CLEARING THE PATH

A STRATEGIC STUDENT SUCCESS AGENDA
JANUARY 2018
In the past five years, the University of Utah has started to transform the very nature of higher education. As the flagship institution for the state of Utah, we feel a great sense of responsibility—a duty inherent in our status as a top tier research institution. This role is passionately fulfilled by our faculty, researchers, and administrators who are providing an exceptional education and creating transformative experiences that truly change lives. Our students are at the center of all these efforts—tens of thousands of whom benefit every year from new technologies, predictive data analysis and, perhaps most importantly, the personal connections and human interactions that form responsible, creative, and productive citizens. We are building a diverse and multidisciplinary institution to surround our students with a rich tapestry of world-renowned faculty, advisors, and research opportunities. Engaging our students with real-world experiences instills the university’s collaborative character as their own and empowers them to realize and master their unique passions, skills, and talents in service of a more positive future for our state, society, and world.

What follows is a report that synthesizes some of the data we use to measure our progress on this journey. In some cases, these metrics are recognized by national benchmarks, rankings, and awards. I hope that you will be as delighted as I am by the findings in this report. While we use these metrics to guide our strategies and these accolades to measure our successes, improvement in rankings is simply the outcome of doing the right things, not the goal. These are the results of an institution and community that is committed to a strategy that puts Students First and to transforming lives through exceptional educational experiences. This approach has accelerated the trajectory of both our students and our institution—and has been successful because our entire institution has kept Students First at the forefront as our common, shared purpose.

Thank you for supporting and guiding us on this journey as we clear the path to success for our students and community.

Fondly,

Ruth Watkins
Senior Vice President, Academic Affairs
Thanks to the support of our state and community, the University of Utah is a world-class research and teaching institution built on a legacy of innovation, collaboration, community engagement, and service. The President’s Four Strategic Goals—promoting student success, generating knowledge, engaging communities, and ensuring long-term vitality of the U—provide a shared vision for the future of the U.

As a key part of the Student Success goal, our Students First strategy has made great strides since its inception. Our entire institution—from tenured professors to academic advisors, from food service experts to information technology associates—rallies behind this shared purpose. We believe that the success of these goals relies on our ability to achieve Students First.

Comprised of three component initiatives to Provide Access and Opportunity, Increase Odds for Completion, and Create an Environment for Student Growth, early measures indicate that the Students First approach is working.

LAUNCHING SUCCESSFUL CITIZENS
We are launching more students, more quickly and with greater opportunity than ever before. Perhaps most notably, in just five years we increased our six-year graduation rate from 58.9 percent to 67.4 percent and the impact of this progress is increased exponentially by three additional outcomes. The University of Utah is graduating students with the degrees and professional talent demanded by Utah’s growing economy. Moreover, our students are graduating with the lowest debt of any Utah institution and are garnering higher salaries than graduates from other Utah-based institution of higher learning.

And yet, these early successes only feed our ambition to provide a top-quality education and continuously improve outcomes for our students.

We are dedicated to piloting, testing, scaling, and advancing the programs and services that improve student outcomes. And as the flagship university for the state, we are committed to sharing these innovations with institutions of higher education in Utah and beyond.
Launching Successful Citizens

**Degrees to Meet High Job Market Demand**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dixie State University</th>
<th>All Other USHE Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>4,855</td>
<td>3,927</td>
</tr>
<tr>
<td>2012</td>
<td>4,644</td>
<td>3,887</td>
</tr>
<tr>
<td>2013</td>
<td>3,588</td>
<td>3,242</td>
</tr>
<tr>
<td>2014</td>
<td>2,222</td>
<td>3,637</td>
</tr>
<tr>
<td>2015</td>
<td>606</td>
<td>2,736</td>
</tr>
<tr>
<td>2016</td>
<td>878</td>
<td>2,976</td>
</tr>
</tbody>
</table>

**% of Graduates with Debt (2015-2016)**

- Dixie State University: 51%
- Utah State University: 47%
- Weber State University: 44%
- Utah State University: 44%
- Utah Valley University: 51%
- Utah Southern University: 81%

**Average Salary After Attending School**

- Southern Utah University: $38,400
- Utah State University: $42,400
- Utah Valley University: $43,300
- Weber State University: $43,300
- Dixie State University: $33,800

