, analytical, and communications skills needed to be professionally successful stewards of the local, national, and global communities using the highest standards of professional competence and integrity in the practice of law and allied legal professions.

Objectives

Strategic planning is directed toward achieving the unit's objectives. Objectives delineate and operationalize the unit mission, comprehensively articulating all essential elements of the mission. They are long term and ongoing, rarely changing unless the mission changes. Typically, a unit will have 3 to 5 objectives. Units should have a way to assess performance on each objective.

Provide the following information for each objective.

- *Objective Name. Provide a short descriptive name for reference use.*
- *Objective. Describe the objective in detail.*

- ***Supported UVU Objectives.*** *Identify the institutional objectives from the action commitments that this unit objective most clearly and directly supports from the drop-down lists provided. Units should identify one primary objective and may optionally identify up to two additional objectives*

Repeat this section as necessary by copying and pasting for each objective.

This section should be revised only if there is a substantive, major change in the unit mission or in how the unit pursues its mission.

Objective Name: Learning

Objective: Gambini School of Law students will gain the legal, analytical, communications, and ethics skills required for practicing law and allied professions in dynamic legal environments by graduating while having mastered the learning outcomes for each program.

Supported UVU Objectives:
Click to select one primary objective and, optionally, up to two additional objectives.

- Primary Objective (required) Achieve 2: Mastery of Learning Outcomes
- Additional Objective (optional): Achieve 1: Completion
- Additional Objective (optional): Click to Select an Objective

Objective Name: Professional Success

Objective: Gambini School of Law students will achieve professional success in licensure, bar admission, and employment appropriate to their programs.

Supported UVU Objectives:
Click to select one primary objective and, optionally, up to two additional objectives.

- Primary Objective (required) Achieve 3: Employment and Further Education
- Additional Objective (optional): Click to select an objective
- Additional Objective (optional): Click to Select an Objective

Objective Name: Engagement

Objective: Gambini School of Law students will engage the local, national, and global communities in professional practice appropriate to their programs.

Supported UVU Objectives:
Click to select one primary objective and, optionally, up to two additional objectives.

- Primary Objective (required) Engage 2: Outreach
- Additional Objective (optional): Engage 1: Engaged Learning and Scholarship
- Additional Objective (optional): Click to Select an Objective

Objective Name: Faculty and Staff Professionalism

Objective: The Gambini School of Law faculty and staff will demonstrate the highest standards of professional competence, scholarly effort, and teaching effectiveness.

Supported UVU Objectives:
Click to select one primary objective and, optionally, up to two additional objectives.

- Primary Objective (required) Engage 3: Employee Engagement
- Additional Objective (optional): Click to select an objective
- Additional Objective (optional): Click to Select an Objective

Vision 2030

> *Describe briefly how the unit's overall direction supports Vision 2030, UVU's institutional strategy for success. Unit objectives should at the least be consistent with the Vision 2030 strategies, and units are encouraged to develop objectives that will advance Vision 2030. An extensive description of this is not necessary. w*
>
> *This section may be revised to reflect changes in the unit's mission, objectives, or initiatives.*

Describe how your unit mission and objectives support UVU Vision 2030 (see https://www.uvu.edu/vision2030/): The Gambini School of Law's objectives are closely coordinated with Vision 2030's priority initiatives. The Learning objective will enhance timely completion of programs in support of initiative 1C, while the Faculty and Staff Professionalism objective contributes direction to initiative 1D. The Center for Community Legal Engagement promotes both industry partnerships that support professional success for students and student-provided legal support for the community that meets community needs and creates engaged learning opportunities, in support of initiatives 3B and 3C.

3. ASSESSMENT OF OBJECTIVES

Key Performance Indicators

> *Identify meaningful, assessable, and verifiable key performance indicators that demonstrate achievement of objectives and a benchmark level of the indicator*

that demonstrates achievement of the objective for each indicator. Indicators are formally defined beforehand and based on regularly and systematically collected information. They may be quantitative or qualitative and direct or indirect as appropriate to the objective.

Provide the following information in the Assessment section. Complete the section below for each assessment indicator.

