After months of collecting ideas, setting goals, and formulating strategies, Dixie State University has successfully produced Dixie 2020: Status to Stature, and I couldn’t be more excited to share this strategic plan with you.

I am so proud of the plan we produced — not only does it lay out a bright future for Dixie State University, but it also is a great example of what can be achieved when the entire community works together. By involving a wide variety of individuals from the entire southern Utah region, we created a plan that shapes Utah’s newest university into exactly what Washington County needs it to be. Dixie 2020 is not my strategic plan; it is the entire community's vision for the future of our university.

Going through the strategic planning process wouldn’t have been possible without the strategic planning committee’s tireless dedication. Made up of representatives from across campus, the committee has gone above and beyond the call of duty to produce an action plan that will really elevate Dixie State University to the next level and make its community and alumni proud of their institution.

As the strategic plan’s name suggests, Dixie 2020 will guide us as we secure university stature now that the institution has enjoyed university status for a couple years. We have big dreams for Dixie State University, and that is reflected in the strategic plan. Our goals are aggressive, but not unrealistically so. All of us on campus hope that as you read through this book, you will be eager to help Dixie accomplish the identified goals. We encourage you to contact the Goal Leaders for the outcomes and strategies that you can contribute to and learn how you can lend a helping hand.

Now is the time for us all to do our part to execute the plan that has been so ably produced. I look forward to working to that end with you.
ENCOURAGING EXCELLENCE
CULTIVATING CREATIVITY
PIONEERING PATHWAYS

VALUES

Student-centered success: providing an affordable education with experiences that develop the academic, professional, and personal lives of all students.

Academic excellence: stimulating learning and critical thinking through rigor, student empowerment, and practical application.

Equity and inclusion: creating a community of diverse individuals, ideas, and beliefs; practicing open discourse and collaboration.

Accountability: working with honesty, transparency, and respect for others while holding ourselves accountable for our actions.

Service leadership: emphasizing civic, economic, and cultural engagement with the community.

Creativity and innovation: problem solving in learning, teaching, fostering new ways of thinking, and researching.

Local and global resources: incorporating a variety of resources into the educational experience with a special emphasis on the unique local resources.

LEARNING
DSU promotes a campus-wide culture of learning, delivers excellent teaching, and prepares knowledgeable and competent students who achieve and exceed their educational goals.

ENGAGEMENT
DSU maintains strong relationships between students, faculty, staff, and the community to foster citizenship; a continuum of educational, cultural, and recreational enrichment; and economic and civic growth.

OPPORTUNITY
DSU values the professional and personal development of individuals and facilitates a culture of ethics, collaboration, creativity, inclusion, and service.

DIXIE STATE UNIVERSITY is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.
By Fall 2018, students declaring a major will move from 70 percent by the end of their first semester to 85 percent by the end of their first year.

By Fall 2019, the percentage of graduates who participate in two or more high-impact, enhanced, or experiential learning opportunities (as identified below) will move from 66 percent to 80 percent.
   a. Learning Community (where groups of students take two or more classes together)
   b. Service-Learning (courses that include a community-based project)
   c. Research with a faculty member
   d. Internship or Field Experience (Co-op, field experience, student teaching, or clinical placement)
   e. Study Abroad

By Fall 2020, the percentage of minority students retained at DSU after one year will move from 48.4 percent to 52 percent.

By Fall 2020, the first-to-second year retention rate for first-time, full-time Associate degree students will move from 52 percent to 58 percent and for full-time Bachelor degree students from 54.5 percent to 63 percent.

By Fall 2020, 42 percent of the 2016 freshman cohort completes a degree as compared to 35 percent in the 2008 freshman cohort.
1. Develop comprehensive recruitment approaches that are more academically focused.

2. By Fall 2016, develop and implement a Structured Enrollment Program.

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.

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

5. Develop an organization and processes to provide students with access to high-impact educational opportunities from when they enter as first-year students until after they graduate and beyond. To allow these to operate collaboratively, they should be organized with a Dean or Associate Vice President over them (e.g., a Center for Engaged Education).

