Dixie 2020

Status to Stature

Final Report

Implementation Teams

DIXIE STATE UNIVERSITY

ST. GEORGE, UTAH

2017-2018
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G1S1

Goal Name: Promote student success and increase retention and completion rates at all degree levels
Date: 3/20/2018
Strategy: Develop comprehensive recruitment approaches that are more academically focused.
Strategy Implementation Leader: Darlene Dilley, Brett Schwartz

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.
   - In partnership with UMAC, created a more comprehensive, academically-focused viewbook, incorporating the information gathered in the Active Learning.Active Life Feedback Survey.
   - Redesigned the admissions letter and welcome packet making it more collegiate, celebratory, and engaging.
   - Created a new presentation to show during the post high school tour and other recruitment events which mirrors the viewbook and is more academically-focused and in-line with brand messaging.
   - Incorporated academic information sessions into our freshman DSU Preview recruitment events.

2. Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).
   - Average GPA of admitted students has gone from 3.27 in 2016 (6904 admits) to 3.35 in 2018 (8262 admits) to date.
   - Average ACT composite for admitted students has gone from a 20.12 in 2016 to a 20.80 in 2018.
   - We awarded academic scholarships to more students this year (5418) as compared to last year (4191) and increased numbers in the top scholarship category for resident freshmen from 250 in fall 2017 to 371 for fall 2018 and from 23 to 45 for non resident freshmen.

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.
   Action Plan
   - Continue to market Honors Program and increase number of applications from new incoming students
   - Continue improving academic quality with partner organizations (i.e. EAB, Collegefish/PTK)
   - Continue Sophomore/Junior Search
   - Make improvements to website to maximize Search Engine Optimization (SEO)/content, User Experience (UX), calls to action (inquiry, application, visit), analytics
• Continue to improve and expand our campus visit programs to include academically-focused sessions to current programs and potentially offer a leadership weekend in conjunction with our new leadership academy
• Partnering with outside organization to develop predictive modeling to better allocate and utilize admissions resources on those students more likely to enroll
• Updating & recreating departmental FAQ sheets and make them accessible electronically

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
</table>
| -Faculty, deans and advisors supported and participated in DSU Preview academic sessions  
-Great feedback from counselors and students on Utah Tour presentation | -Budget – we lacked budget monies to accomplish some of our goals  
-Lack of personnel to improve processing which impacted admissions response time |

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
</table>
| -Leveraged social media in admissions process to impact yield through new admissions packet  
-Success breeds success. Recruiting higher achieving students has a ripple effect and gives us momentum to continue to enroll these academically stronger students.  
-We were able to show the new presentation to both seniors and juniors with the double post-high school tour this year. | -Open enrollment so we admit everyone regardless of academic profile  
-Offering more of our top scholarships will increase discount rate |

5. **Additional comments, questions, or concerns** - None
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G1S2
Goal Name: Promote student success and increase retention and completion rates at all degree levels Date: 03.09.2018
Strategy: Develop and implement a structured enrollment program by fall 2016
Strategy Implementation Leader: Jamie Kearra

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Mandated structured enrollment program, called the Student Success Program to increase retention and persistence for at-risk (index score <43) first time freshmen
   - Strengthened relationships: Peer mentors made targeted resource referrals and completed a spring registration blitz; hired part-time retention counselors
   - Promoted engagement through SSC events (Art night, Movie Night, Freshmen Fiesta) and DSUSA events
   - Developed student success courses: Study Skills and Student Success (SSC 1020) for fall semester, Career and Life Skills (SSC 1060) and Active Learning Lab (SSC 1025) for spring semester

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   - Retained ⅔ of the structured enrollment freshmen cohort from fall to spring
   - Developed an onboarding process for structured enrollment students including a catalog description, program orientation, program agreement, and a new student intake
   - Peer mentors had 1052 points of contacts fall semester; hired part-time retention counselors
   - Approval of SSC 1020, 1060, and 1025 courses for 2018-2019 Catalog

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   **Action Plan**
   - Adjusted the index score for structured enrollment students to <45 to match institutional research data
   - Full year program with an Active Learning Lab
   - Application of the Appreciative Advising Model and meet 3 times during the semester
   - Collaboration with Trailblazer Connections
     - Program orientation embedded into the new student orientation
     - Collaboration with Peer Mentor Program with Active Life interest groups
   - Engagement Survey
4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year program</td>
<td>Registration hold process</td>
</tr>
<tr>
<td>Active Learning Lab</td>
<td>Retention counselor cubicles</td>
</tr>
<tr>
<td>Appreciative Advising Model</td>
<td>Part-time retention counselor positions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention of at-risk students</td>
<td>Open enrollment impacts college readiness</td>
</tr>
<tr>
<td>Access and inclusion for at-risk</td>
<td>Financial support for program</td>
</tr>
<tr>
<td>students</td>
<td></td>
</tr>
</tbody>
</table>

5. **Additional comments, questions, or concerns?**

The structured enrollment program worked collaboratively with Academic Affairs (Nancy Hauck) to revise the SSC 1020 curriculum to work in conjunction with Trailblazer Connections and will continue to work with Academic Affairs to align assignments with course learning outcomes and institutional learning outcomes.
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G1S3

Goal Name: Promote student success and increase retention and completion rates at all degree levels Date: 3/13/2018

Strategy: Develop an organization and processes to serve students entering DSU.

