Dixie 2020

Status to Stature

Final Report of Goal Implementation Teams

2015-2016

Goal #: 1

Strategy # and Title: 1 Develop comprehensive recruitment approaches that are more academically focused.

Introduction (Brief overview of the strategy):

Dixie State University desires to become known as a premier destination for students seeking academic excellence, innovation, and career opportunities. In addition to keeping its tuition affordable and bolstering its student life, DSU will focus on developing its academic programs to enhance its academic reputation and become a top choice school for students with high academic standards.

Purpose/Methods (What is the strategy intended to accomplish and how?):

In order to accomplish the goal of increasing retention and completion rates, DSU will focus on developing recruitment approaches that are more academically focused and establish DSU as a premier destination for academic excellence, pioneering innovation, and cultural opportunities. Doing so will increase enrollment from higher achieving students who are prepared for the academic rigor of college.

What work has your team completed?

As of April 1st, the following actions and elements have been accomplished:

AE 5. Two new regional recruiters were hired during the fall 2015. The additional staff allowed our department to visit and present at every high school in the state of Utah. Our recruiters made a point to highlight our academic programs, our Honors Program, and the importance of academic preparation. An Honors Program highlight sheet was created and will be featured in the fall 2016 viewbook.

AE 1. Working with the new University Marketing and Communications office, we have established a diverse marketing committee made of faculty and staff to identify and develop new comprehensive approaches that are more academically focused.

AE 2&6. Working with faculty, we have created degree specific information sheets that highlight the academic opportunities offered for each bachelor's degree. These information sheets give more academically focused information to students based on their intended major. Since January 1st, all prospective students touring campus have been given a degree specific information sheet.

AE 3. As of April 1st, faculty from various academic departments have participated in a variety of recruiting events. A recruiting event at SLCC was planned with all academic departments scheduled to participate; however, the event was canceled due to inclement weather. It will be rescheduled this spring. The New Student Programs

office has provided over 2000 copies of information sheets and Viewbooks for the departments to give to prospective students. Additionally, the NSP office has provided over $10,000 worth of merchandise for the departments use at these events.

AE 7. Working with the web committee, we have improved the appeal of our academic department's web pages. The new dixie.edu website now features a redesign look for every academic school. Video content is being created and will be incorporated into each webpage once available. Some schools already have video content hosted on their site.

AE 9. The New Student Programs office has coordinated with the Scholarships office to evaluate scholarship offerings to identify areas of strength and weakness and make appropriate changes.

Several scholarship offerings have changed and/or been added:
Achievement award
Sterling Scholar
Concurrent Enrollment (proposal)

What work is planned?

AE 3. The NSP office will coordinate with departments to design and order recruitment materials for the upcoming year. A tablecloth, pull-up banner, and information sheet will be designed and ordered for every department. The design will be consistent, but the content specific to the department.

AE 4. Name purchases from ACT and Collegeboard for the upcoming 2016-17 recruiting year will target higher performing students.

AE 9. Working with the scholarships office, we will propose an increase in scholarship awards for trustee and Deans level academic scholarships.

AE 10. We will hold a meeting with the academic department chairs to identify current outreach efforts and to plan for future events.

AE 11. In June 2016, the marketing committee will create a new marketing campaign for student recruitment that focuses on DSU's market position and highlights its unique academic opportunities and experiences.

AE 13. In August 2016, a Dixie box will be sent to every high school counseling office in Utah, Las Vegas, and various location in California, Arizona, and Idaho. The box will include promotional materials highlighting the University's academic strengths.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Our strategy affects each of the benchmarks for our goal. The progress we've made will support each of the benchmarks set. They do not need to be adjusted at this time.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

We've learned the implications student recruitment has on student retention. The difficulty is finding the right balance between meeting enrollment goals and becoming more selective in our recruitment strategies.

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Goal #: 1

Strategy # and Title: 2 Structured Enrollment

Introduction (Brief overview of the strategy):

The Structured Enrollment strategy includes programs that will benefit new freshman identified as at-risk as well as the larger incoming freshman cohort. For students below a specific index score, the primary intervention will be mandatory enrollment in a Student Success course (SSC-1020).   This course will include a significant mentoring component and participation in activities that will motivate students to become more familiar with campus resources along with acquiring the mental tools to better navigate the college experience.

For the freshman cohort, all students will be required to meet with their advisor and will also be assigned to a mentor (faculty, staff, student) depending on their risk factors. Additionally, Supplemental Instruction (SI) and Freshman Learning Communities (FLC) are being implemented for Fall semester 2016.   SI will target the higher DWF courses and will utilize students (SI Leaders) who will attend the class and then conduct SI sessions during the week.   FLC's are being piloted with 3-4 GE courses centered around a particular major and 25 students invited to enroll in each FLC. The FLC pilot program is also supported by the "Re-Inventing the First Year" project.

Purpose/Methods (What is the strategy intended to accomplish and how?):

The structured enrollment strategy is intended to increase freshman retention and subsequent persistence to graduation.   By utilizing a college course as the primary driver, students will be channeled to activities which will help them overcome such hurdles as making connections with others, understanding what services are available, and improving their critical thinking skills.   Mentoring will be used both in conjunction with the class and with the larger freshman class with the same goals, including building rapport with a significant person on campus. Research shows that this is one of the strongest tools available to promote increased student retention.

The Freshman Learning Communities are designed with the same goal of creating connections and facilitating learning within a more cohesive group.   Supplemental instruction is intended to improve student success in high risk courses, with research showing that students can often improve a full letter grade in the course.

What work has your team completed?

The following specific steps have been taken in preparation to better support the incoming fall 2016 freshman class:

Identifying key strategies which are research based and shown to improve student retention.

Approval through curriculum committee to reactivate the SSC-1020 (Study Skills & College Success) course for Fall semester 2016.

Fourteen sections of SSC-1020 have been built with room assignments in the Banner system.

Identification of curriculum for SSC-1020 along with course objectives.

Methodology for teacher selection: A "Master Teacher" will be identified from within the ranks of the DSU faculty. They will take the lead in fine-tuning the course objectives and writing the syllabus. 3-4 additional adjunct instructors will be hired.

Cohort codes will be created to track the students involved in the Structured Enrollment initiatives (lower index scores, freshman learning communities).

Communication plan underway to share relevant information with students identified for participation.

Registration steps worked out in collaboration with registrar, advisement, and student success center.

Courses with highest non-passing rates identified and targeted for Supplemental Instruction.

Freshman Learning Communities have been created in collaboration with advisors and qualified students invited to apply as they sign up for Freshman Orientation.

Invitation has been extended to faculty and staff who are interested in mentoring new students, and advertisement for Peer Coaches, FYE mentors, and Orientation leaders underway.

What work is planned?

12-14 mentors still need to be hired to support the SSC-1020 course.

15 high risk sections need to be identified and faculty buy-in to work with a specific SI leader

15 SI leaders need to be hired for the fall 2016 semester.

Training materials need to be created for both the student mentors and SI leaders

Student mentors and SI leaders need to be trained and their schedules arranged to work with specific courses

SSC-1020 teachers need to be oriented on the objectives of the course and how to best support at-risk students

The appropriate registration holds need to be on student records, and advisement needs to be trained on how to work with these students and when to release their hold.

In addition to the mentoring assignments taking place through course enrollment (SSC-1020 and FYE), mentors need to be assigned to the remaining incoming freshmen.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Changes have been made to the initial budget request.   The Structured Enrollment benchmarks (retention and graduation goals) remain unchanged as the interventions will take place with the Fall 2016 freshman class.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Our team has learned that the initiatives relating to Structured Enrollment require a larger capital investment than originally anticipated, and updated budget requests have been submitted. We have also come to better understand the need for identifying and charting the workflow and milestones of these initiatives, as well as the critical offices and people needed to be involved in the effort. To move forward, we will continue to refine the critical paths and identify the metrics and data needed in order to monitor progress.   We also need to identify the resources needed to expand and scale the initiatives to serve a larger population of students for Fall 2017, including Freshman Learning Communities and Supplemental Instruction. Depending on the success of SSC-1020, we recommend incorporating elements of the SSC-1020 course to the First Year Experience curriculum, including mandatory enrollment, more purposeful mentoring, and expanding the curriculum to include critical thinking assignments and discussions.

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Goal #: 1

Strategy # and Title: 3 Develop an organization and processes to serve students entering DSU, through their first year, or until they meet structured enrollment requirements. To allow these to operate collaboratively, they should be organized with a Dean or Associate Vice President over them.

Introduction (Brief overview of the strategy):

Identify, select, retain and graduate individuals who participate in the Student Success Center program through structured enrollment.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Increase first-year freshmen retention from 52% to 58%

Increase graduation rate for associate's degrees from 35% to 42%

50% of freshmen will complete General Education qualitative literacy (math and English requirements within their first year.