- ***KPI Metric Name.*** *Provide a short descriptive name for reference use.*
- ***KPI Metric Description.*** *Describe the data to be collected and the method of collecting it. This is simply a description of methodology; the actual results should be described in the results field below.*
- ***KPI Benchmark.*** *Describe what values of this indicator constitute acceptable achievement of the objective.*
- ***Related Objectives.*** *Identify the unit objectives that the indicator assesses.*
- ***Most Recent Data Date.*** *Identify the date of the most recently provided data. If an indicator is not being assessed in the current year as part of a multi-year rotation of assessments, the data date should note the next scheduled collection year as well.*
- ***Results.*** *Provide the data collected for the indicator, preferably a multi-year history. Results should show the most recently collected data even if it was not collected in the current year.*

Repeat this section as necessary by copying and pasting for each KPI.

Results for each KPI should be updated annually; if data was not collected this year, state that and include the most recent year's data. The KPIs and benchmarks should be revised if the unit objectives change, the unit determines that the KPI does not appropriately measure achievement of the objective, or the unit determines that the benchmark imposes an inappropriate standard of success.

KPI Metric Name: Completion Rates

KPI Metric Description: Completion rate within 8 years from declaration of major for undergraduate students and within 4 years of program time for graduate students.

KPI Benchmark: 85% of Juris Doctor students and 65% of undergraduate program students will graduate within 200% of program time.

Related Objectives: Learning

Most Recent Data Date: 2020

Results: The 8-year completion rate for undergraduates was 52.8% for the 2012-13 cohort, up from 45.4% for the 2008-09 cohort. The completion rate for graduate students was 81.8% for the 2017 entering class, the first JD cohort.

KPI Metric Name: Bar Exam Passage Rates

KPI Metric Description: Passage rates of the bar exam for students taking the exam within two years of completing the JD program.

KPI Benchmark: 80% of students taking a state bar exam within two years of graduation will pass.

Related Objectives: Learning

Most Recent Data Date: 2019

Results: 84% of UVU law graduates who attempted a state bar exam within two years of graduation passed. Bar exam subscores indicate that UVU students are struggling the most with applying legal knowledge.

KPI Metric Name: Employment

KPI Metric Description: Graduates' employment rate in legal professions one year after graduation as reported on the annual UVU Alumni Survey.

KPI Benchmark: Employment rates will be comparable to the national averages for each program.

Related Objectives: Professional Success

Most Recent Data Date: Summer 2021

Results: Employment rates for each program are as follows:

Program	Program Employment Rate	National Employment Rate
Juris Doctor	68.2%	62.4%
Judicial Administration	45.5% (in major); 88.4% (overall)	74.1% (overall)
Legal Practice Administration	58.4% (in major); 83.4% (overall)	64.1% (overall)
Paralegal Studies	34.8% (in major); 48.9% (overall)	54.5% (overall)

Judicial administration and legal practice administration majors are having significant employment success outside of their specific fields, with the former succeeding in public administration broadly and high demand in small- and medium-sized businesses outside of legal practices for the latter. Demand continues to be low for trained paralegals, but 31.2% of paralegal studies associate degree graduates continue on to either the judicial administration or legal practice administration bachelor's degree programs at UVU.

KPI Metric Name: Internships

KPI Metric Description: Percentage of students participating in internships prior to graduation.

KPI Benchmark: 80% of students will attain the minimum service hours required for the ABA Engaged Legal Studies designation.

Related Objectives: Professional Success; Engagement

Most Recent Data Date: 2020-21

Results: 52% of undergraduates and 33% of JD students did not meet minimum service hour requirements. Faculty members indicate this may be a reflection of lack of sufficient opportunities for JD internships because of supervision restrictions.

KPI Metric Name: Moot Court Participation

KPI Metric Description: Percentage of JD, paralegal studies, and judicial administration students participating in moot court competitions prior to graduation.

KPI Benchmark: 75% of students will participate in moot court competitions prior to graduation.

Related Objectives: Learning; Engagement

Most Recent Data Date: 2020-21

Results: 65% of JD students and 27% of undergraduates participated in a moot court competition during their studies. Student opinion surveys state that students do not participate frequently in moot court competitions and other opportunities for simulated practice because of external time constraints.

KPI Metric Name: Accreditation

KPI Metric Description: Recognition by the American Bar Association as an accredited law school with allied legal studies designation.

KPI Benchmark: All Gambini School of Law programs will be accredited by the ABA.

Related Objectives: Faculty and Staff Professionalism

Most Recent Data Date: 2020-21

Results: The Gambini School of Law continues to demonstrate compliance with ABA Standards, maintaining full approval by ABA for the past three years including ABA recognition of allied legal studies programs. The school is currently preparing for the on-site evaluation scheduled for this year.