Strategy Implementation Leader(s):

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Hire assistant directors and an AVP for Student Success
   - Enhance the Early Alert System
   - Implement a retention and graduation rate dashboard
   - Strengthen the structured enrollment program
   - Begin to strengthen supplemental instruction

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   All assistant directors and the AVP for Student Success have been hired. Each are working hard to implement, revise and strengthen their programs.
   The Early Alert System has been expanded to include not only faculty but peer mentors, resident hall assistants, program directors and referrals to services have been initiated; a concern form has been sent out to parents and students to refer students in need of assistance.
   Comprehensive retention and graduation rate dashboards have been created so that we can understand which students are at-risk, to develop interventions. It is also a way to understand where we area in terms of retention, and provides accountability for the university, colleges and programs.
   The new assistant director has made the structured enrollment program into a year-long program and has implemented an active learning lab. See Goal 1 strategy 2 for more detail.
   The math department has revised the math pathway to success by updating cut scores, expanding Math 1000 from a 3 credit hour to a 4 credit hour class, will be redirecting non-stem majors into Math 1030 or Math 20140, and providing more face-to-face instruction to reduce failure rates. Instructor led-supplemental instruction is already available for college writing; biology is developing instructor led-supplemental instruction for fall 2018.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
To further enhance the early alert system, the web page for the withdrawal forms needs to be updated to inform students about the implications for withdrawal. A process for self-referral and intervention needs to be developed. The Success Center is currently working on a report about why students discontinue; using the same data, we will be working on a recruit-back strategy.

The AVP for student success needs to demonstrate the retention dashboard across the university and answer questions; student lists can be generated from the data for intervention as requested. Programs can be further evaluated in terms of their success in promoting student retention.

Plans in place for an enhanced structured enrollment program need to implemented in fall 2018.

A plan to expand instructor-led supplemental instruction to all high failure rate courses needs to be developed by the Re-imagining the First-Year Committee.

4. Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).

Implementing initiatives requires collaboration, not only identifying potential road blocks but also how to overcome the roadblocks; At times initiatives have not gone forward because the solutions to roadblocks are not discussed, just the concerns.

We need scholarship funding for a recruit-back initiative.

5. Additional comments, questions, or concerns
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G1S4

Goal Name: Promote student success and increase retention and completion rates at all degree levels  
Date: March 20, 2018

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

Strategy Implementation Leader(s): Nancy Hauck & Jim Haendiges

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

   - **Reimagining the First Year (RFY)** is significantly transforming DSU. RFY is a project aimed at ensuring success for all students. With support from the Bill & Melinda Gates Foundation and USA Funds, AASCU created a coalition of 44-member institutions to work together for three calendar years (2016-2018) to develop comprehensive, institutional transformation that redesigns the first year of college and creates sustainable change for student success. DSU is one of the 44 member institutions. A RFY leadership team attended the four-day initial meeting and set goals to transform DSU in the areas of student care, retention, completion, engagement, and success. The RFY initiative entails a comprehensive, “top-down, bottom-up” approach that engages the whole campus in focusing on four key areas to help first-year students succeed. Changes in curriculum and faculty roles are two of the four areas. Listed below are the goals set by DSU’s RFY team with changes made this year noted in red.

   - **Campus-Wide Culture of Obligation to Help Our Students Succeed** *(In progress)*
   - **Systemized Plan for Data Driven Decision Making & Use of Predictive Analytics** *(In progress through EAB, StarFish, and Student Success Dashboard)*
   - **Improve Orientation and First-Year Experience Course** *(New orientation started last year and new FYE, Trailblazer Connections, will start next fall.)*
   - **Reduction of Choice in GE and Structured Scheduling for First Year Students** *(GE Reform Courses impacted so far DSU: LIB 1010, CIS 1200, GLOCUP, Structured Enrollment implemented two years ago with redesign of most courses next fall.)*
   - **Redesign, Supplement or Discontinue High DWF and Bottleneck Courses** *(Courses impacted so far: Math 1000, Eng 1010, PEHR 1088R, Math 1050, Math 1030, Math 1040.)*
   - **Implement developmental Math, English, Biology and Psychology Alternatives (1010D)** *(New ENG 1010D in place with proposed developmental courses Biol 1010D, Math 1030D, Psych 1010D)*
   - **Summer Bridge Program for English & Math** *(New bridge in ENG in place with Math in progress)*
   - **Academic Affairs Leading the Change with Strong Faculty-Advisement Collaboration** *(Advisement moved June 2016, New advisement model has been proposed)*
   - **Intensive Student Engagement in the First Year Inside and Outside the Classroom** *(A new FYE course has been proposed with engaged learning embedded in class & Active Learning course rubrics have been adopted and course designation is in process.)*
• **GE Reform** - As outlined in RFY, the GE faculty committee has planned a reduction of required courses and choice. Starting Fall Semester 2018, the new GE requirements will be in effect. These changes include the removal of the computer literacy institutional requirement (CIS 1200) and information literacy GE requirement (LIB 1010). Additionally, GLOCUP courses were removed as a separate box on the GE checklist and the learning outcomes are now integrated into the Social and Behavioral Sciences and the Literature/Humanities areas.

• **Trailblazer Connections (FYE Course Redesign).** As outlined in RFY, we have proposed a redesigned FYE course. All freshmen students with 0-30 credits would be required or strongly recommended to take the Trailblazer Connections. Freshmen students will be divided into groups of 30-32 and assigned to faculty, advisors and peer mentors in their areas of study. Trailblazer Connections is a 2-credit course. This academic course is specifically designed to ease students’ transition to Dixie State University and to prepare them for college success. In this course, students will learn the value of a college education including the purpose and value of general education. This unique course focuses on helping students go about their DSU education as an intentional student—using university resources, taking advantage of opportunities to develop holistically, and selecting courses that will enlighten the mind and enhance employability. This course allows students to develop a support network of classmates, faculty, and staff to help ensure a successful beginning to their academic experience.

• **GRIT Institutional Learning Outcome:** DSU has used the following acronym to guide practice in student retention: **G**rowth Mindset, **R**elationship Building, **I**ntentional Learning and **T**enacity. These guiding principles help us build a campus-wide culture of obligation to help our students succeed.

• **Academic Advisement Retention and Completion Efforts:** Full and part-time faculty, in collaboration with academic advisors, are currently conducting many retention and completion efforts. They include the following:
  - Administrative Withdrawals
  - Increase Canvas Use
  - Starfish (Early Alert)
  - Midterm Grade Checks

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
• **Summer Bridge Outcomes:** Of the 11 students who enrolled in the summer bridge course in 2017, 10 students showed up for the on-campus instruction component. Of those 10 students, 9 improved their placement scores enough to qualify for ENGL 1010D. One student improved his/her score enough to place into ENGL 1010. The 9 students who placed into ENGL 1010D all enrolled for the course at DSU in fall semester 2017. The student who placed into ENGL 1010 enrolled for the course at DSU but withdrew before the completion of the semester.
  o 90% success rate
  o 100% retention rate from summer to fall

• **Senior student Involvement:** Percentage of seniors who participate in two or more experiential learning opportunities is increasing.