85% of freshmen will declare a major by the end of their first year.

This will be done through the Student Success Center and structured enrollment requirements.

What work has your team completed?

Completed and submitted the Student Success Center Plan of Operation

Hired the director of the Student Success Center

Approved SSC1020 (Study Skills) 2-credit course for Structured Enrollment

Received approval for the move of the Student Success Center to the Browning Learning Resource Center

What work is planned?

Hire instructors for SSC1020

Submit ongoing budget for First Year Experience director position

Recruit students whose index score falls below 44 for structured enrollment with the Student Success Center

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

On target

NO

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Student retention and graduation are essential to increased legislative funding.

Fund director position for First year Experience

Fund coordinator position for Freshmen Orientation

Fund coordinator position for Supplemental Instruction

Fund adviser position for Academic Action

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Goal #: 1

Strategy # and Title: 4 Faculty Role in Retention

Introduction (Brief overview of the strategy):

Develop a climate for increasing both full-time and adjunct faculty role in student retention

Faculty will receive training and support to implement best practices in retention

Faculty will be rewarded for efforts to implement them

Purpose/Methods (What is the strategy intended to accomplish and how?):

Create and disseminate a retention facts sheet

Establish a retention e-mail address (or other electronic medium)

Develop a faculty retention website

Develop and implement a needs analysis

Create a marketing campaign

Develop training, incentives, and requirements

What work has your team completed?

Retention Facts Sheet – in progress

Faculty Retention webpage – complete

"Top Ten Things Faculty Can Do to Increase Retention" compiled from multiple sources

Needs Analysis – focus groups held, responses analyzed

What work is planned?

Finalize retention facts sheet

Complete development of survey and marketing campaign

Coordinate with academic administration and Faculty Senate

Begin implementation Fall 2016

Future: Get feedback from faculty, develop training, incentives, requirements

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Proceeding as planned

No

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Faculty are not well informed about what retention is, how it is measured, and their place in it.

More data is needed to better understand retention issues.

Partnerships with academic administration and other campus entities are critical to success.

Faculty role in retention is not currently part of faculty evaluation.

Faculty incentives for implementing best practices are currently limited to personal motivation.

Faculty have legitimate concerns that need to be addressed.

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Goal #: 1

Strategy # and Title: 5 Provide Students with Access to High-Impact Educational Opportunities

Introduction (Brief overview of the strategy):

To increase retention and graduation rates, DSU will offer opportunities to students that promote persistence to graduation. DSU proposes to create a single organizational center (Center for Active Learning) for programs and offices that facilitate active learning opportunities that are often, but not always, outside the traditional classroom. These active learning opportunities include: Experiential Learning, Undergraduate Research, Internships / Co-Op, Honors Program, Service Learning / Community Engagement, Student Involvement & leadership, and Study Abroad.

The primary function of this center is to make it easier for students and faculty to find, develop, and pursue these activities. A central location will also make it easier for DSU to gather critical data about its students' involvement in these activities and their continued success.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Empirical evidence demonstrates that high-impact programs that engage students in active learning not only provide students with experiences that help with retention and graduation, but also help to prepare students for their postgraduate educational and professional plans. Supporting the development of those teaching and learning techniques across the university curriculum will pay dividends in retention and student success at DSU and beyond.

What work has your team completed?

Our team has conversed with several members of other strategies to see how our strategy overlaps. We have looked at the steps outlined in the Strategic Plan to see how we can break it down to the bare minimum where we at least provide a physical office and an Active Learning Coordinator for students to visit that will provide a listing of every active learning opportunity on campus. This coordinator would be in charge of reporting the activities to help with Strategy 5 Goal 2 that deals with community engagement.

We have tracked what is currently happening and the structures in place for all of the Active Learning activities outlined in the Strategic Plan. We have listed who they are currently reporting to, who they will report to in the future, and what action items need to take place.

Our end goal is to have the plan in place that is outlined in the Strategic Plan, however, we have broken it down to get it moving in the right direction.

What work is planned?

The end goal is to eventually get to the organizational structure that was outlined in the strategic plan. This includes: A full time director of Active Learning, an additional full time staff, a part time staff and additional students that would act as teacher aides. Their responsibilities and the development of the program is specifically designed in the Strategic Plan.

However, we realize that those steps cannot be completed at this time, so we have broken down the most basic needs to get this strategy moving. These include: one time funding for a part time Active Learning Coordinator and one time funding for an overload assignment for an Experiential Learning Coordinator. The Active Learning Coordinator would serve as a liaison between faculty / staff and students. They would help to promote, market, and educate students across campus on the active learning opportunities. Both Coordinator positions would be evaluated in March 2017 to continue moving forward for the 2017-18 academic year.

We are also requesting the changes be made to Undergraduate Research that we have outlined in our additional documentation. It includes revamping the current structure and reallocating funds to facilitate the hire of a 40 week intern to help with the day-to-day operations of Undergraduate Research.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

The percentage of seniors who participate in two or more experiential learning opportunities was our benchmark for this goal. Our goal is to have 90% of seniors participating in two or more by 2019. The Coordinator for Active Learning position that we are suggesting would enable us to better track this information to see if we are meeting our goal.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

We've realized that our goal of a fully functioning Center for Active Learning is not attainable at this time. The active learning programs mentioned above need to be properly funded with full resources before the full Center is needed. For this reason we have prioritized steps to take at the start of the fiscal year.

1. Coordinator for Active Learning (one time funding to be evaluated after nine months)

2. Coordinator for Experiential Learning (one time funding to be evaluated after nine months)

3. Revamp the structure of Undergraduate Research (The 40 week intern could also be one time funding if needed.)

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 2

Strategy # and Title: 1 Develop & approve master's degrees and new baccalaureate majors

Introduction (Brief overview of the strategy):

Develop & approve master's degrees and new baccalaureate majors

Purpose/Methods (What is the strategy intended to accomplish and how?):

Give students greater choice for academic programs.

What work has your team completed?

Established a permanent Academic Program Research Committee (APRC) charged with:

• Create a charter and policies that include who serves on the APRC and for how long.

• Create a process to identify programs that are in the best interest of the University and its stakeholders to add, transfer to DXATC, inactivate, or discontinue.

• Help institution meet graduate program approval benchmarks

• Planning to add 2 baccalaureate majors in 2016 (Bioinformatics and Digital Film)

• On track to meet Graduate Program Approval Benchmarks in 2016.

What work is planned?

Continue to shepherd new majors through to approval.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

We projected that three majors would be added in 2016. Two proposals are on track, but two have been delayed and out of our control. The benchmark needs to be changed to add two majors instead of one in 2017.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

We have uncovered what we think will be the most successful majors/degrees.

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 2

Strategy # and Title: 2 Create the Interdisciplinary Innovation Initiative to Promote Pedagogical Excellence

Introduction (Brief overview of the strategy):

The Interdisciplinary Innovation Initiative (III) will function as a networking initiative to make DSU a global leader in curricular innovation by connecting, spatially and administratively, those academic programs which are inherently interdisciplinary with offices tasked with the assessment and deployment of teaching and learning. It will bring these innovative pedagogical strategies to scale in the core curriculum and across degree programs.

Purpose/Methods (What is the strategy intended to accomplish and how?):

III will provide a stable throughput for infusing innovative yet effective teaching approaches into the core curriculum and across majors. It will source internal DSU and external community members for original curricular innovation ideas through a process and these ideas will be tested in limited contexts, assessed for effectiveness, and scaled according to applicability and capacity. Successful sustainability of G2S2 and III will require a close spatial proximity arrangement between its members, namely those who oversee offices and departments associated with experimental programs, assessment, and deployment of teaching learning strategies, as well as the DSU core.

What work has your team completed?

The G2S2 Implementation team has remained in communication about G2S2 with administrators, faculty, and committees tasked with restructuring DSU's organizational landscape, administratively and spatially. We have provided consultations to Provosts Grady and Lacourse as well as to numerous committees via G2 leader, David Wade, and Faculty Senate president, Erin Obrien. As a result of these consultations, Provost Lacourse and others composed an organizational chart that re-envisioned the College for Interdisciplinary Innovation as the Interdisciplinary Innovation Initiative, which the G2S2 implementation team will adopt to repurpose G2S2.

What work is planned?

1) By fall 2016 -- form the Interdisciplinary Innovation Initiative (III) working group to operate in coordination with the Teaching and Learning Committee. This team must consist of the IAS Chair, Assessment Director, GE Coordinator, Director of Academic Programs, and Director of the Center for Academic Innovation and Leadership.