Other Assessments

Key performance indicators should be complemented by other assessment practices such as SWOT analyses, advisory committee reports, student opinion surveys and focus groups, and ad hoc assessments focused on specific issues. Include other relevant assessments here, describing the source, date, and findings briefly. Relevant documents for the assessment can be kept with the strategic plans as separate files for reference.

Repeat this section as necessary by copying and pasting for each assessment.

This section should be revised when new assessments are performed or past assessments are no longer relevant to current planning.

Source: SWOT Analysis

Date: March 15, 2021

Summary of findings: The Gambini School of Law SWOT analysis identified three major findings:

 (1) Changing regulations on supervised legal practice creates the possibility of expanding internships and additional engaged learning opportunities.
 (2) State and federal employment data suggests that the labor market for legal professionals, especially for lawyers, will continue to be depressed for the next several years.
 (3) The Gambini School of Law's strong commitment to student success is seen by potential JD students and potential employers as a major difference between UVU and most other law schools, and that this commitment is leading to recruiting, better learning outcomes, and professional success.

Source: Undergraduate Focus Groups

Date: October 22, 2020

Summary of findings: The Gambini School of Law conducted focus groups with students in its undergraduate programs to better understand the undergraduate student experience. The focus groups identified three significant findings.

 (1) Unlike JD students, undergraduate students have significant demands on their time outside of the university. Nearly all undergraduates work at least 20 hours per week, and 40% have full-time jobs. The majority of those working full-time and many of those working part-time

are in allied legal professions. Half are married and/or have dependent care obligations. This limits their ability to participate in co-curricular and engaged learning activities.

(2) Judicial administration and legal practice administration students find the connections with the Woodbury School of Business, the political science program, and the Master of Public Service programs very helpful, and believe that the interdisciplinary nature of their programs is a strong advantage. Many are already using this knowledge in current jobs.

(3) Undergraduate students feel a strong connection to the Department of Allied Legal Studies, but do not feel well represented in the law school more generally. Several stated that Department of Law faculty members seemed to treat administration classes as chores that take time away from JD classes, and that the Center for Community Legal Engagement prioritized opportunities for JD students.

4. ASSESSMENT OF STUDENT LEARNING

For each academic program administered by the unit, copy the overall summary paragraph from the Program Learning Outcomes Assessment Summary form. Attach the Program Learning Outcomes Assessment Summary form for each program.

Repeat this section as necessary by copying and pasting for each program.

This section should be updated annually with the most recent assessment of student learning results.

Program: Juris Doctor

Degree Level: Graduate

Overall Summary: 92% of students have met both procedural learning outcomes (civil and criminal procedure) and three of four substantive outcomes (constitutional law, criminal law, business law, and torts). This is consistent with program design and meets Gambini School of Law targets and ABA standards. Across all learning outcomes, however, most students work is rated satisfactory rather than excellent, indicating that they have sound knowledge of the area of law in question but are challenged when applying that knowledge to actual cases.

Program: Judicial Administration

Degree Level: BA/BS

Overall Summary: 78% of students have met learning outcomes for judicial procedure, administrative law, and public administration. 61% have met the learning outcome in business

management, struggling largely in accounting, budget, and finance. This does not meet Gambini School of Law targets.

Program: Legal Practice Administration

Degree Level: BA/BS

Overall Summary: 88% of students have met all five learning outcomes (judicial procedure, legal communication, organizational management, financial management, and information systems). This significantly exceeds Gambini School of Law targets.

Program: Paralegal Studies

Degree Level: AA/AS

Overall Summary: 64% of students meet program learning outcomes in all four areas (legal understanding, legal research, legal writing, and legal analysis). 28% of students failed to meet program learning outcomes in both legal research and legal writing. This does not meet Gambini School of Law targets. The only learning outcome where performance was seen as acceptable was in legal understanding, which 82% of students met.