• **Implementing Math alternatives:** This year all math sections increased significantly in DSU Concurrent Enrollment including many more sections of Math 1030, with plans to offer more Math 1030 on campus next year.

• **GRIT Defined for Student Success**
  o **Growth Mindset:** Growth Mindset is the belief that abilities can be developed through effort and education.
  o **Relationship Building:** Relationship Building is the cultivation of relationships that develop a sense of belonging, inter-connectedness, equal worth and shared community.
  o **Intentional Learning:** Intentional Learning is a purposeful, deliberate process to acquire and use a variety of strategies to attain and apply knowledge.
  o **Tenacity:** Tenacity is persevering, adapting and staying engaged (for a sustained period of time) to achieve goals.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations. (time-line)**
   • **Trailblazer Connections (FYE Course Redesign).** We plan to do research on the effectiveness of the new FYE course.
   • **Implementing Math alternatives:** This year all math sections increased significantly in DSU Concurrent Enrollment
• **We plan to expand training and use** of our new systemized Plan for Data Driven Decision Making & Use of Predictive Analytics *(In progress, EAB APS, StarFish, Student Success Retention & Graduation Dashboards)*

• **We plan** Implement developmental Math, English, Biology and Psychology Alternatives (1010D) *(New ENG 1010D in place with proposed developmental courses Biol 1010D, Math 1030D, Psych 1010D)*

• We plan to add student success and retention topics for new faculty and adjunct training through Faculty Senate Committees.

• **GRIT Institutional Learning Outcome**: Growth Mindset, Relationship Building, Intentional Learning and Tenacity make up this acronym. Will help us build a campus-Wide Culture of Obligation to Help Our Students Succeed

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

**Strengths**-We have made major progress with RFY and have people in place in both Academic Affairs and Student Affairs.

**Weaknesses**-Retention is unpredictable in many ways. The institution can implement effective retention measures and still lose students

**Opportunities**-The State Office and DSU administration realize the importance of student retention. Academic Affairs and Student Affairs have made significant progress and have people in place to transform our DSU culture.

**Threats**- With many changes happening on campus, there is a real threat of apathy and burn-out in academic colleges and departments. As well, turf wars and cross-division overlapping initiatives impact our efficiency or lack thereof.

**Goal Name:** Provide Students with Access to High-Impact Educational Opportunities  
**Date:** March 20, 2018  
**Strategy:** Goal 1 Strategy 5  
**Strategy Implementation Leader(s):** Ali Threet,  


1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**  
*Expanded the reach of the Global & Community Engagement Scholarship in order to provide funding assistance to a more diverse group of high impact practices and students.*

- **2016 -17**  
  - We received $25,000 in December 2016  
  - 19 scholarships were awarded to students  
  - Two individuals were tasked with reviewing application materials  
  - Everyone who completely met the application requirements were funded  
  - Awarded $8,940 worth of scholarships  
  - All high impact practices involved a study abroad trip. Locations include: Japan, Costa Rica, London, and Kenya

- **2017 – 18**  
  - Divided the remaining $16,060 across four awarding periods  
  - A weighed question system was implemented and a majority of committee members reviewed every application and provided scores  
  - After three awarding periods, 60 applications were received and we were able to fund 19.  
  - High impact practices funded:  
    - Educational Learning Trips to Costa Rica, Mexico, Ireland and New York where students are immersed in service, humanitarian work, understanding different cultures, expanding on the principles they’ve learned in classes, etc.  
    - Attend and present at the Joint Mathematics Meetings, the largest annual gathering of mathematicians in the world.  
      - One student was able to take home national recognition awards  
    - Attend a Music Education conference  
    - Attend and enroll in two classes at the ULADECH University in the city of Chimbote, Peru. Also, help the university with their English classes and with the local high school athletics.  
  - There are high impact opportunities happening across campus and we have been successful in marketing this scholarship to different types of high impact activities. Some of the applications that we were unable to fund were for undergraduate research opportunities, trips with Rural Health Scholars, internships, etc.
Reevaluated the requirements for the scholarship

- After the initial group of scholarship recipients participated in the program and attended the Showcase, we changed the requirement to only allow a poster for their required follow up project. The poster projects are easier to display at the Showcase and will be used to help promote the scholarship to all stakeholders.

Assigned mentors to the scholarship recipients

- Use the committee members as mentors
- Clearly defined what it entails to be a mentor
- Began assigning mentors to the students prior to their high impact activity

2. Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).

A short survey was administered to the scholarship recipients who have received the scholarship and completed their high impact practice. Out of 22 students, we received back 16 responses for a 73% response rate.

Results:

1. Do you feel your high impact activity (study abroad, presenting at or attending a conference, etc.), helped you solidify your major and/or career path?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>93.75%</td>
<td>15</td>
</tr>
</tbody>
</table>
2. Do you feel your high impact activity was beneficial by expanding your perspective and tying your school curriculum to your future career?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>93.75%</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>6.25%</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>16</td>
</tr>
</tbody>
</table>
3 - Do you feel that through this experience, you were able to solidify a personal contact with whom you could reach out to in the future?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>87.50%</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Maybe</td>
<td>12.50%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>16</td>
</tr>
</tbody>
</table>

4 - Do you feel this personal contact provides you with an advantage over other students who might be interested in working in your intended industry?
<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>56.25%</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>37.50%</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>6.25%</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

5 - Will you be graduated by May 2018?
The following two questions were only asked to students who will not be graduated by May 2018

6 - Do you feel this high impact activity could increase the likelihood that you will stay at DSU for your education?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>37.50%</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>62.50%</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>50.00%</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>30.00%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>20.00%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>10</td>
</tr>
</tbody>
</table>
7 - Do you feel this high impact activity could increase the likelihood that you will graduate from DSU?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>50.00%</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>30.00%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>20.00%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Probably not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Definitely not</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>10</td>
</tr>
</tbody>
</table>

The following two questions were asked to all students.