2) By spring 2017 – Begin involving the full community in the development of new programs and academic strategies by creating a team to solicit and then vet open-ended ideas from the faculty, the staff, the students, and the local community. The team should consist of 5 to 7 individuals from across a variety of pedagogical and disciplinary backgrounds, representing core campus constituencies and Goal 2 priorities, but none lacking or a willingness to consider the unusual.

3) By fall 2017 -- complete the strategic spatial relocation of offices to enable effective communication between experimental programs, assessment, and deployment of teaching learning strategies, as well as the DSU core.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

G2S2 has evolved substantially since the previous strategy report. The team has replaced the benchmarks as a result of the revision. Given the numerous ways in which the original vision of G2S2 interfaced with key restructuring needs as DSU moves towards university stature, significant revisions from the original action plan was to be expected.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Our team has learned to be reactive and flexible as rapid campus planning processes have caused significant communication breakdowns. Moving forward, in addition to previously-stated action items, we will aim to be directly involved with implementing the new vision for G2S2.

As stated above, the action items our committee intends to pursue are as follows:

1) By fall 2016 -- form the Interdisciplinary Innovation Initiative (III) working group to operate in coordination with the Teaching and Learning Committee. This team must consist of the IAS Chair, Assessment Director, GE Coordinator, Director of Academic Programs, and Director of the Center for Academic Innovation and Leadership.

2) By spring 2017 -- create a pedagogical innovation sourcing process that draws ideas from both DSU and external community members for experimental implementation on the DSU campus.

3) By fall 2017 -- complete the strategic spatial relocation of offices to enable effective communication between experimental programs, assessment, and deployment of teaching learning strategies, as well as the DSU core.

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Goal #: 2

Strategy # and Title: 3 Improve Quality and Course Delivery

Introduction (Brief overview of the strategy):

Dixie State University will improve the quality and effectiveness of teaching and learning in courses offered and increase the course delivery options for students.

Purpose/Methods (What is the strategy intended to accomplish and how?):

This strategy is primarily intended to accomplish a two-fold purpose: a) increase the number and quality of courses and degree programs offered via distance learning (primarily online), and b) increase the quality and effectiveness of teaching and learning at the university.

The purpose will be accomplished in two primary ways: a) establish a department of Distance Learning led by a full-time director and a full-time administrative secretary that will work with a cross-divisional Distance Learning Committee, and b) change the teaching and learning culture on campus from a teacher-centered to a learner-centered approach (focused on effective, efficient, and active learning).

What work has your team completed?

The work below has been completed regarding increasing distance learning opportunities for students:

Established a task force focused on developing a Master Plan for Distance Learning at DSU.

Working with a Distance Learning Consultant who will submit a detailed recommendation report for DSU.

Conducted research on a) best practices for online learning programs in higher education, b) benchmarking research of other universities in Utah, and c) universities with innovative online learning programs. The work below has been completed regarding increasing the quality of teaching and learning in courses.

Appointed a champion leader (with authority and accountability) and established a cross-divisional Teaching and Learning Committee (composed of members from Student Services, Academic Services, Administrative Services, IT, etc.) charged with improving the quality of teaching and learning on campus using a systemic and systematic approach.

Appointed a champion leader (with authority and accountability) and established a cross-divisional Student-Centered University Committee (composed of members from Student Services, Academic Services, Administrative Services, IT, etc.) charged with the goal that DSU will be classified as a student-centered university focused on

increasing student learning and success.

Conducted the Promoting Student Success Summit conference (a full-day professional development conference focused improving the quality of instruction and increasing student success; 32 workshops/presentations were presented and the keynote speaker was Joseph Cuseo) held on August 18, 2015 for all faculty (full-time, part-time, and adjunct) and staff members (230 people attended). The conference was planned and administered by staff and faculty members and the CTL staff.

Conducted the Teaching and Learning Conference focused on increasing effective active learning in courses on campus that was held on April 8, 2016. There were 38 presentations by faculty and staff; two keynote speakers and 190 faculty and staff attended.

Increased the quality and effectiveness of the new faculty mentoring and onboarding program which was focused on ensuring new faculty members integrate active learning strategies in their courses. New faculty members were assigned a mentor attended training the week before classes started, and attended eight workshops during the fall and spring semesters.

Researched best practices of developing incentives for faculty to increase the quality of teaching and learning, such as digital badges, stipends for completing master teacher certifications, establishing a "Faculty Wall of Recognition", etc.

Established a Faculty Learning Community Program (administered by CTL staff for full-time, part-time, and adjunct faculty members) during the spring semester and was very successful. Eighteen faculty members participate (but there were many more faculty members who wanted to join the program).

CTL conducted over 35 workshops and seminars for faculty during the fall and spring semesters to increase the quality and effectiveness of teaching and learning on various topics such as Google Docs and Forms, Canvas, Effective Lectures, Collaborative Group Projects, etc.

CTL conducted over 50 Individual and departmental consultations with faculty members focused on increasing the quality of teaching and learning in their courses.

CTL staff with faculty and staff members developed an active learning model called the PALM model to help faculty members integrate more effective active learning methods in their courses. This work lead to the DSU tagline: Active Learning: Active Life.

CTL received one-time funding of $10,000 for new computers and software for the initial development of a technology sandbox for faculty to improve the quality of their teaching and integrating new learning technologies in their courses.

What work is planned?

Establish five subcommittees working under the direction of the Teaching and Learning Committee: Faculty Development, New Faculty Onboarding, Learning Technologies/teaching facilities, Faculty Awards/Incentives/eportfolio, and Course Redesign/Curriculum.

Establish four subcommittees working under the direction of the Student-Centered University Committee: Onboarding (first contact through acceptance), First Year Experience, Sophomore through Senior Years, and Graduation/Alumni.

Establish (in conjunction with the DSU Development Office) a donation fund program to support innovative faculty development and efforts related to promoting more effective teaching and learning on campus.

Establish a Master Teacher program (when the necessary funding to support the program becomes available) based on competencies in using effective active learning strategies and course design.

Establish an Active Learning Faculty Fellows program design to help faculty redesign a course using active learning strategies. Each faculty member would be paid $1000 to participate in the year-long Active Learning Faculty Fellows program. Faculty will meet once a week during the first semester to design and develop their course with a cohort of 12 faculty members and CTL staff. Faculty will teach their redesigned course the next semester and make revisions to the course based on formative evaluation results.

Since a significant percentage of courses are taught by contingent faculty, DSU needs to provide more professional development, incentives, and support for contingent faculty to increase the quality of their teaching and the design of their courses to ensure effective, active learning.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

The following benchmark "DSU will offer 15 percent of course offerings in distance learning formats (online, IVC, etc.)" needs to be adjusted from five percent to four percent for 2016 because it has taken much longer to hire a Director of Distance Learning than was expected.

The other benchmarks are on target.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

The strategy team feels that working with a distance learning consultant, researching best practices for distance

learning in higher education, and benchmarking other universities will position DSU to move forward with a clear direction and strategic plan to achieve significant results and outcomes in the years ahead with regards to increasing offerings of online, hybrid, and blended courses and programs.

-To move the needle in terms of the outcomes of a) improving the quality of teaching and learning on campus and b) ensuring DSU is classified as a student-centered university focused on increasing student learning and success, we have used a systemic and systematic approach by appointing a champion leader (with authority and accountability) and a cross divisional committee to achieve both of these outcomes.

-While there are many activities and strategies that can implemented to increase the quality and course delivery options, additional resources are needed to "move the needle." For example, we recommend hiring a full-time administrative secretary to work with the Center for Teaching & Learning—this would allow the director and instructional designer to focus more on helping individual faculty members, run programs, and teach more workshops and seminars.

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Goal #: 3

Strategy # and Title: 1 Improve Total Compensation for Faculty & Staff

Introduction (Brief overview of the strategy):

By 2020, DSU will have total compensation for all faculty and staff that meets the average compensation reported for similar positions at a selected set of comparable and competitive institutions.

Purpose/Methods (What is the strategy intended to accomplish and how?):

With University status, increased academic offerings, and promotion as a quality educational experience, DSU must be able to recruit and retain high quality faculty and staff. While benefits are competitive, no solid and equitable compensation structure exists. This strategy is to address existing and future salary equity compensation issues. This involved performing a comprehensive study of compensation models, benchmarking faculty & staff positions with comparable positions against USHE-approved peer institutions, and recommending an equity model to get all full-time positions to at least market median. It is also proposed to get adjunct faculty compensation to the level of USHE peer institutions during the same period of time.

What work has your team completed?