**National Median: $34,100**
As more students complete degrees in less time, and with the institution’s largest graduating class in May 2017, we are creating capacity for even more bright minds to join us at the U. To get there we are taking a four-pronged approach:

- Increase First-Time Freshmen
- Unlock Affordability
- Diversify Our Population
- Prepare Students with Partners

**INCREASE FIRST-TIME FRESHMEN**

We want more students to take full advantage of an education at the U. The use of data-driven, digital channels helped us identify and reach prospective students who are ready for an education at the University of Utah. Last year, these tactics yielded a 60 percent increase in overall applications and a 14 percent increase, over the previous year, in first-time freshman enrollment. Furthermore, the incoming student base increased our average ACT score to 25.3, while maintaining our 3.61 average high school GPA. These students represent more than 25 counties across Utah—increasing our rural engagement across the state from 15 percent to 20 percent in the past five years —nearly all 50 states, and more than 35 countries.

**Exceptional Value**

The U has the lowest tuition and fees among our peer group of public PAC-12 and Big Ten institutions.

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In 2017, we welcomed the largest, most diverse and academically prepared freshman class in our history.
UNLOCK AFFORDABILITY

Finances should not be a barrier to education. And yet, for students with good academic standing, finances are the most frequently reported obstacle to enrollment and/or persistence.

The U offers a high value education relative to Pac-12 and Big Ten institutions. Among this prestigious group, we are known for providing quality outcomes at a lower overall cost.

And while we take pride in this measure, we remain committed to staying ahead of this curve by increasing financial support to our students. Even with limited resources, we are improving our student award models to provide more individualized and precise support. Through a strategic and collaborative Students First effort across campus, we are engaging students where they are and giving them the financial tools they need to persist, by:

• Increasing outreach and frequency of assistance
• Running scholarship workshops across campus
• Scaling scholarship application process with technology

As a result, we have successfully increased total financial aid to our student body.

DIVERSIFY OUR POPULATION

Access means access-for-everyone. And a more diverse student population serves to improve experiences for all of our students. We are continually improving our strategic approach to serve a more diverse student body and create more opportunities for under-served communities. This year, mirroring the demographics of Salt Lake County, nearly one-third of our incoming, first-time freshmen are domestic students of color. Additionally, education across campus is evolving beyond historic gender imbalances—such as women in STEM programs and men in nursing to name a few.

PREPARE STUDENTS WITH PARTNERS

For some students, attending the U is an ambition that requires a bit more time to develop. These students have a better chance for success by starting their higher education with one of our fine associate institutions. To enable this personal growth, we have built meaningful partnerships with many local peers. Our pathway programs, in partnership with Salt Lake Community College, connect these students early in their careers. This early connection can translate to remarkable student success.

Together these tactics are changing the very nature of education. By putting our students first, we become more effective in serving our community.
Increasing the Odds for Completion

Every university faces the challenge of helping students to complete their education and the U is no exception. Using analytics to identify trends and predict indicators of positive outcomes, we have created unique pathways to help our students reach the academic finish line in a timely manner. Extending completion beyond four years is costly in tuition and unearned salary.

We know that building momentum early in a student’s career helps to ensure freshman and sophomore retention. With that foundation, we build student success by empowering them with more precise and individualized guidance and experience.

We have done this by assessing and optimizing data to:

- Cultivate Early Successes
- Offer Early Guidance
- Stay On Path To Completion
- Elevate and Guide Ambition

Together these strategies encourage persistence and ignite the passion students need to see their college education through to completion and reach their greatest potential.

CULTIVATE EARLY SUCCESSES

Research indicates that the first years of a student’s academic career are vital. By engaging every student in our community, we help them build the skills they need to complete their higher education. And by paying attention to the data, we can target earlier interventions with our students to propel or modify their projected path.

For example, GPA in the first term is the strongest indicator of degree completion. Additionally, our metrics indicate that students who take at least six general education courses—namely math and writing—during their first year tend to have graduation rates approximately 8 percentage points higher than those who do not. Finally, we have noted if students can earn 30 credit hours per year, they have a significantly stronger likelihood to complete their degree in four years. With this focus, we have achieved a steady rise in total hours attempted in the first year.
Building Momentum and Retention

By applying persistence and completion strategies, we have yielded exceptional first-year retention rates, now exceeding 90 percent. These rates match or exceed some of our top peer institutions nationally.