8 - Do you feel this high impact activity will benefit your future?
9 - How true is the following statement for you? Without the scholarship I received, I would not have been able to participate in this high impact activity.
### # Answer % Count

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completely true</td>
<td>56.25%</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat true</td>
<td>18.75%</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>May or may not be true</td>
<td>12.50%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat not true</td>
<td>0.00%</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Completely not true</td>
<td>12.50%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

1. Receive ongoing funding
2. Host the 2nd annual Global & Community Engagement Showcase that includes student poster presentations
3. Propose an improved structure for the committee, application and mentoring process
4. Identify and invite potential donors to the Showcase to see the projects and talk with the scholarship recipients
5. Have every scholarship recipient take the Global & Community Engagement Scholarship survey when they turn in their poster project
6. Continue to encourage DSU programs to include our scholarship link on their website

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

**Strength**

- One of our greatest strengths is the committee itself. It consists of eight members (4 faculty and 4 staff), from across campus. These eight individuals are very good at continually improving the program for the students and the application requirements. They are also willing to commit time required to attend meetings and review applications.
- Making a positive impact on the strategic plan benchmark that talks about the percentage of seniors that will have participated in at least two high impact practices before they graduate.

**Weakness**
- Our greatest weakness is limited funding. If this strategy does not receive funding, there will be no way for the Global and Community Engagement Scholarship to continue. As shown in previous research and then reiterated in our survey results listed above, access to these types of activities have a direct impact on retention and graduation rates of students. With 78% of our DSU students receiving financial aid, our students need assistance in order to participate in these types of programs.

**Opportunities**

- Continue to provide financial assistance to well deserving students to pursue high impact activities. This in turn will help increase retention and graduation rates.

**Threats**

- Without obtaining additional funding, we will not be able to continue providing scholarships to students participating in high impact activities.

5. **Additional comments, questions, or concerns?**
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G2S1

Goal Name: Goal #2: Develop & approve new academic programs.
Date: 4/17/2018
Strategy: Strategy #1
Strategy Implementation Leader(s): Michael Lacourse & Pamela Cantrell

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.
   a) Developed a support system for graduate programs.
   b) Developed comprehensive resources to support program developers through the academic program approval process.
   c) Continued the development and approval of new degree programs—master’s and bachelor’s—as well as minors, certificates, and emphases.

2. Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).
   a. Director of Graduate Studies hired; graduate policies developed and approved, Graduate Council now functional, Graduate Taskforce meets as needed.
   b. Curriculum Management web page improved; Program Tracker web page updated and re-designed; New Program Proposal Information Packet developed and distributed; established a Quality Review Team to increase excellence of program proposals.
   c. Since July 2017, the following programs have been approved or are nearing final approval:
      i. Master of Accountancy
      ii. BS Mechanical Engineering
      iii. Bachelor of Music in Performance (NWCCU approval pending)
      iv. BS Molecular Biology-Biochemistry (NWCCU approval pending)
      v. BA/BS Design (NWCCU approval pending)
      vi. BS Computational Math (expected approval by summer 2018)

Goals for 2020:
   a) 3 Master’s Degrees—We are on track with one approved and 6 more in development
   b) 42 Bachelor’s Degrees--We have exceeded this goal and now have 44; New goal: 50.
   c) 60 Emphases—Goal exceeded as we now have 62; New goal: 70.
   d) 20 Certificates—We have exceeded this goal and now have 21; New goal: 28.
3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.
   a. Provide ongoing and in-depth support for all new programs in development with a particular focus on master’s programs and emphases suitable for inclusion in the BA/BS in Integrated Studies.
   b. Facilitate departments in development of new programs that are “innovative and unique, exploiting the specific advantages of DSU, and are closely associated with our natural geographic location” (DSU Strategic Plan, Goal 2 Desired Outcomes #7 and #8 p. 20).
   c. Develop a Curriculum Handbook and post online.

4. Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).
   a. Strengths—There is currently a high level of motivation for developing new programs among many of our DSU departments.
   b. Weaknesses—Failure of people to attend to required forms, format, and processes as outlined online and as provided to them in hard copy as they develop programs. This failure often results in double the work for them.
   c. Opportunities—Forging of new and positive relationships between the Office of Curriculum and program developers as we work together to accomplish program goals.
   d. Threats—Lack of funding to support new faculty lines and to purchase needed equipment for new programs.

5. Additional comments, questions, or concerns?
   None

Goal Name: Broaden and enhance academic programs to facilitate growth
Date: 20Mar2018
Strategy: Strategy #2: Create the College of Interdisciplinary Innovation to promote pedagogical excellence.
Strategy Implementation Leader(s): Michael Lacourse, Bruce Harris

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

   - Established the Office of Academic Innovation with an Executive Director and an Administrative Assistant. The Center for Teaching & Learning (CTL) and the Department for Distance and Digital Learning (DDL) have been folded into this organization. With faculty and staff input, designed a space in Innovation Plaza to promote a culture of innovation, experimentation, and iteration to improve and advance teaching and learning at DSU.
   - Conducted five Academic Innovation Discussion Meetings and the first annual Academic Innovation Ideas Forum.
   - Developed a process at DSU for employees, students, and community members to submit academic innovation ideas and established a mini-grant program to provide seed money to promote academic innovation ideas.
   - Established a task force that developed an infographic and an eight-page vision of teaching and learning in the year 2025 using a design thinking approach.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   For the last three years, no benchmarks were included in the Strategic Plan Primary Benchmarks Dashboard document. We would like to propose that the four benchmarks below be included in the Strategic Plan Primary Benchmarks Dashboard document related to this strategy.