DSU Human Resources has reviewed all current job descriptions on file and benchmarked all full-time positions against CUPA-HR position descriptions for faculty, exempt staff, and classified staff. HR has also verified its salary comparison group with the USHE Commissioner's Office so benchmarking is done against new peer institutions. The committee has met several times over the fiscal year to review compensation strategies to address market equity factors and the corresponding data from HR. The committee has selected an equity adjustment plan for full-time employees and has requested funding for first year implementation. It has also requested funding to continue increasing the adjunct faculty compensation rate each year through 2017-18 when DSU's adjunct rate will be comparable with our USHE peer institutions. Future years funding to continue equity adjustments will be based on institutional growth.

What work is planned?

HR will continue to update the equity spreadsheet with new and replacement positions, address equity concerns with department heads during the search process, and reconvene the committee to determine recommendations for future equity adjustments each year. HR will also distribute salary equity information each Spring to the President and Vice Presidents to allow transparency and appropriate decision-making.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Although the committee did not anticipate funding until the 2017-18 year, it is excited funding was allocated for this important strategic initiative in 2016-17. The recommended equity adjustment model will benefit more than 2/3 of full-time staff positions, more than 1/2 of full-time faculty positions, as well as all adjunct faculty/overload teaching in 2016-17 (all of whom/which are currently below market median for their respective benchmark). The strategy is on target to meet the benchmarks assuming institutional growth occurs for future equity-based adjustments.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Process needs to be easy to explain and transparent - the use of a committee has been very helpful in running through proposals and selecting an appropriate plan.

Data Retrieval (and history) are important - this process required HR to research, review, and benchmark all faculty & staff positions into a model. It meant considerable retrieval of information, discussion with departments on job duties, and verification of peer institutions with the Commissioner's Office. This work also involved explaining this process to a committee (and campus constituents) for review and understanding of how DSU has arrived at this point to ensure transparency and decisions were coming from stakeholders (rather than administration).

Communication/Dissemination of Information - this committee has relied heavily on committee stakeholders to review information with their constituents (Faculty Senate to faculty; Staff Associations to staff, etc). Stakeholders must accept and understand a compensation plan for it to be truly effective. Again, the committee has been invaluable in this regard.

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Goal #: 3

Strategy # and Title: 2 Create a Comprehensive Program that consists of a progressive tier system that includes and enhances an incentive-based salary structure

Introduction (Brief overview of the strategy):

While faculty have a tiered system for career progress through promotion, rank, and tenure, there is presently not a system in place for staff to advance themselves other than through natural attrition. This strategy is to research and propose a system for staff that both motivates them towards advanced degrees/certificates/professional excellence and to be compensated for the effort as a retention tool.

Purpose/Methods (What is the strategy intended to accomplish and how?):

While some areas on campus provide ways for employees to work towards increasing their skill set, there is no consistent and equal measure for any staff member to achieve this. The committee is tasked with recommending a plan that would allow staff to increase their abilities while at the same time retaining them.

What work has your team completed?

This year was meant to be a research year and as the strategy team (who is also serving on Strategies 1 & 3 of the same goal) met, it was determined that base salaries for staff were not competitive as a group. It was recommended by the committee that resources go primarily to fund Strategy 1. With equity adjustments occurring to where staff salaries are more competitive with the market, the committee can spend more time researching this strategy.

Part of the research and implementation is in HR reformatting job descriptions on file to a new outline that lends itself to future salary benchmark development and best practices (plus ensuring continual reviewing of job descriptions with supervisors annually) - this process has started and will continue.

What work is planned?

In addition to HR migrating job descriptions to the new outline, the committee will investigate ways to enhance benchmark information based on factors like experience, degree, and other measurable/quantifiable variables. The committee will also investigate staff positions/areas that lend to a tiered structure. Funding for this strategy, like Goal 3 Strategy 1, will be determined on institutional growth for full implementation.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Well - the committee is in line to meet our goals established within the benchmarks.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Priority of Goal 3 Strategies - while we haven't specifically targeted this strategy for implementation in 2016-17, allocating funding to Strategy 1 will indirectly benefit Strategy 2 by preparing the institution for the next step in our compensation plan. Discussion of priorities within Goal 3 has been beneficial to committee recommendations and roll out.

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Goal #: 3

Strategy # and Title: 3 Improve hiring and retention procedures

Introduction (Brief overview of the strategy):

DSU will effectively recruit new faculty and staff by adopting competitive hiring practices and offerings. DSU will increase retention by increasing resources available to all faculty & staff. Hiring policies will be adapted to empower departments with the necessary time and bud get approvals, making it possible to identify the appropriate timelines to fund faculty and staff positions appropriate to relevant hiring cycles.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Create a successful hiring and retention system by changing the way DSU HR has done hiring/retention in the past. This will empower DSU administration to making wise hiring decisions, allow for the best search process outcomes, increase effectiveness and efficiency in the hiring process, successfully orient new hires both to their salary/benefits and the DSU culture, and ask important questions when employees leave to improve processes.

What work has your team completed?

Through attrition and new hires within Human Resources, the office has been restructured so that each HR staff member has key responsibilities and aspects of this strategy (recruitment/employment, compensation, benefits, reporting, etc). Communication with new and existing faculty & staff has increased across all these HR facets so that requests for information and services are both timely and appropriate to the search process and professional development efforts. Formal new hire orientation now occurs on or before the new employee's first day of work and they meet multiple HR staff in the onboarding process to better connect them to DSU employment experience. HR and IT have a partnership for automated processes for access and continuing efforts are being made to refine these processes over time. HR has released SafeColleges training to both full-time and part-time employees and has also partnered with Staff Associations for ongoing professional development opportunities on campus. These changes, coupled with equity adjustments, will increase retention.

What work is planned?

HR plans to survey 2015-16 new hires this summer to get their feedback into the new hire orientation process with the above changes made. HR plans to continue development of performance evaluations and how they connect with Goal 3 objectives. HR and Staff Association desire to implement a mentor program for new staff hires by 2017-18 (this was new for new faculty in 2015-16) and HR also plans to roll out electronic I9 and payroll action forms to campus in 2016-17 to increase efficiency in HR processes.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

The committee can accomplish the established goals within the timeline. The survey of new hires is the next step for HR followed by tracking of employment data each year to mark progress or ways to improve. Increased efficiencies through processes will occur in 2016-17 with mentoring program in place for 2017-18.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Understanding campus needs - with the HR staff being mostly new, it was important to understand what campus needed to improve the onboarding and retention processes. Through committee assignments and developed relationships with our peers at other institutions, HR has incorporated many changes into the new hire process to address campus concerns. HR have also listened to the feedback given by faculty and staff and made changes to educate, inform, and provide employees with information in a more timely and effective manner.

Look for small changes - HR is attempting to incorporate changes that do not result in significant financial obligations. Many of these changes are small in the grand scheme of things but make an impact to the overall DSU employment process plus can be incorporated over an extended period to mirror growth on campus and other strategies.

Increase communication & response time - as the HR office continues in its reorganization and development, the HR office staff need to continue to maintain open dialogue with both administration and campus delegates for ways to improve.

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Goal #: 3

Strategy # and Title: 4 Maximize Professional Development Opportunities for Faculty and Staff

Introduction (Brief overview of the strategy):

Our premise is that when faculty and staff are rewarded through professional development funds, they will improve their skills and be more effective. In addition, investment in faculty and staff through professional development resources will create engaged employees at DSU and they will want to remain at the institution.

Purpose/Methods (What is the strategy intended to accomplish and how?):

The main purpose of this strategy is to provide an opportunity for faculty and staff to improve their skills through off-campus conferences and on-campus workshops and conferences. We will create an environment of transparency with the use of professional development funds. We will increase awareness to the need of professional development, as well as support and encourage the Center for Teaching and Learning (CTL) for faculty professional development.

What work has your team completed?

We have had great success during the year. First and foremost, both groups (Faculty and Staff) set forth to establish the needs in each respective area. Faculty obtained information from the Professional Development Committee as well as Faculty Senate. Staff Professional Development Committees surveyed the employees to identify critical needs and put forth a plan to address the areas of concern. In fact, a campus wide professional development day has been planned (May 16th) for staff and faculty development. This event is a direct result of this plan.

On August 18, 2015, the Promoting Student Success Summit (a full-day professional development conference offering 32 workshops/presentations) was held for all faculty (full-time, part-time, and adjunct) and staff members (230 people attended). The conference was planned and administered by staff and faculty members and the CTL staff. All faculty and staff members were invited to attend the DSU Teaching & Learning Conference, a professional development conference (planned by the DSU Teaching and Learning Committee and CTL staff) focused on promoting effective teaching and learning at DSU (38 presentations were given and over 185 people attended).

64.6% of all Full-time Faculty participated in some Professional Development

Center for Teaching and Learning received one-time funding for new computers and software as a beginning for a technology sandbox for faculty and staff.