5. ASSESSMENT OF OPERATIONAL PRODUCTIVITY

The Completion, Quality, and Efficiency (CQE) metrics are designed to align completion and quality related metrics with financial measures to improve performance, transparency, resource allocation/reallocation, and accountability. This data, provided by Institutional Research, provides a common standard for evaluating the performance of academic units. This data should be evaluated in context with assessment data from sections 2 and 4. Prepare a brief narrative responding to the CQE data presented. Respond to the following data in each section:

- ***Completion.*** *Outcome Measures, Completions, and Retention Rate*
- ***Quality of Graduates.*** *Employment Status, Employment in Relation to Degree*
- ***Enrollment.*** *Headcount, FTE*
- ***Productivity.*** *Instructional Credit Hours of Full-Time Faculty, Student Credit Hours per Full-Time Faculty, Adjunct Sections Taught*
- ***Cost.*** *Cost per FTE, Instructional Expenditures:*

Include a copy of the Key Indicators dashboard by downloading it as a PDF file.

This section should be updated annually to reflect the most recent CQE data.

Completion

Evaluation: The Gambini School of Law has significantly improved completion in the past five years, but there is much room for further improvement. Currently, the undergraduate Outcome Measures completion rate is 52.8% for the 2012-13. This is a notable improvement from 45.4% five years prior but remains below the law school's target rate of 65%. Since the move of the paralegal and legal practice administration programs from the School of Business beginning with the 2016-17 cohort graduation rates have improved; the five-year rate for the 2016-17 cohort is already 49.3% in a program that is largely composed of part-time students. Combined with a five percentage-point increase in retention over the past five years, this suggests continuing efforts to improve completion are likely to succeed. The first cohort of the JD program had an 81.8% four-year completion rate, very nearly meeting the school's goal in its first cohort. After spikes in 2018 and 2019, the number of degrees awarded in the paralegal program has returned to 60, comparable to 2010-2017.

Quality of Graduates

Evaluation: Full-time employments have declined significantly over the five years prior to 2018-19. This largely reflects the increased emphasis on stackability in the Gambini School of Law's undergraduate programs, which has resulted in many more students from the paralegal studies AA/AS program continuing into one of the two bachelor's degree programs rather than full-time employment. This is consistent with the relation to degree data, which shows the overwhelming majority of students working in fields related to their degrees. Large numbers of students working in areas of business or public administration that, while not necessarily in legal fields, nonetheless use the skills they learned in the law school's undergraduate programs. Employment data for the JD program is not yet available, as the first cohort is only now reaching one year after graduation.

Operational Efficiency

Enrollment Evaluation: After several years of stagnation before moving the undergraduate programs from the Woodbury School of Business to the Gambini School of Law, enrollments have grown by 21% (headcount) and 26% (FTE) since 2016. While certainly the addition of the JD program is a significant factor in this, undergraduate FTE also grew 20% in that time. All programs are now at target enrollment. Demand growth for the JD program suggests that, if resources permit, an additional 20 to 30 FTE could be added to the program over the next three years. The exception to this is in the paralegal studies AA/AS program, in which enrollment has declined along with demand for paralegals.

Productivity Evaluation: Faculty productivity largely reflect the addition of the JD program and the COVID-19 pandemic. Instructional credit hours per full-time faculty member have increased in support of the JD program, but the student credit hours decreased as many undergraduates withdrew under the circumstances. The percentage of sections taught by adjunct instructors had increased by nearly half from 2016 to 2019, largely a reflection of needs for instructors with specialized experience in the judicial administration and legal practice administration programs,

before dropping to less than 20% in 2020 as full-time faculty could meet needs with lower enrollment especially from non-majors exploring the programs.

Cost Evaluation: The Gambini School of Law's instructional costs and cost per FTE are a clear reflection of the addition of the JD program, which requires much more highly qualified faculty members, a reduced teaching load, and smaller class sizes to meet ABA requirements. As the Department of Law has fully filled the planned faculty lines, cost per FTE for the school has increased by more than $1,000 and total instructional expenditures by $1.7 million annually. This was fully expected and is slightly less than planned for in the budget proposal for the JD program. Instructional costs are expected to remain relatively stable in the foreseeable future.

6. CRITICAL ASSESSMENT FINDINGS

Primary Findings

Describe the current overall state of organizational excellence based on the assessment data identified above. Identify a small number of major successes, opportunities, or challenges for organizational excellence based on the unit objectives, assessment of student learning, and CQE indicators. Describe the basis of these in the available data and other information as well as their effects on organizational excellence.

Repeat this item as necessary by copying and pasting for each finding.

This section should be revised annually to reflect current assessment findings.

