

FY 2025-26

# STRATEGIC REINVESTMENT

UTAH VALLEY UNIVERSITY

UVU

# Efficiency-focused Approach

## **FALL 2021**

Implemented Gray DI Markets for Program Planning

## **SUMMER 2023**

Reduced the number of academic schools/colleges

## **SPRING 2024**

Discontinued the English Language Learning Program

## **FY 2024-25**

Budgeted \$2.7M for Anticipated Cuts

## **FALL 2024**

Implemented Gray DI Program Economics

## **FALL 2024**

Hiring Freeze

## **SPRING 2025**

Position Reductions and Program Streamlining

# Campus Input Driving Alignment



**TOWN HALLS  
& UNIVERSITY  
SHARED  
GOVERNANCE  
GROUPS**



**INTERNAL  
SUGGESTION  
FORM**



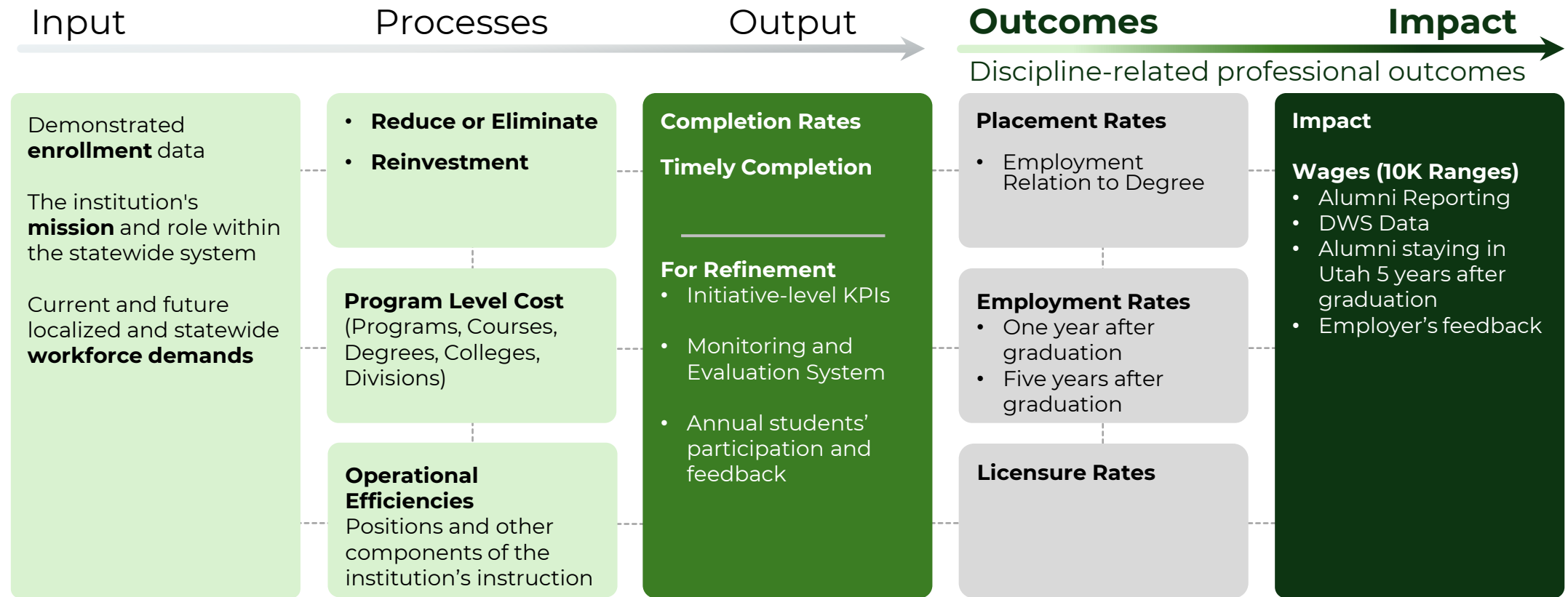
**INTRANET  
AND EMAIL  
UPDATES**



**ENGAGED  
FACULTY  
AND STAFF**

# Logic Model Reallocation & Reinvestment

The reallocation process was founded upon several metrics, including enrollment, financial costs and contributions, workforce demand, and UVU's mission. The Reinvestment Initiatives were strategically crafted to reduce the time required for students to graduate, align educational outcomes with workforce needs, and equip graduates with the essential skills for professional success. A logic model was employed in both reallocation processes to ensure a systematic approach.



