



2021-22 Academic Unit Strategic Plan Instructions

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 bring the three excellence areas together to form the basis for a Quality Improvement Focus, with existing resources and PBA requests supporting the Quality Improvement Focus.

Excellence Area	Mission Fulfillment	Student Learning	Productivity
Current Documentation	Strategic Plan	Program Learning Outcomes Assessment Summary	None (New Element)
Operational Expression	Objectives	Essential and Program Learning Outcomes	Completion Quality Effectiveness
Indicators	Strategic Planning Indicators	ELO and PLO Assessments	CQE Metrics
Evaluation	Key Assessment Findings		
Action	Quality Improvement Focus		
Existing Resources	Impact and Reallocation of Existing Resources		
New Resources	PBA Requests		

This document outlines the requirements for a unit strategic plan.

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.

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.

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.

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.

This section may be revised to reflect changes in the unit's mission, objectives, or initiatives.

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.

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.

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.

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.

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.

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.

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.

8. CURRENT RESOURCES

Implementation of the Quality Improvement Focus should first consider existing resources. Provide the requested 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.

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.

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.

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		
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.