   1. Establish a culture of academic innovation at DSU: a) award 15 mini-grants, b) conduct six campus-wide meetings and an annual Ideas Forum each year, c) develop a workshop to promote design thinking at DSU.
   2. Develop a shared vision for teaching and learning at DSU for 2025.
3. Develop a space on campus for faculty and staff to collaborate and advance academic innovation at DSU.

4. Develop a proposal for comprehensive General Education Reform initiative(s) with a focus on students achieving the five DSU Institutional Learning Outcomes.

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

A. Benchmark #1: Establish a culture of academic innovation at DSU: a) award 15 mini-grants, b) conduct six campus-wide meetings and an annual Ideas Forum each year, c) develop a workshop to promote design thinking at DSU.

Action Plan: a) Award five mini-grants (maximum amount of $2,500 for each mini-grant), b) plan, organize, and administer at least six Academic Innovation Discussion Meetings during 2018-2019 and the annual Academic Innovation Ideas Forum in May, 2018, c) develop a workshop to promote design thinking and pilot the workshop.

B. Benchmark #2: Develop a shared vision for teaching and learning at DSU for 2025.

Action Plan: a) Refine and revise the current Vision 2025 draft document at the Academic Innovation Ideas Forum held in May, 2018, b) collaborate with other divisions at DSU to revise and refine the Vision 2025, c) by June 30, 2019 develop final draft to be used in DSU Strategic Plan 2025 process.

C. Benchmark #3: Develop a space on campus for faculty and staff to collaborate and advance academic innovation at DSU.

Action Plan: a) Collect feedback on the current design of the space at Innovation Plaza at the Academic Innovation Ideas Forum held in May 2018, b) establish an initial space in Innovation Plaza by June 30, 2019.

D. Benchmark #4: Develop a proposal for comprehensive General Education Reform initiative(s) with a focus on students achieving the five DSU Institutional Learning Outcomes.
Action Plan: Task Force on General Education will develop a proposal for the curriculum design for students to achieve DSU’s Institutional Learning Outcomes of Innovation and GRIT by June 30, 2019.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

   a. **Strengths:**
      - Faculty and staff interests in advancing academic innovation.
      - Students’ desire for faculty and staff to advance academic innovation and change the culture of teaching and learning at DSU.
      - Supportive DSU leadership for academic innovation. DSU leadership is very innovative and willing to implement new disruptive learning models.

   b. **Weaknesses:**
      - Limited resources available.
      - Push back from some faculty and some academic leadership members that do not want to change.
      - Lack of collaboration, communication, and coordination among the many silos on campus.

   **Opportunities:**
      - DSU could differentiate itself from other USHE universities as an innovative, student-centered university responsive to the community, businesses, employers, etc.
      - Teaching and Learning Vision 2025 project will define teaching and learning in the year 2025 to ensure DSU thrives and not just survives in these new higher education landscapes.
      - We have the opportunity of significantly increasing enrollment and retention.

   c. **Threats:**
      - Resistance from various internal sources to change current practices and policies - unwillingness to see or recognize the need for innovation and change.
      - Space for growth.
      - Obtaining agreement and consensus on comprehensive General Education Reform initiative(s).

5. **Additional comments, questions, or concerns?**

Goal Name: Broaden and enhance academic programs to facilitate growth  
Date: 20 Mar 2018  
Strategy: Strategy #3 Improve Quality and Course Delivery  
Strategy Implementation Leader(s): Bruce Harris

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

   1.1 The first DSU online program (RN to BSN) will be launched in Fall 2018.
   1.2 Developed four new “master” online gateway courses with four additional new online master courses scheduled for completion by July 31, 2018.
   1.3 Reviewed 14 online courses using the Quality Matters Program; 7 online courses have been revised with 7 additional courses to be revised by July 31, 2018.
   1.4 Identified, redesigned, and enhanced 5 classrooms to be designated as active learning classrooms; developed an online teaching certification program that 7 faculty have completed and 30 more will be complete by May 1, 2018; completion of an Active Learning Certification Program will be completed by July 31, 2018.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   2.1 Benchmark: DSU will offer two online certificate/degree programs by 2020.

       Status: Ahead of schedule. We are ahead of our online program projections (a year early). We have several other programs in development.

   2.2 Benchmark: DSU will have 30 new courses offered in an online delivery format by 2020.

       Status: Mostly on schedule. We projected to develop 9 new online courses in 2017-2018. Four online master courses have been completed and four more online courses will be completed by July 31, 2018. We are one course shy of our projection; however, we fill we will be ahead of schedule next year.
2.3 Benchmark: DSU will revise at least 20 of the current online courses to meet Quality Matters Program standards by 2020.

Status: Ahead of schedule. We projected to complete 9 Quality Matters reviews and we will complete 14 by July 31, 2018. We also projected to revise 9 online courses based on the Quality Matters reviews and we will revise 14 online courses by July 1, 2018.

2.4 Benchmarks:
   a. DSU will identify, redesign, and equip at least 10 classrooms across campus to facilitate active learning by 2020.
   b. DSU will develop an active learning certification and train and certify at least 35 faculty to use active learning teaching strategies in these classrooms by 2020.

Status: On schedule.
   a. We projected to redesign 4 classrooms as active learning classrooms and we have redesigned 5 classrooms.
   b. We projected to have 10 faculty members complete the active learning certification program. We felt it was a higher priority to develop an online teaching certification program before the active learning certification. 40+ faculty members will have completed the online teaching certification by May 1, 2018. The active learning certification program will be completed by July 1, 2018 and five faculty members will complete the certification program.

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

   2.1 Benchmark: DSU will offer two online certificate/degree programs by 2020.
   Action Plan: Working on several new online certificates/degrees, such as AS/AA Early Childhood Education, BAS-Health Sciences, EMT Certificate, Digital Forensics Certificate, etc. Also had initial discussions related to developing an online master’s degree in genetic counseling. Next certificate/degree is projected for Fall 2019.

   2.2 Benchmark: DSU will have 30 new courses offered in an online delivery format by 2020.
   Action Plan: 11 new online courses will be developed by July 1, 2019. An online course development RFP will be announced in the next several weeks in securing additional development activities for
Summer and Fall 2018. A revised development process and practices will be used in the future to streamline and support collaborative online course development.