Data-Driven, Strategic Planning, Continuous Improvement

# Areas Of Disinvestment

## PROGRAM OPTIMIZATION & CONSOLIDATION

- Low Enrolled/Completion Programs
- Low Market Demand/ Poor Workforce Alignment

Examples:

- Business (Specialized Associate)
- Woodworking/ Cabinetry (Certificate)
- Administrative Information Support (Certificate)
- Nursing Education (Master's)

## OPERATIONAL EFFICIENCIES

- Administrative Budgets

## TARGETED REDUCTIONS IN COST OF INSTRUCTION

- Position  
Conversions/  
Eliminations
- Retirements

# Disinvestments

NACUBO	REDUCTION IN ADMINISTRATIVE COSTS	Staff \$	OE \$	TOTAL	%
Institutional Support	Reducing budget in a central Performance Based Funding reserve.		-\$1,289,820	<b>-\$1,290,000</b>	14%
Student Services	Reducing FTE positions in Student Affairs (Closing Identity Centers).	-\$447,679		<b>-\$448,000</b>	5%
Institutional Support	Reducing staff positions and hourly budgets in Institutional Advancement, Finance & Auxiliary Services, Digital Transformation, Marketing, and Facilities departments on campus.	-\$735,095	-\$153,011	<b>-\$888,000</b>	10%
Academic Support	Reducing budgets in Academic Affairs departments including Academic Administration, the Innovation Academy, and Program Assessment budgets.	-\$231,691	-\$856,626	<b>-\$1,088,000</b>	12%
<b>Subtotal</b>		<b>-\$1,414,465</b>	<b>-\$2,299,457</b>	<b>-\$3,714,000</b>	<b>42%</b>

# Disinvestments

NACUBO	COLLEGE & SCHOOL DISINVESTMENTS	Faculty \$	OE \$	TOTAL	%
Instruction	<b>College of Health and Public Service:</b> Faculty positions, hourly faculty, and current expense budgets.	-\$293,472	-\$124,948	<b>-\$418,000</b>	5%
Instruction	<b>College of Humanities and Social Sciences:</b> Faculty positions, hourly faculty, and current expense budgets.	-\$904,897	-\$445,924	<b>-\$1,351,000</b>	15%
Instruction	<b>College of Science:</b> Hourly faculty and current expense budgets.	-\$200,814	-\$424,825	<b>-\$626,000</b>	7%
Instruction	<b>Smith College of Engineering and Technology:</b> Faculty positions, hourly faculty, and current expense budgets.	-\$639,672	-\$139,585	<b>-\$779,000</b>	9%
Instruction	<b>School of the Arts:</b> Faculty positions and current expense budgets.	-\$389,209	-\$169,431	<b>-\$559,000</b>	6%
Instruction	<b>School of Education:</b> Faculty positions, hourly faculty, and current expense budgets.	-\$217,458	-\$95,742	<b>-\$313,000</b>	4%
Instruction	<b>Woodbury School of Business:</b> Faculty positions, hourly faculty, and current expense budgets.	-\$1,128,901	-\$16,000	<b>-\$1,145,000</b>	13%
<b>Subtotal</b>		<b>-\$3,774,423</b>	<b>-\$1,416,455</b>	<b>-\$5,191,000</b>	<b>58%</b>