(1) With the consolidation of allied legal professions programs in the Gambini School of Law and the introduction of the Juris Doctor program, completion rates have made significant gains. Completion rates for undergraduate programs remain below target but are improving. Interim data on the most recent cohorts supports projected completion rates above law school targets by 2023 for JD students and 2025 for undergraduate students. Continued attention to this area is warranted.

(2) Across the curriculum, students seem to be mastering knowledge of the principles of law and legal procedure but are struggling to use that knowledge. JD students have shown difficulty applying knowledge to concrete cases, and paralegal students are struggling in research and analysis. This reflects limited participation in engaged learning opportunities as existing opportunities are largely built around traditional student concepts that are not representative of students in the Gambini School of Law. Changes in internship regulations and strong interest from potential employers may make paid internships a better option for students than they are now, especially with many students already using skills developed in their programs in existing jobs but not receiving credit for that work. These programs must meet the needs of both JD and undergraduate students.

(3) In both employment and licensure, Gambini School of Law graduates are succeeding professionally despite a difficult labor market. The law school's student-driven approach,

which contrasts with the more traditional research-intensive, large class law school experience, is a major factor in this success. Growing student demand for the JD program supports expansion, though the current labor market urges some caution here.

(4) Despite enrollment reductions due to the COVID-19 pandemic, the Gambini School of Law continues to operate within its long-term financial plan. While some new initiatives will require additional resources, the law school is in a sound financial position and does not need major infusions of new funding.

Assessment Ratings

Each objective and the mission overall should be rated as:

- *__Excellent.__ The unit significantly exceeds the identified thresholds of achievement and other information available is consistent with an exemplary level of success.*
- *__Satisfactory.__ The unit generally meets the identified thresholds of achievement; other information adds useful context to this conclusion but does not challenge it.*
- *__Unsatisfactory.__ This unit is generally not meeting the identified thresholds of achievement or other information indicates significant weaknesses.*

Repeat this item as necessary by copying and pasting for each objective.

This section should be revised annually.

Objective Learning Rating: Satisfactory

Objective Professional Success: Excellent

Objective Engagement Rating: Unsatisfactory

Objective Faculty and Staff Professionalism Rating: Satisfactory

7. QUALITY IMPROVEMENT FOCUS

Units should develop significant initiatives for improving organizational excellence based on assessment findings. The Quality Improvement Focus initiatives are developed in response to key challenges or opportunities identified through the unit's assessment processes. They support achievement of organizational excellence. Quality improvement can be pursued in a variety of areas such as leadership, work process, responding to growth needs, student learning outcomes, resource efficiency, and other areas for improvement. Units are encouraged to focus on a single initiative

and should not attempt more than three quality improvement initiatives at the same time.

Provide the following information in the Quality Improvement Focus Initiatives section. Complete the section below for each unit initiative.

- ***Quality Improvement Focus Initiative Name.*** *Provide a short descriptive name for reference.*
- ***Problem Statement.*** *Describe the challenge to be met or opportunity to be pursued as identified in the unit assessment process.*
- ***Initiative Description.*** *Describe the initiative in detail including the goals and expected outcomes of the initiative.*
- ***SMART Goals.*** *Describe the goals the unit will pursue through the initiative. Goals for quality improvement initiatives are most likely to be achieved when they are "SMART": Specific, Measurable (quantitatively or qualitatively), Actionable, Realistic, and Timely.*
- ***Initiative Begin Year.*** *Identify the academic or fiscal year (as appropriate to the unit) in which work will begin on the initiative.*
- ***Expected Initiative Completion Year.*** *Identify the academic or fiscal year (as appropriate to the unit) in which the initiative is expected to be concluded.*
- ***Action to Date.*** *Describe actions taken in support of this initiative so far, including actions in previous years.*
- ***Impact.*** *Describe the effects that the initiative has had so far on organizational excellence.*

Repeat this section as necessary by copying and pasting for each initiative.

Action to Date and Impact should be updated annually. Other parts of this section may be revised when a quality improvement focus is modified, added, completed, or terminated in response to current assessment findings.

Quality Improvement Focus Name: Engaged Learning Initiative

Problem Statement: Across the curriculum, students seem to be mastering knowledge of the principles of law and legal procedure but are struggling to use that knowledge. JD students have shown difficulty applying knowledge to concrete cases, and paralegal students are struggling in research and analysis. This reflects limited participation in engaged learning opportunities as existing opportunities are largely built around traditional student concepts that are not representative of students in the Gambini School of Law. Changes in internship regulations and strong interest from potential employers may make paid internships a better option for students than they are now if the law school can craft an appropriate internship program. In-curriculum engaged learning experiences also promise increased participation from students with significant external commitments, who cannot participate in traditional experiences such as

moot court competitions. These programs must meet the needs of both JD and undergraduate students.