2.3 Benchmark: DSU will revise at least 20 of the current online courses to meet Quality Matters standards by 2020.

Action Plan: 10 current online courses will be reviewed and revised by July 1, 2019. Faculty reviewers from each college will be selected, trained and utilized to conduct additional course reviews on the online courses that have been taught in the last 3 years. Revisions will be made based upon need and available resources.

2.4 Benchmarks:

a) DSU will identify, redesign, and equip at least 10 classrooms across campus to facilitate active learning by 2020.

b) DSU will develop an active learning certification and train and certify at least 35 faculty to use active learning teaching strategies in these classrooms by 2020.

Action Plan:

a) Three new classrooms will be redesigned as active learning classrooms and enhancements will be made to current active learning classrooms, such as more monitors, AV over IP, whiteboards, etc.

b) 15 faculty members will complete the active learning certification program. 30 faculty members will complete the online teaching certification program.

4. Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).

a. Strengths:

- Identification of online program opportunities (EAB market research results).
- Online Delivery Fee monies (provide some operating budget).
- Supportive DSU leadership for online and active learning. DSU leadership is very innovative and willing to implement new disruptive learning models.

b. Weaknesses:

- Limited resources available.
• Push back from faculty and some academic leadership members that are not learner-centered.
• Lack of collaboration, communication, and coordination among the many silos on campus.

c. Opportunities:
• Micro-learning certificates/stackable credentials.
• Teaching and Learning Vision 2025 project to define teaching and learning in the year 2025.
• We have the opportunity of being Utah’s premier student-centered university and significantly increasing enrollment and retention.

d. Threats:
• Resistance from various internal sources to expand online offerings and provide learning in new, innovative models - unwillingness to see or recognize the need for innovation and change.
• Space for growth.
• Lack of faculty accountability in retention, promotion, and tenure policies to require and encourage faculty to adopt new teaching methods and learning technologies.

5. **Additional comments, questions, or concerns?**
Goal Name: Invest in faculty and staff recruitment  
Date: March 20, 2018  
Strategy: 1 (Improve total compensation, including market equity and incentive-based approaches)  
Strategy Leader(s): Travis Rosenberg

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

Through legislative requests and appropriations awards, all full-time faculty & staff will receive a 2.5% across the board increase effective 7/1/2018. There will also be a $500,000 allocation for market equity adjustments, a $160,000 allocation for faculty rank/promotion/tenure, and a $107,000 allocation for other equity needs. The $500,000 market equity adjustment funding will use the University’s equity model, with 243 faculty & staff receiving a market equity adjustment to bring their positions at or close to market median.

The legislative also funded a 4.1% increase for PEHP medical insurance, of which only a minimal increase ($1 - $3 per paycheck) will be passed along to employees. All other benefit plans (dental, vision, life/disability, and retirement) had 0% premium increases. In addition, 220 individuals (faculty/staff, spouses, and/or eligible dependents) utilized employee tuition waivers, totaling $600,000 in annual benefits.

The above allows us to meet our annual benchmarks of

1) Market equity adjustments being funded;  
2) No positions below 80% of market median, and  
3) Move overall DSU-to-market average by 2-3%.

HR will continue its existing practice of producing faculty & staff statements of salary in April so they can be distributed before commencement. These statements include FY19 total salary, estimated benefits value (total compensation), and faculty rank/tenure/promotion dates.

2) **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

This year’s equity funding is tremendous for our goal, as it allows the University to greatly reduce its original equity need of $2,120,000 in July 2015. Combining funding this year, funding awarded in March 2016, and hiring new/replacement positions under a market median strategy when allowable, the University’s original equity need will be just $165,000 as of July 2018 - an equity dollar need reduction of 92% in less than 3 years! Of the remaining original equity needs, all positions will be within 10% of market median and only 14 positions (or 2.6% of DSU’s workforce) will be more than 5% below market median (vs. 226 in 2015) – a employee equity need count reduction of 94%! Using 2018 market figures, the University’s current equity need is $543,000 (salary & benefits).
Through benefits surveys conducted, Dixie State remains very competitive in its benefits, equaling or exceeding peer institutions in terms of retirement contributions, employee-paid health insurance premiums, health insurance plan design (richness), and leave policies. Among USHE peers, DSU has the lowest employee-paid premiums across health plan types and ties with UVU for the most generous undergraduate tuition waiver benefit for faculty, staff, and dependents.

3) **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

The reduction in market equity need from the original goal will allow us to more easily manage market adjustments in the future. Our strategy will focus on finalizing the “variance” factor for the staff equity model, numerically accounting for degree attainment, position experience, and related experience brought to the position upon hire at DSU. The variance factor will allow staff supervisors to make data-driven decisions regarding compensation, rewarding professional development efforts, skills/knowledge, and/or seniority (e.g. a form of incentive-based compensation).

Three action items for FY19:
- Secure funding so no full-time position at DSU makes less than $30,000 @ 1.0 FTE ($31,500)
- Secure funding for remaining original equity need ($165,000)
- Secure funding for current equity needs beyond original ($378,000)

This year’s equity distribution allows these goals to be attainable next year.

4) **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

This strategy relies on funding in order to impact the objectives outlined, which is its greatest weakness and opportunity. Recruitment and retention of quality faculty & staff is a threat, though HR has the compensation tools available and consults with supervisors so recruitment/retention of quality faculty & staff can be balanced with equity/market analysis.

The most significant strength is the work of campus to maintain updated job descriptions, coupled with HR analysis of market benchmarking data and coordinating competitive benefits. This is an excellent framework that allows a smooth process for funding distribution when it is allocated, thus meeting goal objectives.

5) **Additional comments, questions, or concerns?**

It was truly a great year for this strategy and allows a very manageable compensation approach to maintain market equity in future years.