Three main on campus professional development conferences - Promoting Student Success (Faculty and Staff), Annual Teaching and Learning Conference (Faculty and Staff), Staff Prof Development Day (Staff and Faculty)

Over 35 workshops and seminars were conducted for faculty and staff members by CTL during the Fall and Spring semesters on various topics such as Google Docs and Forms, Canvas, Effective Lectures, Collaborative Group Projects, etc.

Over 50 Individual and departmental consultations with faculty and staff members by CTL staff.

A Faculty Learning Community was established (by CTL staff for full-time, part-time, and adjunct faculty members) this semester and has been very successful. There were many more faculty that applied to be included than could be admitted in the community.

A New Faculty Mentoring and Onboarding program was established (by faculty members and CTL staff) last summer, during the week before Fall classes, and throughout the year with eight seminars and has been very successful.

3 Professional Development sessions have been offered during the Spring 2016 semester addressing the topics identified in the Staff Professional Development survey. They were Risk Management, Using Google Drive and Forms, and How to Hire a Work Study.

What work is planned?

We are working with administration to secure proper funding for our requests.

Index codes are being examined to ensure transparency for the use of funds.

Faculty Excellence committee along with Senate is looking at Faculty awards that could be attached to Master Teaching Certificates and Technology Badges.

Working with Administration to set aside time for dedicated hour during month for Prof. Development

Continuation of the Staff Professional Development sessions and Development Day

Provide effective professional development for part-time and adjunct faculty members.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

We were able to analyze the needs of Faculty and Staff

Our original goal of 80% of Faculty was not obtained. We need to adjust to be indexed up to 80% over time. We will readjust to be 65%, 70%, 75%, and 80%

The next Staff Professional Development conference is in May. We will wait to see what the event yields and then make adjustments to our benchmarks as needed.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Faculty and Staff members want to have more professional development opportunities. Based on the number of faculty and staff members that have attended the on-campus conferences, workshops, seminars, and survey results, professional development and growth is a high priority for faculty and staff members at DSU.

We determined that the majority of our difficulties in accomplishing this goal is related to resources. We are doing many of the professional development activities on campus, but there is a need for additional resources.

We identified the problem that most Adjunct, or even part-time faculty and staff are receiving little or no help with professional development. Some process needs to be established to assist these type of faculty and staff in improving their skill sets to be better teachers and employees. A possible tier system of pay for adjuncts would be a way to help in this area (i.e. base bay for adjunct adjusted for professional activities attended).

- Communication and organization in this area is key. We believe that an Administrative Assistant in the Center for Teaching and Learning would be very helpful in organizing and administrating the funds in this area and allowing the director and instructional designer to focus on helping individual faculty and staff members and doing less administrative tasks. Additionally, we request a staff member to be designated and/or assigned as part of their duties to organize and coordinate staff professional development. We are doing much of the work on campus, but seems to not be a clear area of authority and responsibility regarding professional development.

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Goal #: 3

Strategy # and Title: 5 Participate in "Great Colleges to Work For" Survey

Introduction (Brief overview of the strategy):

Dixie State University recently (Spring 2014) participated in the "Great Colleges to Work For" survey. The survey is used by more than 300 institutions of higher learning each year to recognize institutions with exceptional organizational climate. It is run by the Chronicle of Higher Education in conjunction with ModernThink. The survey will be conducted in Spring of 2017 and Spring of 2020.

Purpose/Methods (What is the strategy intended to accomplish and how?):

This strategic initiative is intended to make improvements in the quality of life for all DSU employees, as can be evidenced by survey results. The Benchmarks we are trying to meet are:

1) Participation rate of 54% and 60%

2) Improving from previous survey results, DSU will be higher than Public Carnegie in the subcategories, and/or, ratings of Good to Excellent (>=65%) in the subcategories

What work has your team completed?

1) Began researching improvement opportunities - by watching a webinar "Lessons from the Best - Insights and Best Practices from The Chronicle's Great Colleges to Work For Program".

2) General preparation for next year's survey - began discussing what needs to happen - marketing, changes to the survey, etc.

What work is planned?

1) Continue work in researching improvement opportunities including: research results of comparable universities and decide what to implement from the previously viewed Webinar.

2) Work with administration to implement recommendations from the ISAAC committee regarding "The Great Colleges to Work For Survey".

3) Give "The Great Colleges to Work For Survey" in Spring 2017.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Since the survey will not be given again until Spring 2017, we cannot measure the progress on the benchmark established until then. The benchmarks do not need to be adjusted. The benchmarks are based on survey participation and survey results.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

There have been no key findings this year since the survey will not be given again until Spring 2017. To move forward, we need to continue to research improvement opportunities. Improvement opportunities means looking for the best ways to conduct the survey as well as what to do with the results once the survey has been administered. Once this has been decided, we need to implement change (recommendations from the ISAAC committee) so that survey results will be improved.

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Goal #: 4

Strategy # and Title: 1 Provide accessible and equitable educational opportunities and resources.

Introduction (Brief overview of the strategy):

Provide accessible and equitable educational opportunities and resources for minority and underrepresented students; by centralizing and making minority related services and resources more visible.

Purpose/Methods (What is the strategy intended to accomplish and how?):

1. Hire a Chief Diversity Officer/Assistant to the President for Diversity and Inclusion

2. CDO sits as a representative to sit on President's cabinet and university council.

3. Create a rubric of job duties and functions in order to create a plan to build out the position for the institution.

4. Identify and recommend representatives to sit on the Inclusion and Equity Executive Council

5. Disband diversity committee.

6. Identify sub-committee chairs to create advisory board

7. Identify sub-committee assignments for advisory board participation.

8. Create a meeting plan for both the executive council and advisory boards.

9. Identity all personnel responsible for supporting underrepresented students and personnel.

10. Asses existing resource centers and services.

11. Gain and/or create an assessment that will identify any deficiencies that may exist.

12. Create an improvement plan in order to address the deficits found in existing resource centers and services.

13. Creating of additional resources and services for students in the form of initiatives.

14. Maintain and/or create an assessment that will identify any deficiencies that may exist with faculty and staff in regards to personnel issues.

15. Create an improvement plan in regards to the classroom/services approach toward diversity and inclusion.

16. Creation of additional resources and services for faculty and staff.

17. Administer climate assessment

18. Identify deficits and highlights to create a comprehensive report for the University

19. Create a user friendly action plan in order to address the needs identified through the climate survey.

20. Create a plan to address university initiatives.

21. Create a system to address and centralize events.

22. Create a diversity calendar.

23. Pinpoint deficits seen in the diversity calendar and create a preliminary plan to address deficits.

24. Identify a marketing plan that is comprehensive of all underrepresented students and potential students.

25. Create an explicit presence of Inclusion resources on the DSU website.

26. Refine the strategic marketing plan that targets underrepresented students.

27. Establish translation services available for existing and new marketing material.

What work has your team completed?

1. Hire a Chief Diversity Officer/Assistant to the President for Diversity and Inclusion-DONE

2. CDO sits as a representative to sit on President's cabinet and university council-DONE

5. Disband diversity committee-DONE

6. Identify sub-committee chairs to create advisory board-DONE

10. Asses existing resource centers and services-IN PROGRESS (CREATION OF AN AUDITING SYSTEM IN ORDER TO OBTAIN THE BEST QUALITY INFORMATION)

11. Gain and/or create an assessment that will identify any deficiencies that may exist-IN PROGRESS (PRELIMINARY SURVEY WENT OUT ON APRIL 5, 2015 AND WILL HAVE ADDITONAL WAVES TO GATHER INFORMATION-SCHEDULE NOT YET DETERMINED)

14. Maintain and/or create an assessment that will identify any deficiencies that may exist with faculty and staff in

regards to personnel- IN PROGRESS (DIVERSITY AND INCLUSION SURVEY THAT IS COUPLED WITH GREAT COLLEGES TO WORK FOR) (ASSESMENT HAS BEEN WRITTEN AND WILL BE ROLLED OUT IN THE FALL OF 2016) NEEDED: SURVEY INSENTIVES

18. Identify deficits and highlights to create a comprehensive report for the University-IN PROGRESS (CURRENT SURVEY WILL AID IN HIGHLIGHTING INDIVIDUAL AND CAMPUS INVOLVEMENT IN REGARDS TO INCLUSION.

22.Create a diversity calendar-IN PROGRESS (CREATING A RUBRIC TO DETERMINE WHAT QUALIFIES AND WHAT DOES NOT)

25. Create an explicit presence of Inclusion resources on the DSU website-IN PROGRESS WITH IT DEPARTMENT

27. Establish translation services available for existing and new marketing material-IN PROGRESS (RESEARCH PHASE)

What work is planned?

