

Strategic Plans for UVU Operating Units

Strategic plans for UVU operating units. Required for all Vice-Presidents and schools, and optionally available for units at the director or department chair levels or above.

Integrated Studies Integrated Studies

Mission Statement

The Integrated Studies program provides student-centered cross-disciplinary education supported by a highly mentored experience, for students whose educational and career goals cross traditional disciplinary boundaries, and culminating in a Capstone thesis paper or project.

Objective Name

Increase program retention/graduation rates.

Objective

Help students to complete their undergraduate education by improving year-to-year retention and graduation rates.

Primary Supported UVU Objective

Student Success 1: Academic Success

Primary Supported UVU Objective Rationale

Student Success is directly affected by an increase in rate of graduation and retention. By helping students to stay in school, they will be maintained by the university until they graduate.

Secondary Supported UVU Objective

Serious 3: Retain Students, Faculty and Staff

Assessment

Our department tracks retention across multiple timelines. A one year retention measure is taken, which looks at the status of students matriculated during the past year and whether or not they are still active in the program one year later. A second measure compares matriculated students with graduation rates across cohort groups.

Assessment Indicator

- 1) Graduation rate compared to matriculation rate during specific time periods.

Assessment Indicator Data

The average graduation rate across a ten-year dataset for our program is a range of 55-61%. This is dramatically higher than the UVU average taken from IRI data of 29% and near the national level at 59%. (note: our definitions are slightly different on the program level and are in some ways more conservative than the IRI definitions. As a result, it is possible that a different measure of graduation rate may yield better results than the range provided here.)

Assessment Indicator

- 2) Measure of students still active in the program one year after date of matriculation.

Assessment Indicator Data

From Fall 2016 to Fall 2017, our one year retention rate was 79.49%. We will take our next measurement in Fall 2018 and report findings.

Assessment Indicator

- 3) Graduates will be surveyed upon completion of the program and their responses will be recorded, analyzed and presented.

Assessment Indicator Data

This is a new strategy, we are in the process of implementing the survey and will not have data until it is completed.

Assessment of Student Learning and Program Review

[Program Review Final](#) [DOCX 82 KB 9/6/17]

Other Assessment Data

Not Applicable

Cost Savings

Resource Reallocation

Strategy Name

Proactive Advising Practices

Strategy

Advising practices will be proactive and focus on specific student centered goals.

Strategy Rationale

By helping students to avoid barriers to graduation and/or registration, as well as helping them navigate more complex systems such as leave of absence, petitions for withdrawals, etc. Students will be able to complete their degree without hitting any roadblocks. Although advisors are always available to students who need help, waiting for students to come see advisors may result in students not knowing they need advising support until they run into big problems.

Strategy Action

Advisors have begun scheduling follow up appointment times rather than waiting to hear from students. This has helped to keep students on track and develop the advisor-advisee mentorship bond. Advisors also review student records on a periodic basis before registration opens for each new semester, allowing us to identify students who have holds or may need advising help and reach out to them before they encounter problems.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

In process

Strategy Name

Eliminate Major Barriers to Graduation

Strategy

Research on past students of the Integrated Studies Program has demonstrated that the two most common reasons that students struggle to complete the degree are failing math courses or the capstone courses. We will attempt to reduce the failure rate of Capstone and math courses.

Strategy Rationale

Students who are unable to complete the capstone or math courses make up 56% of all IS students who do not complete the program. Strategies targeted at improving the retention of these students could potentially cut down the number of students who we lose by half.

Strategy Action

- Faculty and staff met together to consider IS 300R and 350R curriculum to ensure that it provides foundational knowledge and skills students will need to be successful in Capstone.
- We have a full-time staff member who provides dedicated writing tutoring to students in Capstone courses.
- We have begun to advise and inform students of various math assistance options, including refresher workshops, Mathleap, ALEKS, Independent Study, Math Lab, etc.

Strategy Begin Year

2017-18

Strategy Completion Year

2019-20

Status

In process

Strategy Name

Student Feedback

Strategy

Utilize qualitative and quantitative student feedback in order to identify strengths and weaknesses of the program and make modifications.

Strategy Rationale

Implementing a system for students to provide the department with direct feedback will allow us to easily identify common experiences among our students and help us to be more student-centered by responding to their concerns.