Initiative Description: The Gambini School of Law will create an engaged learning initiative. This initiative will expand paid internship opportunities for students in all programs, especially for students who may already have employment in the legal field. The law school will assign one faculty member in each program to supervise interns in load, offering a repeatable one-credit course for students with appropriate employment. The Center for Community Legal Engagement will use its relationships with the community to connect students and potential internship supervisors. The law school will coordinate with Institutional Advancement through its Major Gifts Officer to create a scholarship fund that would partially offset lost income from unpaid internships or help students meet family responsibilities while serving as interns. Emphasis on moot court as the primary means of engaged learning will be reduced, and resources partially reallocated to support internships.

SMART Goals:

(1) Establish one-credit 200-, 400-, and 600-level internship courses with permanently assigned full-time faculty instructors and progressively more demanding curriculum to support learning for interns, with courses initially offered no later than Spring 2023.
(2) Convert the part-time internship coordinator position in the Center of Community Legal Engagement to a full-time position with responsibility for recruiting both interns and employers as well as coordinating internship credit for students already employed in legal professions no later than Fall 2022.
(3) Raise at least $250,000 in private donations for the internship scholarship fund by Fall 2022 and at least $100,000 annually thereafter.
(4) 80% of students will attain the minimum service hours required for the ABA Engaged Legal Studies designation by Spring 2025.

Initiative Begin Year: 2021-22

Expected Initiative Completion Year: 2024-25

Action to Date:

(1) The Gambini School of Law Curriculum Committee is developing program development documents for the internship courses for each program, which should be ready for submission in time to be included in the Spring 2023 class schedule.
(2) The Gambini School of Law Major Gifts Officer and Director of Advancement have reviewed the proposed fundraising goals and determined that, while ambitious, they are realistic and appropriate to the needs and fundraising strategy of the university.
(3) Moot court participation has been eliminated for undergraduate students.

Impact:

(1) The elimination of moot court participation has freed approximate $11,000 to provide time for the Internship Coordinator to begin identifying potential internship employers.

8. CURRENT RESOURCES

Implementation of the Quality Improvement Focus should first consider existing resources. Provide the following information on budget and number of employees. Current/capital/travel budget subcategories are not provided in Banner and must be calculated by the unit. Add additional table rows for other expenses. The miscellaneous current/capital/travel expense and miscellaneous non-appropriated budget categories should not exceed 10% of these budget categories.

This section should be updated annually.

Budget

	Current Year	Previous Year	5-Years Prior
Appropriated			
Salaries			
Hourly			
Benefits			
Current/Capital/Travel			
Travel			
Instruction			
Computers and Software			
Other (Describe)			
Misc. (< 10% of Budget)			
Total Current/Capital/Travel			
Total Appropriated			
Non-Appropriated			
Grants			
Course and Student Fees			
Other (Describe)			
Misc. (< 10% of Budget)			
Total Non-Appropriated			

Expenditures

	Current Year	Previous Year	5-Years Prior
Current/Capital/Travel			
Travel			
Instruction			
Computers and Software			
Other (Describe)			
Misc. (< 10% of Budget)			
Total Current/Capital/Travel			

	Current Year	Previous Year	5-Years Prior
Non-Appropriated			
Other (Describe)			
Misc. (< 10% of Budget)			
Total Non-Appropriated			

Number of Employees

	Current Year	Previous Year	5-Years Prior
Full-Time			
Executives			
Faculty			
Exempt Staff			
Non-Exempt Staff			
Total Full-Time Employees			
Total Hourly Employees			

9. EFFICIENCIES, REALLOCATIONS, AND REVENUE GENERATION

The efficiency component promotes resource efficiency through expense management, minimizing direct costs to students, and generating resources; directs resource efficiencies toward supporting affordability for UVU students and their families; and ensures that resource efficiencies are consistent with the mission and action commitments, particularly upholding UVU's commitment to access and quality.

Provide the following information in the efficiencies section.