3. Create a rubric of job duties and functions in order to create a plan to build out the position for the institution-IN PROGRESS (TARGET DATE MAY 13, 2016)

4. Identify and recommend representatives to sit on the Inclusion and Equity Executive Council-IN PROGRESS (COMPLETED BY APRIL 25, 2016)

7. Identify sub-committee assignments for advisory board participation-IN PROGRESS (TARGET DATE APRIL 29, 2016)

8. Create a meeting plan for both the executive council and advisory boards-IN PROGRESS (TARGET DATE JUNE 1, 2016 FOR THE FY16-17)

9. Identity all personnel responsible for supporting underrepresented students and personnel-IN PROGRESS (TARGET DATE JUNE 1, 2016)

12. Create an improvement plan in order to address the deficits found in existing resource centers and services-NOT IN PROGRESS

13. Creating of additional resources and services for students in the form of initiatives-NOT IN PROGRESS

15. Create an improvement plan in regards to the classroom/services approach toward diversity and inclusion-NOT IN PROGRESS

16. Creation of additional resources and services for faculty and staff-NOT IN PROGRESS

17. Administer climate assessment-IN PROGRESS (PLEASE SEE #14)

19. Create a user friendly action plan in order to address the needs identified through the climate survey-NOT IN PROGRESS

20. Create a plan to address university initiatives-NOT IN PROGRESS

21. Create a system to address and centralize events-NOT IN PROGRESS

23. Pinpoint deficits seen in the diversity calendar and create a preliminary plan to address deficits-NOT IN PROGRESS

24. Identify a marketing plan that is comprehensive of all underrepresented students and potential students-NOT IN PROGRESS

26. Refine the strategic marketing plan that targets underrepresented students-NOT IN PROGRESS

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

The benchmarks give a great snapshot of the goals outcomes but the individual points from the plan give a more comprehensive overview of the action steps needed to address the plan completely.

Due to the delay of hiring, some of the things that could have been done were not addressed as of yet but now that the position exists we can strategically identify the need in regards to policy, investigations, initiative coordinators, administrative roles, to name a few.

The initial benchmarks were timed out well and do not need modification at this time.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

In regards to our challenges, we found it difficult to move forwards without an inclusion and equity person that had some leveraging power to address the needs that we have in regards to completing the plan in a successful way.

We have also found that the plan in cumbersome in regards to the goals itself, due to this we have created a snapshop action worksheet to create a better

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Goal #: 4

Strategy # and Title: 2 Inclusion and Equity: Educational Opportunities

Introduction (Brief overview of the strategy):

Facilitating an inclusive campus environment where faculty, staff and students are culturally competent requires a commitment of faculty, staff and administration to heighten and maintain awareness of national, regional and local trends and concerns. Targeted educational programs, including workshops, trainings and academic courses are an effective way to reach many people at one time. This strategy focuses on enhancing shared knowledge throughout the educational community through digital or face-to-face presentations workshops and course.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Improve campus-wide cultural competence and enhance the academic experience through:

Action Item 1 - Increasing faculty, staff and student movement across the cultural competency continuum toward proficiency via yearly workshops and trainings.

Action Item 2 - Increase DSU graduates' diversity awareness and cultural competence through a Diversity and Global Learning Initiative, which develops curriculum and co-curriculur experiences addressing diversity in U.S. and global communities.

What work has your team completed?

Goal 4. Strategy 2. Action Item 1

1.1 Human Resources has acquired online cultural training modules for staff and faculty.

1.2 Cultural Competence workshops (elective) were held in December during the IDEAS Coalition and UWHEN and during the Teaching and Learning Conference in April. Additional workshops are planned for the Faculty Retreat in August.

Goal 4. Strategy 2. Action Item 2

2.1 Research has been initiated outlining criteria for Diversity and Global Learning course attributes.

What work is planned?

Development of a Diversity Awareness and Cultural Competence Certificate for faculty & staff to document employee mandatory and elective training. This Certificate will be developed in connection with the Teaching and Learning Center.

Additional research and collaboration with the Curriculum Committee and other stakeholders to plan and implement Diversity and Global Learning (D&GL) attributes for current courses.

Development of 2 new D&GL courses/College by 2020, including rotating electives on special topics

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Initial benchmarks were planned well and do not need to be adjusted.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

A CDO or Inclusion Fellow are critical in moving this goal forward. DSU would also benefit greatly from having a team of certified diversity trainers who can implement workshops and seminars on an ongoing basis and are customizable to the needs of our culture and university.

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Goal #: 4

Strategy # and Title: 3 Create and implement a diversity action plan to improve recruitment and retention of diverse students, to foster an inclusive environment.

Introduction (Brief overview of the strategy):

Recruitment and retention of diverse students is important to DSU because having underrepresented minorities in the classroom and on the campus adds different perspectives and learning opportunities for all students. Targeting minority students in recruitment activities will likely increase the percentage of students in other underrepresented categories. Having a diverse student population has a positive impact on the overall campus culture. It has also been linked to improve the overall educational experience. (Carnevale & Fry, 2000; Smith, 1991)

Purpose/Methods (What is the strategy intended to accomplish and how?):

This strategy is intended to accomplish adding diversity to DSU's student body. Specifically, diversity in ethnicity, culture, ideas, and activities will positively impact the overall campus culture and learning atmosphere.

What work has your team completed?

As of April 1st, our team has completed the following:

AE 1. Initiated first steps to the creation of an Inclusion and Equity Council.

AE 2. A baseline for the creation of diverse student cohorts has been established. Plans for expansion are in place for year 2016-17.

AE 3. It has been decided that the Multicultural and Diversity Center will not be a one-stop-shop. However, a plan is in place to create five student Ambassadors to work in the MCDC and offer assistance to prospective minority students during the enrollment phases and some minimal advisement. The main purpose of the Diversity Ambassadors is to help minorities become acclimated to campus and assist them in finding resources on campus.

AE 6. The MCDC will play a significant role in the Freshman Orientation process. There will be a breakout session devoted to diversity and inclusion.

What work is planned?

AE 3. A plan is in place to create five student Ambassadors to work in the MCDC and offer assistance to prospective minority students during the enrollment phases and some minimal advisement. The main purpose of the Diversity Ambassadors is to help minorities become acclimated to campus and assist them in finding resources on campus.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

We are on track to meet our minority student population benchmark. It does not need to be adjusted.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Ultimately, we can increase minority student population by targeting certain student recruitment markets where minorities predominantly reside. To convert these minority prospective students to enrolled students, we should provide opportunities for minority students to come to campus and meet and talk with other minority students. Creating this positive dialogue will increase our enrollment yield rates.

Additionally, we've learned that an increase of faculty and staff who are minority will help our retention rate of our minority students. Increasing the minority retention rate will have a positive impact on the overall minority student population.

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Goal #: 4

Strategy # and Title: 4 Create and implement a diversity action plan to improve recruitment and retention of diverse staff and faculty and to foster an inclusive environment.

Introduction (Brief overview of the strategy):

Inclusion Committee meetings have identified significant shortcomings in the representation of females and minorities among faculty and staff. It is generally recognized that a diversity of genders, races and cultures leads to a diversity of ideas and viewpoints that strengthen institutions of higher learning. Additionally, having diverse faculty and staff can make Dixie State University more appealing to students from underrepresented populations, and this can promote continued growth in the future. DSU has made significant improvements in diversity over the past few decades, but much more remains to be done.

This strategy seeks to address impediments to more diverse hiring practices, and proposes steps to increase the hiring and retention of minorities and people from other underrepresented groups.

Purpose/Methods (What is the strategy intended to accomplish and how?):

In order for DSU to take the next step in successfully fulfilling its mission as a diverse & inclusive university, it must address these core hiring and retention issues behind underrepresented groups.

What work has your team completed?

We have 4 work plan goals for this year: (1) Identify and begin implementing hiring strategies to increase the diversity of campus personnel; (2) Identify and develop a relationship with regional/national institutions representing minority groups; (3) join the Higher Education Recruitment Consortium (HERC) to increase access to more diverse faculty & staff candidates; (4) Coordinate efforts and better communication with departments to increase diversity awareness in the search process. We have researched each and created areas we can start implementing later on this fiscal year.

What work is planned?

We have 5 additional work plan goals to reach by 2020: (1) In 2016-17, advertise in publications that may better reach specific minority groups; (2) By 2017-18, evaluate and strengthen mentor programs for minority and female faculty; (3) By Fall 2019, improve inter-cultural competence by providing yearly workshops and trainings with a goal of 100% faculty, staff, and administrator participation; (4) From 2015-2020, monitor faculty retention, promotion, and tenure rates in order to identify common stumbling blocks for female and minority faculty & staff; (5) Provide more assistance for faculty & staff members with children.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

The following reporting and deliverable schedule is currently in place.