Strategy Action

- We have begun to create a survey that graduating students must complete as part of their graduation requirements. (Similar to the exit survey that Mathematics majors complete).

Strategy Begin Year

2018-19

Strategy Completion Year

2019-20

Status

In process

Strategy Name

Alumni Community Creation

Strategy

Develop and nourish an IS alumni environment to nourish collegial and peer support for current students experiencing difficulty with Capstone and Math requirements and help students to network with their interdisciplinary peers during and after their undergraduate degrees.

Strategy Rationale

Research on Interdisciplinary programs suggests that one of the ways that they can best improve is to ensure their students have a strong community of interdisciplinary peers. By helping our students to build this network, we will be able to help them network with alumni, provide peer support through study groups, and form a stronger connection to our department and to the University.

Strategy Action

- We have begun to gather Alumni data and contact information as students graduate.
- We have begun to contact and organize Alumni who have long-since graduated in order to build a community.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

In process

Objective Name

Post-Graduation Success

Objective

Provide knowledge and skills needed for students to transition from undergraduate education to career or graduate education.

Primary Supported UVU Objective

Serious 4: High-quality Programs and Services

Primary Supported UVU Objective Rationale

One of the most important measures of a program's quality is the ability of its graduates to go on to a successful career or to join a graduate school after they graduate. Providing students with skills they will need to make the

post-graduation transition will improve the quality of our program.

Secondary Supported UVU Objective

Student Success 1: Academic Success

Assessment

Our program has already begun to institute the advising learning outcomes and has created an advising syllabus which includes our learning objectives. We have already begun to track students' progress through the learning objectives and have begun to institute advising practices which help the to complete the objectives. While there is no formal data yet, data will be available in sets as students graduate in Fall 2017 and then again in Spring 2018, with additional datasets provided with each semester.

Because the market research and graduate school admission research is ongoing, a complete dataset will be provided only upon completion of the research. For now, a database of over 300 Utah graduate school programs from accredited schools has been created and research will be conducted to learn more about how students can best prepare for those programs.

Assessment Indicator

Create a breakdown of advisor learning outcomes achieved by students and tracked on an individual level.

Assessment Indicator Data

Data will be gathered and provided by FALL 2019.

Assessment Indicator

As research on local markets and graduate school opportunities is completed, the data will be gathered into a formal report which will be provided upon completion.

Assessment Indicator Data

Data will be gathered and provided by FALL 2019.

Assessment Indicator

Using the graduate survey previously mentioned, we will have data about the percentage of students who were able to successfully go on to graduate school or a career. This data will be gathered and presented.

Assessment Indicator Data

Data will be gathered and provided by FALL 2019.

Assessment of Student Learning and Program Review

In progress.

Other Assessment Data

Not Applicable

Cost Savings

Resource Reallocation

Strategy Name

Structured Advising Curriculum (Advising Syllabi)

Strategy

Advisors will implement an "advising syllabi" with specific learning objectives that support graduate school application procedures: i.e., resume writing, graduate school preparation, extracurricular recommendations, etc.

Strategy Rationale

Many students could benefit from a direct approach from advisors to identifying engaged learning opportunities on campus that will help them prepare for a career or grad school after they graduate from UVU. Skills such as resume writing, grad school and career market research, etc. are important for student success after graduation.

Strategy Action

- New students are given specific learning objectives in the advising syllabi and student progress in completing the objectives is being tracked. In order to help students meet these learning objectives, student referrals will

be made to on-campus resources such as the career development center or specialty advisors.

- Incorporate graduate school application abilities into IS seminars.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

In process

Strategy Name

Data-Driven Career Advising

Strategy

Statistical data and primary research will be applied to advising processes in order to help best guide students toward their academic and career goals.

Strategy Rationale

Without background research about the career market and graduate opportunities, advisors cannot help students to make informed decisions about preparing for the workforce or graduate education. Allowing research to guide our advising practices will ensure that students are well served by the Integrated Studies program or are able to find a different program that fits their needs.