On-Campus Living

Starting from day one we focus on connecting our students to the U community. In fact, the data show that greater persistence is associated with a sense of belonging. On average, students who live on campus for one year are 12 percent more likely to complete a degree than similar students who live off campus.

Today, approximately 50 percent of our first-year students live on campus. Over the next decade, we strive to increase this to 75 percent. And we hope to achieve this goal with the proposed addition of a new, multi-disciplinary, 1000-bed residence hall, targeted for completion in 2020.

We continue to identify near-campus housing solutions for students in second year and beyond to nurture a live and learn community. This community ideal helps encourage students to build personal connections with a diverse group of peers both in and out of the classroom.
In-Classroom Learning
To connect students to their passions in the classroom, we provide deeply engaged learning experiences. Smaller classes taught by exceptional faculty aim to more intimately connect students to both their passions and interests and the level of work they need to convert those aspirations to a successful career. Our long-standing model, LEAP, has a record of positively increasing the likelihood of degree completion, particularly for students who enter less prepared. LEAP students take first-year courses together in a small cohort with continuity in faculty guidance.

Given these data, we have established a goal to enroll every student in a cohort learning community that fits their profile, such as LEAP, Honors, Block U, Business Scholars, Humanities Scholars, Diversity Scholars.

Once our freshmen find their sense of place at the U, we focus on helping them become successful sophomores who are ready to discover their individual sense of purpose. To get there we launched a Sophomore Rise initiative. Next academic year, we are starting weekly workshops and single-credit classes. Second-year students are encouraged to explore their own personal connections to various academic endeavors. From there our students are on a path to reach their best potential.

LEAP Graduation Rates
Less academically-prepared students who participate in LEAP are more likely to graduate in six years.

<table>
<thead>
<tr>
<th>Students not in LEAP</th>
<th>Students participating in LEAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Based on students with below average ACT; six-year adjusted graduation rates.
OFFER EARLY GUIDANCE

Occasionally, our students can get off-track on their academic path. And when academic performance begins to wane, time is of the essence. If we wait until grades come in to intervene, we’ve waited too long. Using our leading-edge learning analytics partner, Civitas, we provide our advising teams with information to engage students as an individual with unique needs.

Our three-pronged strategy first uses data to define meaningful interventions—in collaboration with institution-specific trends from our partners. From there we can predict and connect with individual students to assess and advise them proactively. Finally, the data signals show our advisors the individualized needs and challenges of each student. This allows our advisors to build personal relationships through relevant and meaningful conversation specific to each student.

Predictive data also have a role in optimizing the success of high achieving students. Next year we will use Civitas to identify students who can benefit from accelerating their academic careers.

Reaching out to students with data-driven and personalized guidance has helped to increase retention and completion rates.

UNDERSTAND & OPTIMIZE OUTCOMES

Learn from peer Civitas users to inform our institutional strategy.

ACT & OVERCOME BARRIERS

Armed with clear understanding of the individual’s unique needs and challenges, we engage in meaningful and relevant dialogue, building personal relationships, and ultimately reducing barriers and improving performance.

IDENTIFY & INITIATE CHANGE

Uncovering signals in student behavior in real time, we can proactively connect with students to extend the right advising services.

INCREASING THE ODDS FOR COMPLETION
My Path to Passion

One day, as I was sitting in writing class, I noticed an email from a Student Success Advocate (SSA). I was surprised at the accuracy of the email’s timing—I was feeling lost and unhappy with my pre-nursing major while all my friends seemed to be thriving. As a first-generation college student, I felt enormous pressure to do well, yet nobody could relate to my problems. I had been treating my GPA as my only priority, neglecting all other aspects of my life.

I followed up with the email and arranged to meet with the advisor. My SSA soon became my closest friend and my mentor on campus. She made sure I knew I was not alone, and offered me advice which helped me choose a new major (Health Promotion and Education), and guided me through finding a job that would benefit both myself and the community. She always stayed in touch with me, even through the summer, and genuinely cared about my future. This influence helped me get my life and education to a place that made me excited about school and careers again.

Because of my positive involvement with my SSA, I wanted to help others experience something similar. I was nervous about my natural shyness, but applied to become a Student Success Ambassador anyway, and I have never regretted it. With this position, I helped other students realize their potential through the support that this program provides. I am so glad that I can tell my story and make a difference for students trying to find their passions.