1. By Fall 2018, the number of women administrators (chairs, assistant directors or higher) is proportionately equivalent to the number of male administrators on campus.

2. By fall 2019, at least 13% of the administrative positions (chairs, assistant directors or higher) on campus are filled by minorities.

3. By fall 2020, racial/ethnic diversity of faculty & staff has increased to at least 20%.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

This year is designated as a research year with focus on implementing the 2015-16 work plan. We have identified sources for advertising specifically to minority groups but due to funding limitations, have not implemented it across all searches. We have received funding for 2016-17 so advertising to minority groups will occur across all searches. HR has put together diversity demographic information of faculty & staff to better track trends/benchmarks to meet our goals. They have identified a national conference for HR staff to attend on recruiting & retaining minority faculty & staff in 2017 (paid by HR) and an interactive webinar for creating a more inclusive and diverse hiring process (also paid by HR). Travis has worked with the DSU UWHEN and ElevateHER initiative groups so we work together to increase professional development and networking through these channels. The addition of a Equity & Inclusion Fellow position will also help. Through the IDEAS coalition this fall, we will continue working towards partnerships (HERC) and we have also identified other higher education institution models who have experienced successful hiring strategies for Diversity and Inclusion and are considering incorporating similar strategies in 2016-17.

Moving forward we expect experience continued success as we follow the work plan outlined.

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Goal #: 5

Strategy # and Title: 1 Create a unit for central coordinated oversight of all university community service efforts.

Introduction (Brief overview of the strategy):

This institution has a history of both supporting and being supported by the community. Faculty and staff play vital roles in this community. This effort has largely been undocumented and under-appreciated. The primary goal of the Associate Provost position for Community Engagement will be to measure and increase DSU's presence in the community.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Collect input from community leaders from the start. Create a position announcement that captures the input from community and spans across civic and business sectors.

What work has your team completed?

The strategy team consists of local government, school district, major employers, and DSU staff and faculty in an effort to capture the important elements of community engagement (volunteer, career preparation, service learning, community presence, etc.) The committee has met and created a position description for an Associate Provost for Community Engagement.

What work is planned?

The committee is prepared to act as the hiring committee for this position. It is critical that a community committee used. The success of this position will require the buy-in of all areas included.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

The only benchmark is the successful hire of an Associate Provost that oversees all academic units and increases community engagement.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Key input from this committee has significantly changed and expanded the scope of this position. They have noted several important elements required in this important position. And finally, they have become a vested partner in the search and hire of this position.

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 5

Strategy # and Title: 2 Using the Carnegie Framework, inventory the university's current efforts in community service, engagement, community organization leadership, and develop an annual reporting method to record the amount of participation by students faculty and staff.

Introduction (Brief overview of the strategy):

Develop a method for surveying community engagement activities on campus

Purpose/Methods (What is the strategy intended to accomplish and how?):

Will provide baseline data for Carnegie Engaged Campus classification using reporting website to be developed by Implementation Team

What work has your team completed?

We have created the shell for the website and it is currently being built. We have also connected with the state office (UServe) which helps to coordinate efforts between campuses so that we can see how other USHE schools collect these data. Erin has talked to the director and community engagement manager at UServe Utah about how to proceed using their resources.

What work is planned?

We need to finalize the website. We need to review engagement data collected two years ago by Institutional Research. We need to review how other schools have built reporting systems.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

We are nearly on target. We had proposed having the shell in place by now and then doing a paper survey of campus during the President's all hands spring meeting. That meeting didn't really happen, but we have since learned about other sources of information that meet the same needs.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

We recommend working with UServe to further coordinate our campus reporting system.

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 5

Strategy # and Title: 3 Create rubrics to define and assess mentor roles, community service, service learning, experiential learning, and leadership with the community.

Introduction (Brief overview of the strategy):

Several campus groups are involved in community engagement and we would like to promote additional community engagement initiative on campus. Rubrics will help define and evaluate these efforts. The rubrics describe and outline criteria for mentoring, experiential learning, service learning and leadership with the community.

## Purpose/Methods (What is the strategy intended to accomplish and how?):

Rubrics defining effective community engagement criteria and components will help DSU implement outstanding community engagement initiatives including: mentoring, community service, service learning, experiential learning, and leadership in the community.

What work has your team completed?

We met four times as a committee and divided into four subcommittees to create the rubrics.

In our last meeting each subcommittee presented their rubric and the entire committee vetted the contents.

We completed rubrics for: 1-Service Learning, 2-Experiential Learning, 3-Student Peer Mentoring, 4-Faculty Student Mentoring, 5-Faculty Peer Mentoring, 6-Staff Peer Mentoring, and 7-Faculty & Staff Community and Service Learning.
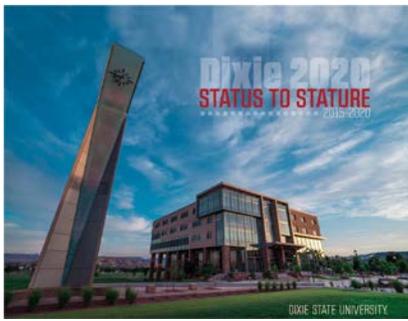
What work is planned?

We plan to have the new assessment coordinator review the rubrics and make necessary changes.

We plan to have rubrics organized in a DSU official template.

We plan to pilot the rubrics next academic year and make needed changes.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

We are a year ahead of the strategic plan goal. Many of the benchmarks will need to be adjusted based on the needs set by the new DSU Community Engagement unit.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

We learned there is much more to becoming a Carnegie Engaged University than was outlined on the original strategic plan. We recommend prompt changes in the strategic plan and on campus in order to accomplish this desired outcome.

We learned that some desired outcomes were set very low. We already exceed these goals so recommend new goals be set.

We learned that for engagement to be meaningfully integrated into curriculum there must be many criteria in place. It's not enough to just do something. Therefore we recommend deliberate curriculum planning, with connections made to content, reflection on the experience, and analysis of the outcomes so community engagement at DSU will be meaningful.

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 5

Strategy # and Title: 4 Continually promote all university efforts related to Dixie State's positive impact on the community

Introduction (Brief overview of the strategy):

Strategy 4 within Goal 5 aims to keep the Dixie State University community — that is students, potential students, parents, faculty, staff, alumni, donors, and Washington County residents — informed of all the milestones and feats the university and its students, faculty, staff, and alumni have accomplished. Feedback received during Town Hall meetings indicates that public perception of DSU is influenced by outdated efforts and inaccurate assumptions made with a lack of evidence. Consequently, the committee is working to increase the university's efforts to provide stakeholders with accurate information about the university and its current growth, efforts, and accomplishments.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Promote and publicize Dixie State University's established honors and awards, including Dixie Awards, throughout the year as they are presented to recipients

Enhance online resources to enable faculty and staff to better share their accomplishments and help the community better understand what is happening at Dixie

Share about DSU's impact on the community in print publications

What work has your team completed?

A new publicity request form on DSU's website makes it easy for faculty and staff to share about their successes and accomplishments and for Dixie's University Marketing & Communication office (UMAC) to distribute this information

An Awards & Recognition section, which included pictures and small write-ups of staff and faculty who recently received awards and distinctions, was featured in the Fall 2015 issue of Dixie State University Magazine

The Spring 2016 issue of DSU Magazine highlights seven successful alumni and features an article on three student entrepreneurs

UMAC disseminated 45 press releases in the first three months of this calendar year to local and state media outlets about the great things happening at Dixie

DSU regularly contributes articles that tout the university to community magazines St. George Health & Wellness, St. George Magazine, and View on Southern Utah

What work is planned?

Once the website redesign is fully operating, the committee will work with the web team to restructure the page that once was dixie.edu/community to make it not just an index, but a comprehensive resource for online visitors

Work with deans, department chairs, and directors to compile a list of all awards handed out on campus and encourage those not currently offering awards to their employees to do so

This May, the committee will attend Dixie Awards and look for ways to engage the community in the ceremony, expand or further promote existing awards, and assess the effectiveness of current awards

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

We are right on schedule with publicizing the accomplishments of students, alumni, faculty, and staff. With the online publicity form up and running, we are also on schedule on that front. With the redesign of the entire DSU website, we are a bit behind on making our changes to the dixie.edu/community page and need to adjust that benchmark to August 2016. After the Dixie Awards are held in May and the committee attends the ceremony, we will be right on schedule for that benchmark as well.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Most importantly, the Goal 5, Strategy 4 implementation team has been reminded that DSU is comprised of some pretty talented people! We have received a number of publicity requests for student and employee accomplishments. We have also learned the more relevant and appealing we can make DSU's successes to the entire community, the better placement we receive in the media. Finally, we have learned that our community is eager to support DSU, and the more information we can give them about the university, the more excited they are to become more involved.