**Goal Leader**

Frank Lojko, Vice President of Student Affairs & Government Relations, 
lojko@dixie.edu
By Fall 2017, select a methodology and criteria for identifying DSU’s programs of state and national distinction.

By Fall 2017, develop a plan to maintain and foster excellence in the distinctive programs.

By Fall 2020, establish three self-standing degree programs at the Master’s level, in addition to degrees offered in collaboration with other institutions.

By Fall 2020, overall enrollment at DSU will rise above 12,500 students.

By Fall 2020, the number of degrees awarded at the Bachelor’s level will rise above 50 percent of all degrees awarded.

By Fall 2020, increase offerings of online, hybrid, and blended course sections to 15 percent of all course sections.
   a. Support and training structures are instituted to ensure high academic standards.
   b. New course offerings are developed with a particular focus on alleviating the stress on high-demand courses as well as on meeting the needs of nontraditional students.

By Fall 2020, increase the number of Bachelor’s degrees programs to forty-two, the number of emphases to sixty, and the number of certificates to twenty.

By Fall 2020, degrees exist in academic areas consistent with the offerings of a public comprehensive university.

1. By Fall 2017, select a methodology and criteria for identifying DSU’s programs of state and national distinction.
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   a. Support and training structures are instituted to ensure high academic standards.
   b. New course offerings are developed with a particular focus on alleviating the stress on high-demand courses as well as on meeting the needs of nontraditional students.
7. By Fall 2020, increase the number of Bachelor’s degrees programs to forty-two, the number of emphases to sixty, and the number of certificates to twenty.
8. By Fall 2020, degrees exist in academic areas consistent with the offerings of a public comprehensive university.
1. Develop new programs or areas of study.

2. Create the College of Interdisciplinary Innovation to promote pedagogical excellence.

3. Improve quality and course delivery.

Goal Leaders
Carole Grady, Interim Provost, grady@dixie.edu
David Wade, Director of Academic Programs & Curriculum, dwade@dixie.edu
OUTCOMES

1. By academic year 2016-2017, 100 percent of new hires will report a positive hiring experience.

2. By academic year 2017-2018, DSU’s faculty, staff, and adjunct compensation program will consist of a progressive tier system that includes and enhances an incentive-based salary structure.

3. By academic year 2017-2018, 90 percent of all faculty and staff hired will fall within the appropriate hiring cycle, as determined by departments and hiring committees.

4. By the academic year 2017-2018, 100 percent of all new employees will be assigned a mentor.

5. 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.

6. By the year 2020, 80 percent of new hire searches will be successful.

7. By 2020, 15 percent of faculty and staff will be racially and ethnically diverse, reflecting the diversity of a regional University.

8. By 2020, reduce non-retiree voluntary turnover by 50 percent.

9. By 2020, a minimum of 80 percent of all faculty and staff will participate in professional development programs offered on campus or in state, national, or international development workshops or conferences.

10. By 2020, in the “Great Colleges to Work For” survey, DSU will have a 60 percent participation rate and ratings of good to excellent in all categories.
1. Improve total compensation for faculty and staff.

2. Create a compensation program that consists of a progressive tier system that includes and enhances an incentive-based salary structure.

3. Improve hiring and retention procedures.

4. Maximize professional development opportunities for faculty and staff.

5. Participate in “Great Colleges to Work For” Survey.

Goal Leaders

Paul Morris, Vice President of Administrative Affairs, morris@ Dixie.edu

Bryant Flake, Executive Director of Institutional Planning and Budget, bryant.flake@ Dixie.edu
By Fall 2016, at least 15 cultural programs or activities are sponsored each academic year.

By Fall 2020, the percentage of international students has increased from 2.7 percent to 5 percent of the total student population.

By Fall 2020, the number of female administrators (deans or higher) will double.

By 2020, at least 10 percent of administrative positions (deans or higher) on campus are filled by racial/ethnic minorities.

By Fall 2020, the percentage of racial/ethnic minority students (excluding international students) has increased from 17.7 percent to 30 percent of the total student population or proportional to that in Washington County (whichever is higher).