Goal Name: Invest in faculty and staff recruitment
Date: March 20, 2018
Strategy: 2 (Improve hiring and retention)
Strategy Leader(s): Travis Rosenberg

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

   Human Resources worked with Institutional Research to automate our survey of new hires to assess benefits orientation and onboarding. HR also researched, proposed, and was funded to purchase a new employee onboarding system that will sync with its recruitment system.

   HR also worked with Academic Affairs to update the faculty hiring procedures and provide joint training to department chairs, deans, and search committee members. Growth funds were released earlier in the year to allow for advertising during optimal faculty hiring cycle, allowing for searches to be completed earlier in the academic year. HR also worked with the Staff Association on creating a more robust staff mentor program for new staff hires, which will be enhanced with the new employee onboarding system.

   HR will introduce an electronic personnel action form (EPAF) system for part-time job modifications (terminating positions, account changes, pay rate changes, and rehires) in April, with full integration on July 1. This will greatly reduce physical paperwork to only brand new hires, increase accountability, provide a transaction history, and facilitate quicker processing time.

   HR partnered with Payroll and IT to do a timekeeping RFP, resulting in a new timekeeping vendor being selected. Implementation is now underway with a June 16 2018 go-live date planned. The new product will greatly streamline and simplify timekeeping at DSU.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   The most recent data from new hires, collected in December 2017, showed a majority of scores at satisfactory or above (67 out of 80 answers), with HR service scores being 100% satisfactory or above; this is an improvement over April 2017 data from previous new hires. The new onboarding system will greatly streamline the benefits orientation process, provide new hires with checklists and greater resource accessibility, and allow assignment of mentors with associated meeting schedule, tasks, etc.

   Faculty Senate assigned mentors to all 25 new faculty hires in Fall 2017, with meetings occurring monthly. Staff Association's welcoming committee personally meets all new staff and has created a reference guide, plus they are working to assign a committee member to mentor each staff cohort (all full-time staff hired in any given month throughout the year). This are positive steps in retention, though additional work is needed to refine processes.
(consistency in type of mentorship for faculty, objectives for staff mentors to ensure training/campus involvement outside of their own area, etc.)

As of March 15, we are projected to meet our annual benchmarks of 1) at least 90% faculty & staff hired within the appropriate hiring cycle; 2) at least 70% of new hire searches being successful; 3) 100% of new hires reporting a positive hiring experience; 4) less than 7% non-voluntary turnover for full-time faculty & staff; 5) and 70% of new employees assigned a mentor.

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

We will focus on a successful launch of our new employee onboarding system and continue work on strengthening the faculty & staff mentorship programs with the Faculty Senate and Staff Association.

We also want to facilitate a formal supervisory training for all campus personnel who directly supervise employees and continue/improve practices so we meet benchmarks relating to voluntary turnover.

4. Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).

Strengths:
- Awareness of weaknesses and identifying ways to resolve them (see accomplishments)
- Listening to employee feedback, encouraging accountability and transparency, and making changes as needed
- Updated policies and procedures that are easier to comprehend and comply with

Weaknesses:
- Competition for funding across the strategic plan
- Lack of formalized onboarding leads to many questions and inefficiencies

Opportunities:
- Technology is available to enhance and streamline, if implemented correctly and maintained
- Increased general morale across campus regarding HR competencies, including hiring & retention

Threats:
- “Emergencies” and perceptions without associated data will continue to exist, requiring action to be taken off-cycle or additional transparency and communication needed.

5. Additional comments, questions, or concerns?

HR continues to work on ways to provide excellent customer service and speed up processing of transactional HR items. We are excited for the progress made in 2017-18 and look forward to next year.

Goal Name: Invest in faculty and staff recruitment, retention, and professional development
Date: March 20, 2018
Strategy: 3 Maximize professional development opportunities for faculty and staff
Strategy Implementation Leader(s): Nate Staheli

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

   Professional development programs at DSU continue to move forward rapidly. For the current year, the Goal 3 leadership team designated $30,000 for the Staff Professional Development Fund and $20,000 for Dixie Development Day. Professional development initiatives this year included the following:

   - Two rounds of applications for funding from the Staff Professional Development Fund, benefiting more than forty individual staff members. Funded requests included a regional advisement conference, Banner software training, athletic coaching conventions, and an on-campus training event for all department-level administrative personnel.
   - Third annual Dixie Development Day for all faculty and staff in May
   - Six “Professional Development Tuesday” events sponsored by the Staff Association
   - Multiple training and discussion workshops for the EAB academic data platform
   - Fourth annual Teaching & Learning Conference in April
   - Lunch & Learn, Technology Tools, Canvas Users Group, Faculty Learning Communities, and other events and workshops hosted by the Center for Teaching & Learning

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   Due in part to the emphasis of the strategic plan, the number of professional development events and opportunities has greatly increased over the last three years. Faculty and staff have responded with strong interest and event attendance has consistently increased, although individual participation has not been formally tracked. Many DSU departments and organizations have stepped forward to bolster the campus-wide effort, including the Staff Association, Faculty Senate, Center for Teaching & Learning, and Human Resources.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
The primary goal will be to maintain the momentum of existing efforts. Professional development initiatives and opportunities will continue to be integrated into daily campus operations as resources permit. Professional development opportunities sponsored by Faculty Senate and Staff Association could be expanded further with additional one-time or ongoing funding. Ongoing funding for the Staff Professional Development Fund and Dixie Development Day would also solidify the prior progress of these initiatives.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

Plans and procedures are functioning smoothly to make full use of available resources for professional development. Professional development has been found to yield significant benefits to both participating individuals and the campus at large. As events such as Dixie Development Day become firmly entrenched traditions, morale and cohesiveness are increased among faculty and staff and the campus climate is strengthened in tandem.

To the extent possible, it has been helpful to offer training sessions at multiple times in order to accommodate the varying schedules of faculty and staff. However, this is difficult to accomplish with larger events such as Dixie Development Day.