Strategy Action

- Advisors have been contacting graduate programs and employers in Utah to discuss preferred admissions/eligibility requirements and utilizing findings during advising appointments.
- Advisors have continually studied best practices and theory regarding career advising and employ it to help students make informed decisions.
- We are collecting appropriate literature from graduate schools (application brochures for example) and make them visible and available to students who visit the IS office.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

In process

Objective Name

Rigorous Interdisciplinary Academic Instruction

Objective

Faculty engage students in rigorous interdisciplinary work and extracurricular research that cultivates critical thinking, problem solving, collaboration, data analysis, etc. Students are encouraged to use these skills to take part in active research and share their work at academic events, conferences, or publications.

Primary Supported UVU Objective

Serious 1: Outstanding Teaching

Primary Supported UVU Objective Rationale

By ensuring that students have a clear vision for what our faculty are teaching and ensuring that our faculty are providing a rigorous learning experience for our students, the integrated studies program will be able to provide outstanding teaching to our students.

Secondary Supported UVU Objective

Serious 2: Culture of Scholarship

Assessment

The process of implementing the graduate exit survey has already begun. We have acquired faculty approval and met with administration who oversee curriculum in order to determine how we can implement it.

Data about student engaged learning and faculty/staff continuing education will be collected and provided upon completion of the review cycle.

Indicators from UVU systems will be provided as soon as they are available.

Assessment Indicator

In order to assess our objective of Rigorous Interdisciplinary Academic Instruction, we will:

- Provide confirmation through UVU systems and catalog entries that the changes to our curriculum have been formally completed.
- The exit survey of IS students will ask students for feedback regarding the seminar courses. Responses from the survey will be collected, analyzed, and presented.
- Students who participate in engaged learning opportunities such as UCUR/NCUR or conferences and research opportunities will be noted and we will collect data about the number of students who are able to take advantage of these opportunities.
- Conferences or other scholarly pursuits by the faculty & staff will be recorded, summarized and presented.

Assessment Indicator Data

Assessment Data to be provided in 2019.

Assessment of Student Learning and Program Review

See attached program review in section 2.4.2

Other Assessment Data

Not Applicable

Cost Savings

Resource Reallocation

Strategy Name

Course Curriculum Updates & Modifications

Strategy

course curriculum updates & modifications to improve the connections to interdisciplinarity for students in the program. Students need to be able to make a distinction between seminars and be able to identify the point of the courses. This is key to the heart of the program. Students really need to understand how their topics courses connect to the program and teach interdisciplinary skills.

Strategy Rationale

Students need to understand how their interdisciplinary coursework helps them to build skills beyond the specific content of any given course. Skills in research, writing, textual analysis, and critical thinking will become vital to the student as they write their undergraduate thesis.

Strategy Action

- Faculty and advisors have been working together to make a distinction between IS 300R (Literature Review and Interdisciplinary Research) and IS 350R (Close Reading of primary text and drawing interdisciplinary connections) by tuning the advising message and updating curriculum to reflect the distinction.
- Faculty have updated their syllabi and course introductions to draw students' attention to the interdisciplinary skills being taught in their courses and help to nourish those skills with course objectives and assignments.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

In process

Strategy Name

Extracurricular Scholarly Activity Support

Strategy

The Integrated Studies program will encourage students to take advantage of extracurricular scholarly opportunities.

Strategy Rationale

Helping students to engage in extracurricular academic activities will help them to be better prepared for graduate school or a career after graduation. UCUR, NCUR, and other regional conferences can help students to stand out and get involved in graduate school admission processes early on. Internships and job shadow opportunities can help students to build work experience while they are still at UVU.

Strategy Action

- IS faculty and advisors have encouraged students to participate in UCUR and/or NCUR each year and support them in the process of applying and preparing.
- Students are encouraged to participate in regional and national conferences.
- Students are encouraged to participate in engaged learning opportunities here at UVU. (such as WFSC conference or ethics awareness week)
- Students are invited to participate in the Cambridge Pembroke Kings' College Program or other study abroad opportunities.
- Students are encouraged to take advantage of internship opportunities that are relevant to their goals.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

In process

Strategy Name

Faculty and Staff Development

Strategy

Encourage and nourish faculty and staff development of interdisciplinary research and related scholarly pursuits in support of integrated learning.

Strategy Rationale

By providing support for faculty and staff to engage in interdisciplinary research and scholarly pursuits that support integrative learning, faculty and staff will be better able to teach interdisciplinary skills by modeling them for students.