-Odalys Leyva, Class of 2019
STAY ON PATH TO COMPLETION

At the U, online access is a core strategy we use to help students in a variety of circumstances complete their degree. The nearly 350 online courses reach students in rural areas, support students whose life situations threaten their graduation track, and create opportunities for former students to return to the U to complete their degrees.

Today, nearly 51 percent of our students take at least one online course each year. In 2017, 29 percent of our undergraduate students used U Online to achieve full time status. And for those who maintain 30+ credit hours per year, it ensures both reduced time to completion and lower costs of education.

Increasingly, U Online is building partnerships with local corporations to support talent and workforce needs. We have created a base of talent that can immediately add value and be productive with the sensibility of real world experience.

U Online Enrollment

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>% taking at least one online course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>38%</td>
</tr>
<tr>
<td>2013-14</td>
<td>41%</td>
</tr>
<tr>
<td>2014-15</td>
<td>44%</td>
</tr>
<tr>
<td>2015-16</td>
<td>46%</td>
</tr>
<tr>
<td>2016-17</td>
<td>51%</td>
</tr>
</tbody>
</table>
ELEVATE AND GUIDE AMBITION

Whatever our students want to be, we want to increase their chances of success. There are clear milestones they need to hit and we have constructed a campus-wide network of advisors, guides, and roadmaps to help them find their way.

When students begin to define their major areas of study, our advisors engage them in developing a clear map forward. This Personalized Plan to Finish process is executed by students and guided by advisors—ensuring that students’ roadmaps lead to their desired destinations.

Innovative academic advising models have advanced this goal. For example, we developed a Bridge Advising model. This tactic leverages the combined experience of both central advising teams and college advising experts. In this way, we can better reach students with more relevant and accessible resources, and student satisfaction with Academic Advising has increased.

The Impact of Partnership: L3 Technologies and the U

L3 Technologies has been a long-time partner of the University of Utah’s growing engineering programs. Employing nearly 800 U graduates, they’re invested in the talent we produce, and in enhancing the relevance and value of our students’ engineering experience.

Working directly with our College of Engineering on enhanced curriculum, internships and funded research, this unique partnership sets up aspiring engineers for long-term success. The noteworthy ECE Senior Project Clinic has been sponsored by L3 since 2007, giving our students real-life engineering problems to solve. With an L3 liaison and a faculty member at their side, and $30,000 in funding, teams compete and present for a career-igniting experience. After all, L3 has implemented many of the students’ proposed solutions.

Likewise, L3 employees study in the U Online Masters of Electrical Engineering program. Partnerships with corporations benefit our community, build industry and enhance the U experience.

Major Declaration
Students who declare a major early have a 15-20% higher rate of graduation.

Bridge Advising Model
Unifying campus advisors creates a better student experience.

Satisfaction with Campus-wide Advising

<table>
<thead>
<tr>
<th>Last advising appointment</th>
<th>Academic advising overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>4.17</td>
</tr>
<tr>
<td>2014</td>
<td>4.14</td>
</tr>
<tr>
<td>2017</td>
<td>4.39</td>
</tr>
</tbody>
</table>

Mean score on 1-5 scale.
Creating an Ecosystem for Student Growth

If opportunity, access, and completion provide the means for students to succeed, then the educational environment connects them to a lifetime of fulfillment. Today’s top students want to be a part of something impactful—gaining the knowledge they need for a lifetime of meaningful work. And at the U we are creating an ecosystem that drives the passionate pursuit of world-changing knowledge.

To build this environment, we:

• Recruit top-notch faculty
• Inspire intellectual curiosity
• Enhance education with experience

Together, these strategies help to form an ecosystem that empowers student growth.

RECRUIT TOP-NOTCH FACULTY

Scholars come to the U to do amazing work, advance knowledge and break new ground in every area. National award recipients draw a higher caliber of both students and faculty. Students at the U have the opportunity to learn from some of the nation’s brightest minds and biggest thinkers—modeling intellectual success, improving our community, and expanding world-views.

Transformative Excellence Program

We created the Transformative Excellence Program to recruit exceptional faculty and address urgent societal issues. Now in its fourth consecutive year, the program has attracted top national talent to the U. These faculty thought leaders also engage students in their path-breaking research.