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 6

Strategy # and Title: 1 Highlight the unique characteristics of the university's academic programs and its location to local, national, and international audiences, and align the university's mascot and nickname with its strategic direction

Introduction (Brief overview of the strategy):

Highlight the unique characteristics of the university's academic programs and its location to local, national, and international audiences, and align the university's mascot and nickname with its strategic direction.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Purpose:

Dixie State University has an enormous opportunity to create a strong brand that is unique to our institution and location, and that differentiates us from other schools. A strong brand increases an institution's image, and drastically improves its recruiting and retention efforts. In return, the brand can increase institutional support and funding for academic and extracurricular opportunities.

Method:

Expand DSU Marketing & Communication office

Create new academic branding campaign

Create a new athletic brand and identity

What work has your team completed?

Hired a chief marketing and communication officer (Dr. Jordon Sharp)

Restructured the University Marketing & Communication office

Formed an identity committee to lead effort in creating a new athletic identity

Hired an ad agency to help assist with the process (Love Communication)

Reviewed and consolidated 10 years of mascot data and narrowed search to 6

Created a survey to measure public opinion of the 6 finalists (5,000 participants), solicited additional feedback, and narrowed the search to 3

Generated creative services for all three finalists; utilized focus groups to narrow search to a finalist (300 participants)

Created additional logos and material for finalist; used focus groups to improve final logos (50 participants)

Generated a creative, marketing, and public relations plan to rollout the new athletic identity

What work is planned?

Release new identity

Market new identity through a variety of communication channels:

Social media, digital media, print media, marketing, public relations, web, etc.

Create new athletic merchandise for bookstore

Rebrand campus with new identity and incorporate identity throughout Washington County

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Employed focus groups and surveys to measure public opinion regarding the athletic brand

Focus groups led each decision regarding the new brand

Focus groups will be created post identity rollout to measure effectiveness, likability, and to fine-tune branding where needed

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Branding is important to the stakeholders of DSU

Our brand has been damaged and it has held us back as an institution; DSU must make branding a top priority

DSU stakeholders expect and desire a strong brand for DSU

Don't ever change the mascot again - We need to embrace, support, and stand by our brand

The best conduit of a brand are its people – Dixie State stakeholders need to help live and share the brand

Branding moving forward needs to be based on data and be authentic to the institution

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 6

Strategy # and Title: 2 Strengthen the athletics program in academic performance and athletic competition in order to improve the visibility and image of the university

Introduction (Brief overview of the strategy):

Strengthen the athletics program in academic performance and athletic competition in order to improve the visibility and image of the university

Purpose/Methods (What is the strategy intended to accomplish and how?):

Athletics is the Front Porch to the University

We've had great success so far, will have even more as we grow

Minimal financial needs/requests this first year

What work has your team completed?

Annual Media Days televised on CEC TV and SouthernUtahLive.com were August 20, December 1, and February 17.

The fundraising plan for the improvement of athletic facilities is underway.

Soft cap participation numbers have been added to the men's teams in order to assist with Title IX issues.

Scholarship waivers for the Women's Swimming program starting with the Fall, 2016 semester were requested and approved.

Department's current scholarship waiver allocations for all other sports have been re-allocated to teams to provide those teams that have been under-funded in the past with more assistance (waivers).

Increased the Head Strength and Conditioning Coach's salary from $35,230 to $40,000.

Altered ticket prices to allow anyone 18 and under to get in free to all events (was only 12 and under free).

What work is planned?

Southern Utah Caravan in 16-17

Women's Swimming starts 16-17

Capital Campaign continues

Additional Head Coaches to Full-time for FY18

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Our initial benchmarks are hard to measure, but our programs continue to be known for excellence in the classroom, in competition, and in the community. While we haven't received all the funding originally requested, we have continued to move the program forward in a positive manner to meet our goals.

It is difficult to establish exact ways to measure excellence in athletics as it is somewhat subjective.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Flexibility is key as funding is not always the answer to all problems. We have been able to do several things towards our goals without receiving all of our funding requests. We have to be flexible with our plan as funding will always be an issue.

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 6

Strategy # and Title: 3 Forge alliances with local and regional businesses, alumni, and community members in order to engage the resources of the university with its service region.

Introduction (Brief overview of the strategy):

Forge alliances with local and regional businesses, alumni, and community members in order to engage the resources of the university with its service region.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Purpose

Gain community support for DSU

Attract student mentors

Attract donors

Methods

Hold community events on campus

Join service groups in the community

Form service groups at DSU

What work has your team completed?

We have formed a DSU Planned Giving Advisory Council that is made up of prominent estate planning attorneys, CPAs, and financial planners in the community.

We've held the first of a series of retirement and wealth preservation workshops on campus for community members.

We have formed and met with an Athletic Advisory Council that is made up of business leaders in the community.

We had an event for distinguished Dixie alumni Kris Paranto in which we had over 800 community members at

the open event and 150 at the private event.

We are active members of the Chamber of Commerce, Corporate Alliance, Leadership Dixie, and Rotary Clubs.

Created Town & Gown Committee made up institutional and community leaders in order to create a university town atmosphere

What work is planned?

Formation of "The Trailblazer Club"

City Bison Project

Create a volunteer center

Continue educational seminars

Continue to organize and nurture advisory councils

Hold more community events on campus. Kite Festival, Tim Arnold.

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Our initial goals were to create an infrastructure in which we could systematically identify, prospect and nurture the proper business leaders, donors, and influencers in the community. Our positions are new at DSU so we are just now starting to build strong relationships, effectively define roles, and establish processes. Once a strong infrastructure is place we will be better able to set more defined goals.

We have a lot of challenges but I feel like we are ahead of where we thought we would be at this point.

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

There have been a lot of community members turned off by the way DSU has handled certain things in the past, but we are sensing that people are getting over that and are excited about the future of DSU.

We have learned that if you want people's opinions ask for support, if you want their support ask for their opinions.

We have learned that people want to be involved with DSU.

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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Goal #: 6

Strategy # and Title: 4 Develop an aggressive communications and marketing strategy consistent with the university's strategic plan

Introduction (Brief overview of the strategy):

Develop an aggressive communications and marketing strategy consistent with the university's strategic plan.

Purpose/Methods (What is the strategy intended to accomplish and how?):

Purpose:

Generate a consistent brand and marketing strategy that reflects the vision, mission, and purpose of the institution

Method:

Meet with all marketing professionals at DSU and create a strategic plan to coordinate and collaborate on all marketing efforts

Create a branding guide for the "active learning, active life" campaign

Create a new athletic brand

Create branding and style guides to oversee all institutional branding and marketing efforts

Create an annual marketing calendar and strategic marketing plan

What work has your team completed?

Hired a chief marketing and communication officer (Dr. Jordon Sharp)

Restructured the University Marketing & Communication office

Formed an identity committee to lead effort in creating a new athletic identity

Created a new athletic identity

Collected data from faculty regarding "active learning, active life"

Created key messages for the "active learning, active life" branding guide, based on data and the strategic plan:

1. VALUE – Dixie State University is a premier open-enrollment teaching institution that offers quality education at one of the lowest tuition costs in the Western United States.

2. INDIVIDUALIZED LEARNING – Dixie State University provides a personalized hands-on learning experience under the direction of skillful and devoted faculty and staff.

3. INNOVATION – Dixie State University is on the forefront of technology and health education.

4. SERVICE – Dixie State University cares about its community and focuses on shaping students through civic engagement.

5. DESTINATION – Dixie State University offers unparalleled opportunities for an active lifestyle in St. George's world-renowned community and surrounding landscape.

6. PREPARATION – Dixie State University prepares students to excel in rewarding real-world careers.

7. DIXIE SPIRIT – Dixie State University is built upon a rich pioneering heritage still embodied in its community today.

What work is planned?

Finish branding and style guides

Finish annual marketing calendar and specific marketing strategies including:

Social media, print media, digital media, public relations, etc.

Buy media placements within each of the different communication mediums based on the calendar

How does your team's measurement of implementation progress compare to the initial benchmarks you established? Do the benchmarks need to be adjusted?

Focus groups have been employed to measure branding effectiveness and to shape new identities

We will need to see as the new identities are rolled out and additional information regarding the brand is gathered

Summary (What has your team learned this year in terms of key findings and what actions are recommended moving forward?):

Branding is important to the stakeholders of DSU

Our brand has been damaged and it has held us back as an institution; DSU must make branding a top priority

DSU stakeholders expect and desire a strong brand for DSU

Strong branding guidelines must be created and followed by the institution to create a consistent and effective message

Strategy Chair(s) and Contact Information (Name and phone number, e-mail)

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