Strategy Action

- Secured funding for travel, research, and conferences that support the mission of the Integrated Studies Program.

Strategy Begin Year

2017-18

Strategy Completion Year

2020-21

Status

In process

Objective Name

Mentored experience for students

Objective

Students in the Integrated Studies program will receive an undergraduate experience guided by a series of mentors from the advisors and faculty which will help them to make informed decisions and prepare for their next step in life.

Primary Supported UVU Objective

Engaged 1: Engage Students

Primary Supported UVU Objective Rationale

By creating a mentoring system for our students, we can help students to have a stronger connection to UVU and more easily become engaged as they learn about the many opportunities for engaged learning and research here at the university.

Secondary Supported UVU Objective

Student Success 2: University Experience

Assessment

The exit survey for graduates is in the process of being implemented.

Data about students' interactions with their mentors will be kept and updated throughout the process before being analyzed and presented at the end of the review cycle.

Assessment Indicator

- Records of student-mentor interactions that are gathered as a part of the strategies listed below will be evaluated and provided to ensure that students are receiving the support they need and that our objective is being met.

Assessment Indicator Data

To be provided in 2019.

Assessment Indicator

Students will be asked for feedback about the mentoring experience during their graduate exit survey which will be analyzed and provided.

Assessment Indicator Data

To be provided in 2019.

Assessment of Student Learning and Program Review

See attached program review in section 2.4.2

Other Assessment Data

Not Applicable

Cost Savings

Resource Reallocation

Strategy Name

Early Faculty Connections

Strategy

Help students to make connections to faculty members early on in the process of introducing them to the program

Strategy Rationale

Students who make a strong connection with faculty members early in their undergraduate education may be more successful as they study and move toward graduation. They will be able to find faculty mentors for their undergraduate theses more easily, and will have a stronger connection to the IS program and to UVU. For students who are going to graduate school, they will have an opportunity to discuss the process of applying and studying at the graduate level with faculty who have first-hand experience in the process.

Strategy Action

Planning has been done to address this strategy. Faculty have agreed they would like to speak with students who share common research interests or are interested in the subject matter of a course the faculty will be teaching. Records will be reviewed that show which faculty member(s) the student has worked with to facilitate outreach efforts regarding research or engaged learning opportunities.

Strategy Begin Year

2017-18

Strategy Completion Year

2017-18

Status

In process

Strategy Name

Distinguish between advising and mentoring and help students to understand the goals of the program.

Strategy

IS Advisors and Faculty to explain the distinction between the Advising and Mentoring support capabilities and processes in the IS program.

Strategy Rationale

By helping students know what to expect from their mentors and advisors, they will be better able to make decisions that help them progress through their undergraduate education. At the same time, having clear mentoring expectations will help faculty and staff live up to the program's goals.

Strategy Action

Our departmental website was reviewed and we removed all instances where "advisor" or "mentor" were used erroneously. Messaging has been clarified on our promotional materials and faculty and staff have made a point of using the two terms consistently.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

In process

Strategy Name

Mentoring meetings incorporated into IS seminar courses.

Strategy

IS students will meet with IS seminar faculty during the first IS Seminar in which the student enrolls to begin development of a Mentoring relationship.

Strategy Rationale

The IS seminar courses are the second point of contact between students and their instructors who will serve as their mentors throughout the program and especially as they begin writing their undergraduate thesis. Helping students to make strong connections to the faculty through the courses will ensure that students have a support network as they prepare for the capstone.

Strategy Action

- IS faculty or Advisors will make a record of these early meetings with new IS students.
- IS Faculty and Advisors will design and utilize an historical documentation of these and other Mentoring meetings.

Strategy Begin Year

2017-18

Strategy Completion Year

2018-19

Status

Not started

Objective Name

Digital and Print Publication Expansion

Objective

The Integrated Studies Program will create the foundation for a regional or state-level publication of interdisciplinary research by first building the infrastructure of a strong print-publication, skilled staff members, tools to build a digital publication, and a bank of faculty to complete a process of peer-review.

Primary Supported UVU Objective

Serious 2: Culture of Scholarship

Primary Supported UVU Objective Rationale

Creating a platform for Interdisciplinary research to be peer-reviewed and published will give Integrated Studies students across the state an opportunity to participate in engaged learning and scholarship.