Transformative Excellence Program

Strategic Faculty Hiring Across Campus

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
</table>

- Society, Water, & Climate
- Families & Health Research*
- Statistical Science (Big Data)
- Digital Humanities

- Biophysics*
- Health Policy & Economics
- Biodiversity
- STEM Education

- Resilient Places*
- Neural Bases of Behavior*
- Biophysics & Chem Biology

- Arts-in-Health*
- Genomes & Evolution*

* Main campus and Health Sciences partnership

U students are immersed in an ecosystem that encourages them to participate in generating knowledge, rather than just having it translated to them.
Finding Hidden Strength Amid Adversity

Dr. Bruce Ellis arrived from University of Arizona with an important question for our society and the future of education: how does childhood adversity shape social and cognitive abilities?

Prevailing thinking assumes children living in poverty and high-stress backgrounds have deficits in learning and behavior, which limit their opportunities. But Dr. Ellis brings a crucial sense of optimism to his work in the Transformative Excellence Program’s Consortium for Families and Health Research. Where others see weakness, he believes we can find “hidden talents” in these children, which can inform programs to enhance their success in education, employment, and civic life.

With his key collaborator Dr. Willem Frankenhuis, Dr. Ellis has already garnered more than $500,000 in grant funding from Robert Wood Johnson Foundation, the James S. McDonnell Foundation, and others.

Sharing in this experience are five undergraduate research students, including Marilyn Santana. As a first generation college student who received an Undergraduate Research Opportunities Program award, she will conduct interviews in English and Spanish with teens in our community while working in Dr. Ellis’ lab.
Diversity Advances

To facilitate thoughtful solutions in our scholarly endeavors, diverse perspectives are key. We have increased the total number of our faculty from diverse backgrounds to rise to this challenge, and to create more inclusive and welcoming communities for all students.

Faculty Diversity

Total number of our diverse faculty increased 27 percent in the past five years.

Strengthen Our Reputation

The talent and achievement of our faculty has led to high levels of academic recognition. From 2015 to 2016, we have seen scholarly productivity increase, including:

- 20 percent increase in total awards from the nation’s top associations: 112 total
- 7 percent increase in prestigious awards, such as the American Academy of Arts and Sciences, the Guggenheim Foundation, and the American Philosophical Society
- 19 percent increase in published peer-reviewed articles: 1,681 total
- 30 percent increase in citations of institutional work from academic peers: 41,414 total

A leading research community driven by excellence, innovation, and interdisciplinary research.

1 Nobel Prize
12 National Academy of Science
16 American Academy of Arts and Sciences
16 Guggenheim Foundation
10 Institute for Electrical & Electronics Engineers
10 Howard Hughes Medical Institute
8 National Institute of Health
4 National Academy of Engineering

Creating an Ecosystem for Student Growth
INSPIRE INTELLECTUAL CURiosity

Intellectually curious minds move mountains. And as a top tier research institution we are driven by the belief that as knowledge increases, so does quality of life. Together these principles create an environment in which a constant quest for understanding is the norm. By recruiting faculty who seek new knowledge, the U nurtures a culture of intellectual curiosity. This dedication is measured in year-over-year increases in research funding awards—which reflects the U’s inherent desire to answer some of humanity’s most relevant questions.

ENHANCE EDUCATION WITH EXPERIENCE

Often, we learn best by doing. And as we build out our ecosystem of talented investigators, our students have new opportunities to truly participate in advancing knowledge for themselves and the world.

Experiences beyond the classroom include undergraduate research, internships, scholars programming, community-engaged learning and study abroad, to name a few. These opportunities ensure students can take full advantage of a flagship academic experience. Our aim is to involve every undergraduate with at least one such experience during their academic career. This opportunity presents students with a chance to discover more about their personal passions and their own career ambitions. Real-world experiences like these are the hallmark of a top tier research institution education.

Overall Sponsored Project Awards

Increased total research funding by 27.2% in five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Research Funding Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2013</td>
<td>$360,944,084</td>
</tr>
<tr>
<td>FY2014</td>
<td>$388,521,592</td>
</tr>
<tr>
<td>FY2015</td>
<td>$417,249,441</td>
</tr>
<tr>
<td>FY2016</td>
<td>$438,392,924</td>
</tr>
<tr>
<td>FY2017</td>
<td>$459,122,247</td>
</tr>
</tbody>
</table>

Total direct and indirect costs.