# Eliminated Academic Programs

Award Type	Program Name
AS	Administrative Information Management
AAS	Administrative Information Support
CC	Administrative Support
CP1	Administrative Support
CP2	Advanced Manufacturing
BS	Aerospace Technology Management
CP3	Application Development
CP1	Automation and Electrical Control Technology
AS	Automation and Electrical Technology
AAS	Automotive Power Sports
Dip	Automotive Technology
AS	Automotive Technology
CP2	Baking and Pastry
CC	Cabinetry and Architectural Woodwork
Dip	Cabinetry and Architectural Woodwork

Award Type	Program Name
AS	Cabinetry and Architectural Woodwork
CP1	Cabinetry and Woodworking
AAS	Collision Repair Technology
CC	Construction Management
CP1	Construction Management
CP3	Database Administration and Data Warehousing
Dip	Diesel Mechanics Technology
AAS	Digital Communication Technology
CP1	Electrical and Control Technology
CP2	Entry Kitchen
AAS	Facilities Management
CP3	Professional Kitchen
CP2	Structural Design Technology
AS	Surveying and Mapping
CP2	Woodworking Education



# Areas Of Reinvestment



## EMERGING OCCUPATION (RFA)

- Applied AI Institute



## ENGINEERING INITIATIVE

- Mechanical Engineering
- Computer Science
- Information Systems and Technology



## HEALTH AND WELLNESS EXPANSION

- Occupational Therapy Assistant/  
Physical Therapist Assistant
- Behavioral Health



## WORKFORCE ALIGNMENT FOR CRITICAL SECTORS

- Accounting
- Chemistry
- Construction Management



## ACCELERATED COMPLETION

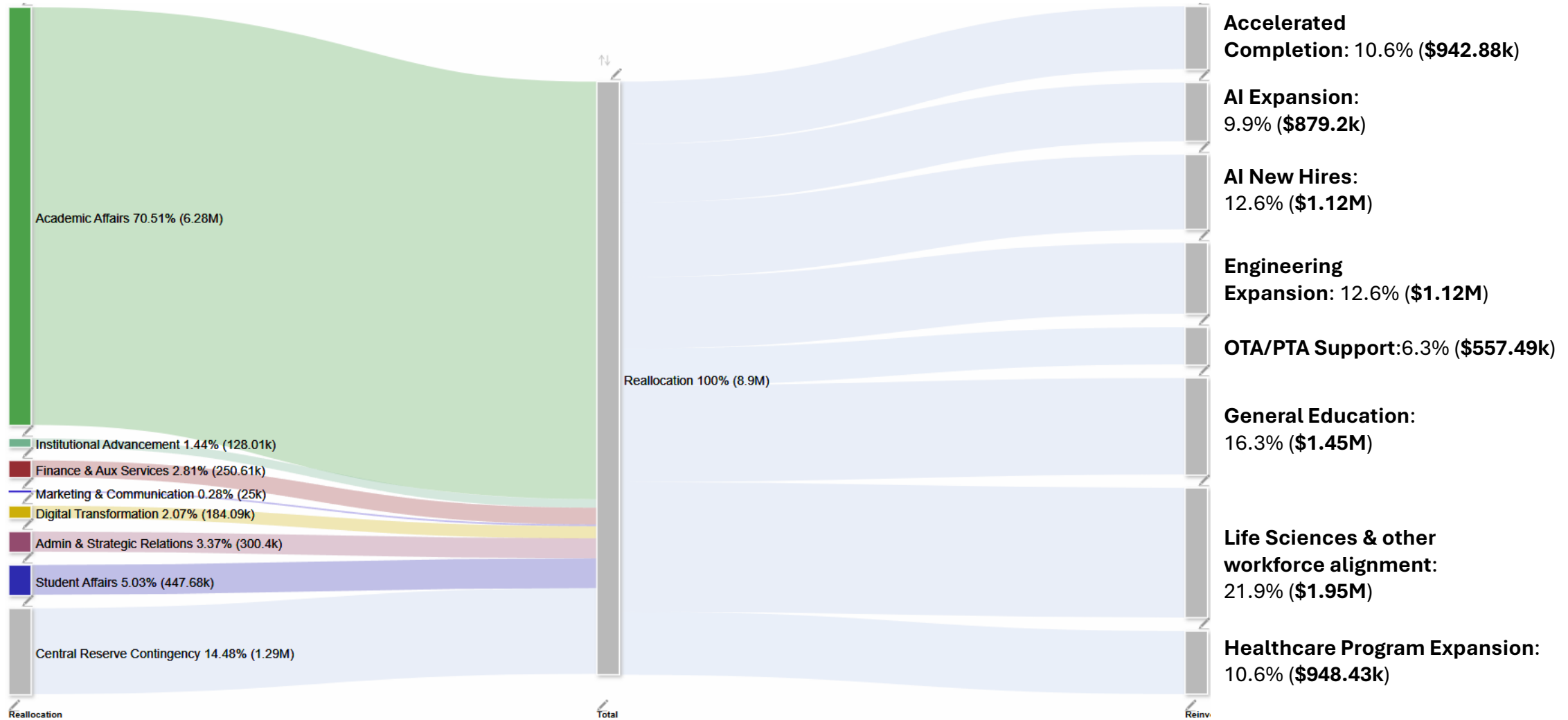
- Online Expansion
- Student Success Coaches
- Laptop/Hotspot Checkout in Fulton Library