Secondary Supported UVU Objective

Engaged 1: Engage Students

Assessment

Assessment has not yet started for these strategies as they are only beginning to be put into practice. The nature of this kind of assessment is that it is a demonstration of the completed product of the work, and therefore must wait until the project is complete.

Data is already being gathered about interdisciplinary programs in the region who may be interested in participating, but no programs have been contacted yet.

Assessment Indicator

- The digital special edition will be provided so that reviewers can see the capabilities and necessity of the new digital format and have tangible proof of the skills and training that have taken place.

Assessment Indicator Data

To be provided upon completion or upon request at the end of the review cycle.

Assessment Indicator

All print editions of the journal that have been published since the implementation of industry standards (using *Science* as a model) will be provided for review.

Assessment Indicator Data

To be provided upon completion or upon request at the end of the review cycle.

Assessment Indicator

A report will be generated about the readiness of the program to launch a state or regional level undergraduate research journal for interdisciplinary students that includes data about the number of programs that have expressed interest, the number of faculty members from across the state/region that have agreed to be part of the peer-review process, and the volume of expected submissions.

Assessment Indicator Data

To be provided upon completion or upon request at the end of the review cycle.

Assessment of Student Learning and Program Review

See attached program review in section 2.4.2

Other Assessment Data

Not Applicable

Cost Savings**Resource Reallocation****Strategy Name**

Building Digital Skill Foundation

Strategy

The Integrated Studies Program will be building the skills and tools in order to produce a digital publishing platform that will allow publication of student research in mediums that cannot effectively be published in print.

Strategy Rationale

Because student work in interdisciplinary education often encompasses fields that go beyond the printed word, the creation of a digital platform for undergraduate publication will provide students who are interested in engaging in interdisciplinary scholarship an opportunity to have their work curated and published.

Strategy Action

- Attended and complete trainings with the Digital Media program here at UVU in order to build on existing skills which can be used to build a digital platform for publication.
- Currently creating a special edition of the current journal which encompasses many previous publications and demonstrates the capabilities of the digital platform.
- Helped student volunteers to build skills related to the creation of digital publications.

Strategy Begin Year

2016-17

Strategy Completion Year

2019-20

Status

In process

Strategy Name

Update Physical Journal to Industry Standards

Strategy

By utilizing industry publications such as *Science* and *Cell*, the integrated studies program will set a standard for undergraduate publication that will give students experience that is similar to what they would be responsible for doing in industry and simultaneously build the infrastructure for creating a state-level or regional journal for interdisciplinary undergraduate publications.

Strategy Rationale

Giving students the opportunity to build an undergraduate, interdisciplinary publication that meets industry standards for print publication gives them an excellent engaged learning opportunity and builds a foundation for the interdisciplinary journal on a state-wide or regional level.

Strategy Action

- Collected and present around the office suite many examples of *Science*, *Cell*, or other academic publications which will serve as a model for publication.
- Begun the process of creating undergraduate publications for two semesters (Fall 2017 and Spring 2018) which meet industry standards for undergraduate scholarly publications.

Strategy Begin Year

2016-17

Strategy Completion Year

2017-18

Status

In process

Strategy Name

Outreach to other Interdisciplinary Programs in Utah and in the Region

Strategy

Outreaching to interdisciplinary programs in the state and/or region in order to make a connection and begin preparation for a platform of undergraduate publication. We will build a relationship with various programs which will allow them to provide students across the state/region with opportunities to publish their interdisciplinary work in a peer-reviewed journal.

Strategy Rationale

Building intercollegiate connections between interdisciplinary programs in the state and region will allow us to improve

our understanding of the program and to provide students with opportunities that will set them apart as they pursue their goals of graduate education. This is the first Interdisciplinary publication of its kind and will set us apart as an integrated Studies program.

Strategy Action

- Identifying programs with interdisciplinary students who participate in interdisciplinary research and which are interested in participating in a regional undergraduate publication.
- Creating a system of peer review that includes faculty from various programs and disciplines.

Strategy Begin Year

2017-18

Strategy Completion Year

2019-20

Status

Not started

Action Description

Not Applicable

Action Area

Other Actions

Reallocation Description

Not Applicable.

Resources Reallocated**Leadership Comments****Leadership Approval Status**