By Fall 2020, racial/ethnic minorities within the faculty and staff will have increased to at least 15 percent of the total number of faculty and staff.

By Fall 2020, the retention of racial/ethnic minority students has increased to 45.2 percent to 52 percent.

Employees’ sense of validation, belonging, and personal/professional safety, as measured with a climate survey, improves each year.

There is an increase in courses that address diversity, equity, and inclusion in meaningful ways.
1. Provide accessible and equitable educational opportunities and resources for underserved and underrepresented students by centralizing and making minority-related services and resources more visible.

2. Improve intercultural competence by providing yearly workshops and trainings with a goal of 100 percent faculty, staff, and administrator participation by Fall 2019.

3. Create and implement an action plan to improve recruitment and retention for diverse students to foster an inclusive environment.

4. Create and implement an action plan to improve recruitment and retention of diverse staff and faculty and foster an inclusive environment.

Goal Leaders
Brenda Sabey, Dean of the School of Education, sabey@dixie.edu
Christina Duncan, Assistant Director of the Multicultural Diversity Center, duncan@dixie.edu
By 2016, recruit at least 100 mentors from the community to assist students and increase the number by 100 each year.

By Fall 2020, the university has achieved the Carnegie classification as an Engaged University.

By Fall 2020, the university has created a culture of engagement and service to the region.

By Fall 2020, 80 percent of students will complete a community service or service learning experience before completing a degree.

By Fall 2020, 20 percent of faculty and staff will hold positions of leadership in community organizations and agencies.

By Fall 2020, students, faculty, staff, and Alumni Board will contribute at least 250,000 hours of service to the community annually.
Create a unit for central, coordinated oversight of all university community service efforts.

Using the Carnegie Framework, inventory the university’s current efforts in community service, engagement, and community organization leadership and develop an annual reporting methodology to record the amount of participation by students, faculty, and staff.

Create a rubric to define mentor roles, community service, service learning, and leadership with community organizations.

Continually promote all university efforts related to Dixie State’s positive impact on the community.

Hold an annual Community Service Fair to identify mentors, assign them to individual departments, and place students in community service opportunities.

**Goal Leaders**

Eric Pedersen, Dean of the School of Science & Technology, pedersen@dixie.edu

Travis Seegmiller, Managing Director in Residence for the Experiential Learning Leadership Institute and Professor of Law, Management and Strategy, tmseegmiller@dixie.edu
Establish a **STRONG BRAND AND IDENTITY** for the University.

**GOAL SIX**

**OUTCOMES**

1. The mascot and nickname match the strategic direction of the University.
2. Student-athletes are known for excellence in the classroom, in competition, and in the community.
3. Fifty percent of alumni update their information annually; alumni donation dollar amounts increase by 25 percent annually; and the number of individual alumni donations increase by 25 percent annually.
4. Increase student involvement in co-curricular, social, and recreational programs by 20 percent.
5. Increase local, regional, national, and international media coverage highlighting academic, athletic, and institutional excellence. Geographic location and partnerships are incorporated in consistent branding and messaging.
6. Dixie State University increases as a top choice for potential students by 10 percent.
7. Improve the quality of content and consistency of engagement and interaction with DSU’s technological ecosystem, which currently includes social media and web.
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.

2. Strengthen the athletics program in performance and competition in order to improve the visibility and image of the university.

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.

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

Goal Leaders
Jason Boothe, Athletic Director, boothe@dixie.edu
Jordon Sharp, Director of Student Involvement & Leadership, jsharp@dixie.edu
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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Katie Armstrong</td>
<td>Staff/Academic Advising</td>
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<tr>
<td>Jason Boothe</td>
<td>Intercollegiate Athletics</td>
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<tr>
<td>Andrea Brown</td>
<td>Institutional Research and Assessment</td>
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<td>Deb Bryant</td>
<td>Accreditation</td>
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<td>Clinton Buhler</td>
<td>School of Humanities</td>
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<td>Christina Duncan</td>
<td>Multicultural Diversity Center</td>
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<td>Christina Durham</td>
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<td>Jack Freeman</td>
<td>Staff Council</td>
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