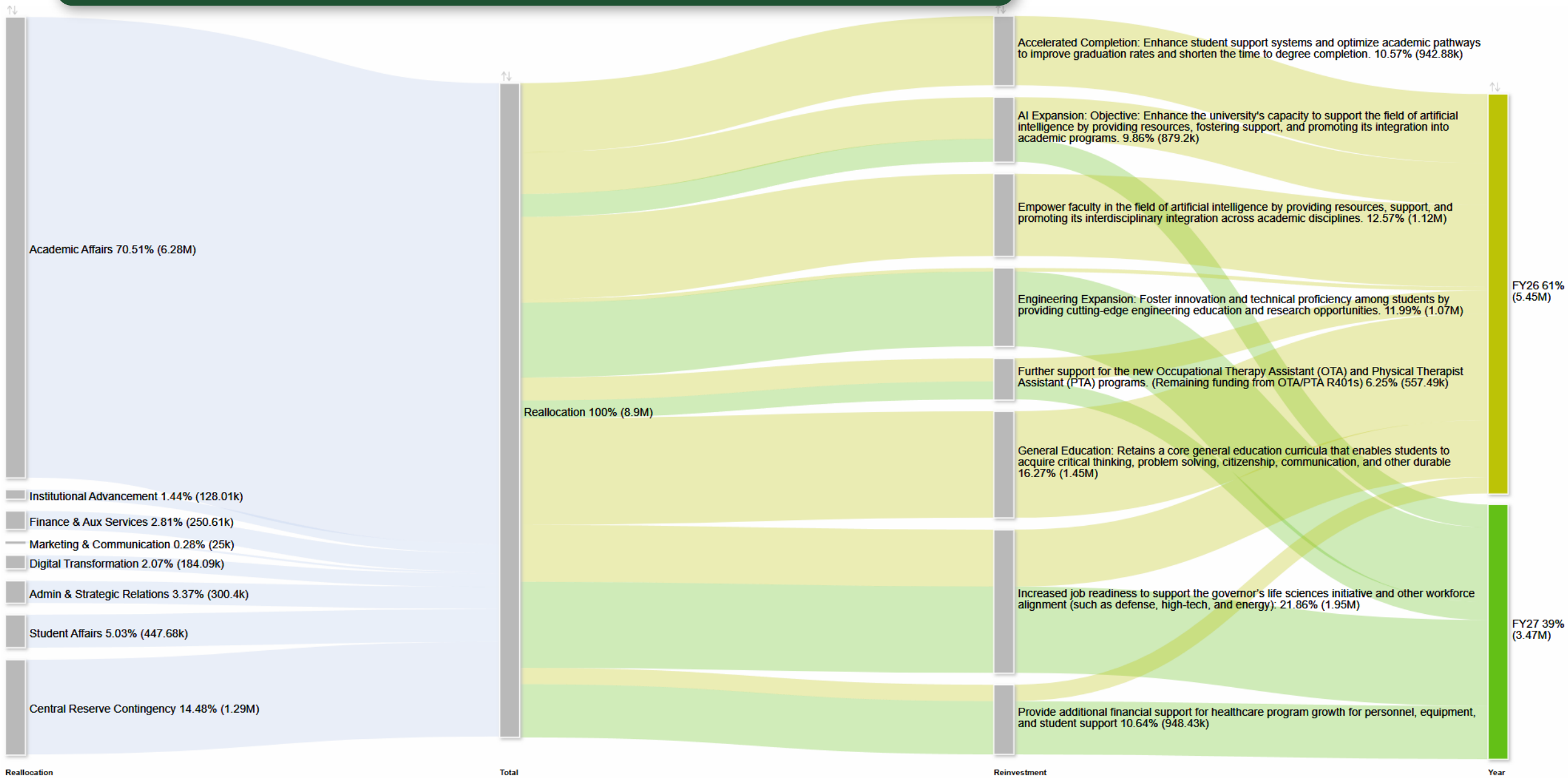
## GENERAL EDUCATION: CRITICAL THINKING, COMMUNICATION, DURABLE SKILL DEVELOPMENT