The Hinckley Institute of Politics Experience

For more than half a century, the Hinckley Institute of Politics has engaged students in transformative experiences. Students have the opportunity to immerse themselves in local, national and international politics. Last year, the institute placed nearly 400 students in internships around the world, giving them the opportunity to learn from people with a diversity of backgrounds, perspectives, experiences, and agendas.
I knew from my sophomore year of high school I wanted to pursue a scientific discipline, so as a freshman I had certain expectations of the U. But I could not have been more impressed. There were endless choices, and in my undergraduate research I studied altitude illness in Cuzco, Peru, and clinical health care in Trinidad and Tobago. Then I ran my own research project on genetic mutations linked to seizures and kidney failure. It has been an amazing four years, thanks to the U. Diverse groups of people have taught me more than I ever anticipated. It was a remarkably fulfilling experience, and I owe it to the programs and diversity at the U.

- James Ellis, Class of 2017
Undergraduate Research

More than 800 undergraduate students participate in inspiring research programs. In order to invest in students and the mission of proliferating research opportunity, we expanded undergraduate research programs in 2017. The Summer Program for Undergraduate Research (SPUR) awarded students an average of $4,000 to implement a 10-week study. Also, widely attended by all students, a series of sessions were offered to broaden the application and improve communication of research. Similarly, our faculty undertook expanded training, striving to become the highest caliber research mentors with a greater appreciation for diversity, research ethics, and collaboration strategies.

Multidisciplinary Real-world Collaborations

Research is not the only place where our students engage. Some unanswered problems are better solved by an entrepreneurial spirit. The U’s Bench to Bedside program brings together students from across campus who are training in multiple disciplines—from health sciences to business to engineering to electronic arts. These students collaborate in teams and compete with peers to create new devices, software applications, and technologies that impact health and wellness on both local and global stages.

“Everyone here is a scholar, and student researchers are treated as colleagues...so they can make their mark while they are at the U.”

-Rachel Hayes-Harb

Director, Office of Undergraduate Research and Professor, Linguistics

Bench to Bedside Program Outcomes

- 794 Participants
- 183 Devices
- 116 Patents Filed
- 54 Companies Formed

With exceptional faculty who seek to answer difficult questions by securing national support and putting Students First, the U is nurturing an ecosystem for student growth. In this environment, we can truly harness the passion and energy of our learners in our shared mission to advance knowledge. This creates a landscape that simultaneously improves the lives of our community and its future leaders.
We celebrate what has been achieved by putting Students First at the University of Utah, the success of which inspires us to sharpen our focus on the path forward.

By creating better access for a broader student body, engaging them early in our community, connecting them to their personal aspirations, and immersing them in a transformative ecosystem of knowledge generation and discovery, we ensure the success of our students and the future of our state.

On the horizon, we see timely completion as our most urgent obligation—while access to higher education remains a vital component of our plan. This represents a subtle shift from emphasizing the quantity of the educational experience we provide, toward a greater focus on enhancing the quality of the educational experience our students receive and lifting them to degree completion.

As we strive to advance timely degree completion, three specific tactics will help us continue to put Students First in the coming year:

- **Innovative models of financial assistance:** We will pilot an income share program through which the U invests in students to accelerate their progress across the degree finish line. The model will use university resources, with donor investment, to help students pay today’s tuition with tomorrow’s earnings.

- **College-to-career investments:** We will increase internships that connect classroom learning to external settings, using a new approach to career services that links departments and colleges to a network of shared resources. Our aim: Enable every student to participate in an internship experience.

- **Full implementation of data analytics:** We have only begun to harness the power of Civitas-empowered data analytics to guide students on their academic pathway toward completion. In the next year, we will expand and evaluate applications of data analytics with advisors and student success advocates, and begin engaging all our faculty. We will ask critical questions and refine our practices as data-informed guidance is available.

Living up to our promise as a top-tier research university that puts Students First, we recognize we must preserve our formula for success. We will continue our progress in advancing degree completion at the University of Utah, while maintaining value.

We are driven to continuously improve the lives of all of our students and educators because the collective good of our state and region depends on an educated population.
PRODUCED IN COLLABORATION WITH THE STUDENTS OF ADTHING AT THE UNIVERSITY OF UTAH'S DAVID ECCLES SCHOOL OF BUSINESS.