- ***Action Name.** Provide a brief descriptive name for reference.*
- ***Action Description.** Describe the action taken to enhance affordability and efficient use of resources in summary.*
- ***Amount of Savings/Revenue.** State the total annual savings or revenue from the action. If savings is per-student, estimate the number of students affected and multiply by per-student savings to provide an annual amount.*
- ***Savings/Revenue Type.** Identify if the savings or revenue generated is ongoing or one-time and appropriated or non-appropriated. Revenue generation is always non-appropriated.*

Efficiencies and new revenue reported in the Affordability and Efficiency section may be used to offset needs for additional resources before seeking resources through the PBA process.

Repeat this section as necessary by copying and pasting for each savings action.

> *This section should be updated annually.*

Title: Moot Court Reallocation

Description: The Moot Court Support Coordinator position has been reduced from 28 hours per week to 16 hours per week.

Amount of Savings/Revenue (Annually): $11,322 annually

Savings Type: Ongoing Appropriated

10. EXPECTED PBA REQUESTS

> *This information is for preliminary planning of the Quality Improvement Focus and may be revised when submitted to the PBA system. These sections should conform to the PBA request standards. Requests will be submitted in detail through the PBA system.*
>
> *Repeat this section as necessary by copying and pasting for each anticipated request.*
>
> *This section should be updated annually.*

Request: Full-Time Internship Coordinator

Rationale: The Gambini School of Law's Quality Improvement Focus shifts engaged learning emphasis from moot court to internships. Only 67% of JD students and 48% of undergraduates performed the minimum service hours recommended by the ABA, and this is reflected in poor performance on learning outcomes that require applying legal knowledge. Currently, the Center for Community Legal Engagement provides administrative support for internships with a part-time Internship Coordinator, but has no responsibilities for developing internship opportunities and is focused on JD students. A full-time internship coordinator will be better able to connect students with potential employers and to support students currently employed in allied legal professions in connecting learning with employment. This will improve achievement of law school objectives regarding learning outcomes, engaged learning participation, and completion. This request is supported in part by reallocation of $36,473 from current part-time positions. All law school programs are considered high-yield awards under the recently implemented USHE performance funding metrics.

Expected Outcomes: 80% of students will attain the minimum service hours required for the ABA Engaged Legal Studies designation by Spring 2025.

Expected Amounts Requested

- Ongoing Appropriated: $35,217
- One-Time Appropriated: $0
- Ongoing Non-appropriated: $0
- One-Time Non-appropriated: $0

Recommended Funding Source: Performance-Based Funding

11. ANNUAL REVISION

Strategic Plans should not be re-written annually; they should build on the previous years' work to fulfill an ongoing mission and achieve long-term objectives. The mission and objectives should be reviewed periodically—less often than annually—but should only change when the unit's purpose or responsibilities substantively change. Similarly, KPIs are most useful if they are used on a long-term basis, so they should not be revised unless they are not providing meaningful, assessable, and verifiable data. Annual revision should focus on assessment results, implementation of the quality improvement focus, and resources.

The following table summarizes the typical revision schedule for strategic plans.

Plan Section	Revise Annually	Revise Only as Needed	Revise Rarely
Units Included			Included Units
Mission			Mission
Objectives		Vision 2030 Support	Objectives
Assessment of Objectives	KPI Data Date KPI Results	KPI Descriptions KPI Benchmarks Other Assessments	
Assessment of Student Learning	Overall Summary	Assessment Methods*	Program Learning Outcomes*
Assessment of Operational Productivity	Operational Productivity (CQE Metrics)		
Critical Assessment Findings	Primary Findings Assessment Ratings		

Plan Section	Revise Annually	Revise Only as Needed	Revise Rarely
Quality Improvement Focus	QIF Action to Date QIF Impact	QIF Name QIF Problem Statement QIF Initiative Description QIF SMART Goals QIF Dates	
Current Resources	Current Resources		
Efficiencies, Reallocations, and Revenue Generation	Efficiencies, Reallocations, and Revenue Generation		
Expected PBA Requests	Expected PBA Requests		

*These items are part of the Program Learning Outcomes Assessment. Summary form and are not included in the strategic plan document itself.

12. STRATEGIC PLAN REPORTING FORM

An online reporting form must be completed along with the strategic plan form. It includes basic information about the plan that is needed to support PBA requests, demonstrate fiscal responsibility to the Utah System of Higher Education and state legislators, and comply with accreditation standards. All content for this form can be copied and pasted from the corresponding fields in the strategic plan. A link to the form is available on the UPE web site.