- Core Requirement: Written Communication
- Breadth Areas: Arts, Life Sciences, Social Sciences

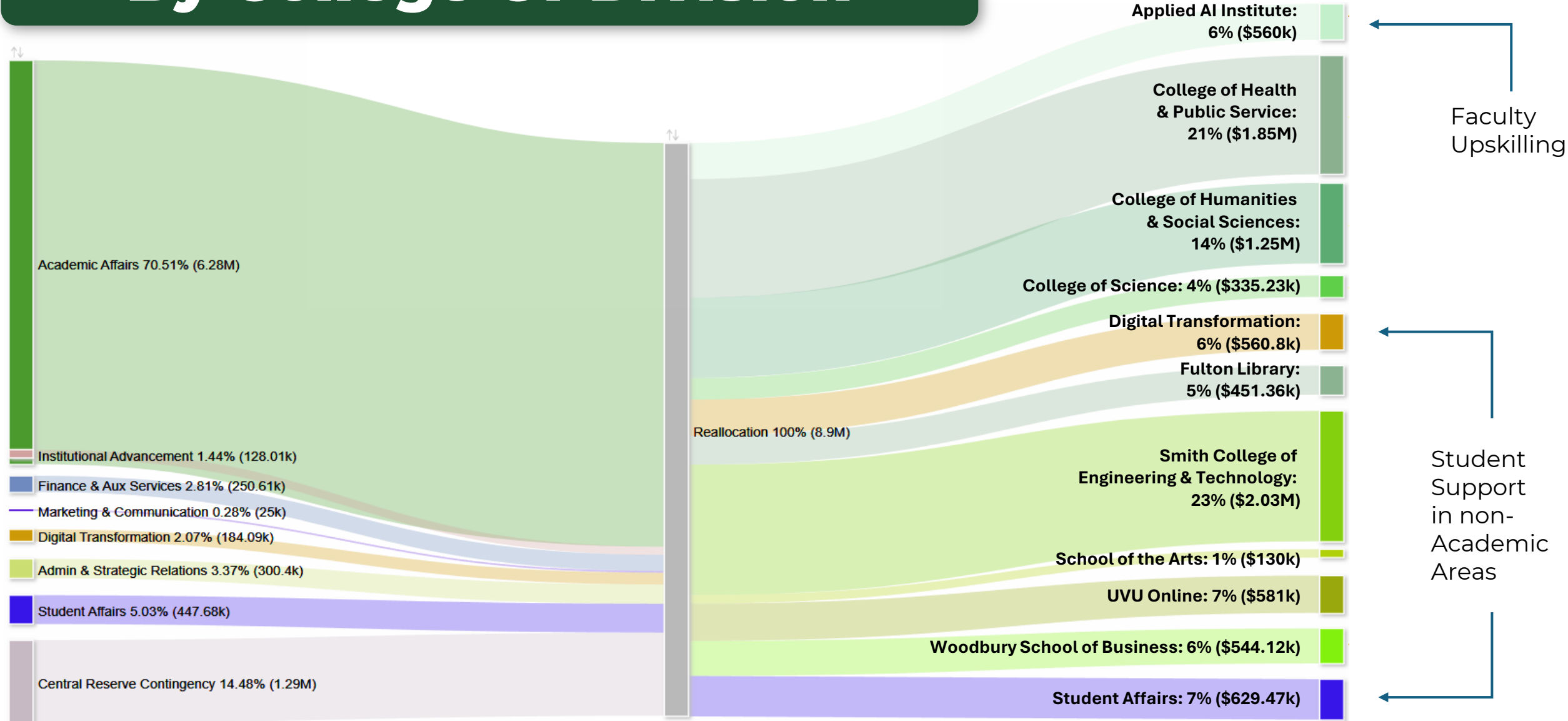
# Reinvestment By Initiative



# By Year And Initiative



# By College Or Division



Reallocation

Reinvestment

# NON-INSTRUCTIONAL STUDENT SUPPORT

HB 265 emphasizes retention of General Education pathways. Writing & quantitative-literacy support directly protects those gateway courses, preventing attrition bottlenecks that slow progress and inflate instructional cost per graduate.

## Civitas Support

Provides personalized data and trends to enable advisors to utilize student-advisor meetings effectively.

### Results:

Advisor meetings, tutoring, scholarships, and early alerts raise term-to-term persistence by **3-6 percentage points** overall.

## Academic Advisors and Coaches

Face-to-face or video appointments outperform phone/email, so dedicated coach staffing is critical.

### Results:

Impact studies indicate that advising raises one-year persistence **4.9 – 5.6%**.  
(New first-term students + **8.1%** · Transfer students + **7.2%**)

## Tutoring and Learning Labs

Impact thresholds matter—students required at least three visits for the lift.

### Results:

Tutoring increases persistence by:

- Writing Center + **5.9 – 9.9%**,
- Math Lab + **2.5 – 5.6%**,
- Course-embedded tutoring + **2.8%**.

## Library Resources and Services

Civitas can tie library engagement to predictive risk scores, letting advisors nudge students who have not yet accessed core materials.

### Results:

- Library resource use lifted persistence **3.5 - 5.3%**.
- Textbook checkout program improved persistence **2.4%**.
- Library instruction workshops trend positive **+2.1%**.

Civitas can tie library engagement to predictive risk scores, letting advisors nudge students who have not yet accessed core materials.

# Additional Details



UVU is discontinuing several academic programs, including a small number of high yield awards. Each discontinuance followed a thorough review of enrollment, completions, workforce alignment, and curricular overlap.



Most of the discontinued certificates and associate degrees stack into ongoing programs or share courses across bachelor's and master's degrees, so affected courses are not unique and will continue to serve students.



In certain cases, the CIP-to-SOC code alignment suggested high yield, but the credentials offered did not reflect the specific skillsets or formats desired by employers, limiting program viability.



Where possible, programs have been streamlined into more responsive offerings to better align with industry demand.



Certain programs were initially designed for narrow target populations and failed to gain broader appeal.



UVU's General Education (GE) enrollment has grown significantly. Persistent waitlists in areas like Written Communication, Arts, Life Sciences, and Social Sciences show the need for adequate instructional staffing and flexible scheduling to reduce barriers to timely degree completion.





THANK  
YOU