5. **Additional comments, questions, or concerns?**

The Goal 3 team greatly appreciates the support of the administration in expanding professional development opportunities across campus!
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G3S4

Goal Name: 3 - Invest in faculty and staff recruitment, retention and professional development
Date: 3/21/18
Strategy: 4 – Participate in “Great Colleges to Work For” survey
Strategy Implementation Leader(s):

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - The Great Colleges Survey was conducted last spring
   - Coding of the open-ended responses for the two open-ended questions has been completed
   - University reports are created and ready to be published to the website and initial results have been presented to the President’s Operations Team
   - Committee is scheduled to meet to create a plan to improve results or maintain excellence across all subcategories; and to create a recommendations and commendations document

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   - Participation Rate in “Great colleges to Work For” survey was at 68% exceeding the expectation of 54% for 2017 as well as the expectation of 60% for 2020.
   - “Great Colleges to Work For” survey results one or more of the following:
     - DSU improving from previous survey results: 80% missing the expectation of 100% (3 of the 15 subcategories decreased)
     - DSU will be higher than Public Carnegie: 60% missing the expectation of 67% (DSU scored higher than the Public Carnegie in 9 of the subcategories)
     - Good to Excellent range (>= 65%) in the subcategories: 40% missing the expectation of 70% (9 of the subcategories are below 65% or higher)

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - The strategic plan subcommittee needs to meet to create a plan to improve results or maintain excellence across all subcategories; and to create a recommendations and commendations document
   - Present data to institutional stakeholders
- Publicly release the Great Colleges to Work for Data on the IR website

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

   - Biggest Weakness – Andrea’s availability of time to code open-ended data
   - Biggest Strength – Committees willingness to meet and discuss the results

5. **Additional comments, questions, or concerns?**
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G4S1

Goal Name: Promote the success of underrepresented faculty, staff, and students by enhancing support for inclusion and equity
Date: March 30, 2018
Goal (Strategic Priority): # 4
Strategy: #1 - Provide accessible and equitable educational opportunities and resources for minority and underrepresented students and DSU employees; by centralizing and making minority-related services and resources more visible.
Strategy Implementation Leader(s): Doajo Hicks

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.

   • Created a Civil Rights Compliance Manager & Investigator to investigate university-wide diversity and discrimination claims. This position shall provide civil rights training to university students, staff, and faculty.

   • Created the DSU Diversity, Equity, and Inclusion Council to address diversity issues, create action plans to promote visibility, encourage a proactive environment to increase opportunities for diversity and inclusion.

   • Revised and increased diverse student recruitment.

   • Obtained Bids for the Climate Survey and Diversity and Inclusion/Action Plan assistance.

2. Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).

   • The Civil Rights Compliance Manager & Investigator has conducted all of the student, faculty, and staff Civil Rights investigations from January 2017 to present.

   • The DSU Diversity, Equity, and Inclusion Council meets bimonthly to address diversity issues, create action plans to promote visibility
• Increased Diversity Recruitment and funded several new student recruitment events.

• Narrowed the Climate Survey and Diversity and Inclusion/Action Plan assistance contractor bids to two companies.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

   • The Civil Rights Compliance Manager & Investigator will implement University-wide diversity training and development program.

   • The DSU Diversity, Equity, and Inclusion Council will assist the Climate Survey, Diversity, and Inclusion/Action Plan assistance contractor with the Survey creation and implementation, and action plan creation.

   • Diversity Recruiting will move to the ongoing responsibility of Student Affairs.

   • The Climate Survey and Diversity and Inclusion/Action Plan assistance contractor will be selected and the process will be completed by 2019.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

**Strengths:**

The DSU Diversity, Equity, and Inclusion Council members are enthusiastic about implementing the survey and action plans.

**Weakness**

**Financial:** The complete cost of the Climate Survey and Action plan implementation assistance is approximately $78,000 to $100,000.

**Opportunities**

**People:** If DSU invests in the survey and action plans, the University could retain more of its diverse faculty, staff, and students.
People: DSU’s diversity will grow from the AZ, CA, NV, and CO; however, DSU will have to change the campus’ diversity culture to retain these students.

Threats

People: DSU continues to lose diverse employees and staff. With the addition of the climate survey and implementation plan we will better be able to understand why they are leaving and if there are problems we need to address.

People: With the creation of the Civil Rights Compliance Manager position, and the staffing of the General Counsel office, we have policies and procedures in place and a safe mechanism for reporting civil rights complaints. This system has been utilized this year and we believe we now have a baseline for which we can measure our progress. Comparing this year, with a system in place, to last year, with no system in place, we feel that racial and gender discrimination claims have increased over the past year. However, it will be good to have two years of utilizing the current system to determine a trend.

5. Additional comments, questions, or concerns?

Goal Name: Inclusion and Equity

Date: March 30, 2018

Goal (Strategic Priority): # 4

Strategy: #2 – Promote the Success of Underrepresented faculty, staff, and students by enhancing support for inclusion and equity. Strategy Implementation Leader(s): Doajo Hicks

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - SafeColleges Mandatory Training for 100% of university employees.
   - Diversity Workshops
   - Diversity Advocate Training
   - Roundtable Discussions
   - MLK Day Keynote Speakers
   - Black History Month events
   - Keynote Speaker and Diversity Training
   - Multicultural celebration

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   - The increase in discrimination complaints substantiates the need for mandatory in person and voluntary diversity training for university employees and students.
   - Creating additional programs for mandatory Civil Rights training that will be launched in the fall of 2018.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
- Mandatory training for university employees through Safe Colleges.

- Creating additional programs for mandatory Civil Rights training that will be launched in the fall of 2018.

- Optional diversity training for university employees was created and implemented.

- Create a system for delivering and assessing students’ intercultural competence through coordinated curricular and co-curricular programming is being created.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

**Strengths:**
The DSU Diversity, Equity, and Inclusion Council members are enthusiastic about implementing the survey and action plans.

**Weakness**

*Structural:* The Climate Survey is a critical and central piece of this strategy and Strategies 3 and 4. Unfortunately, the climate survey has not been conducted. However, the intent of this strategy is to address climate on campus overall. The data from a comprehensive climate survey and a Chief Diversity Officer who is empowered to implement change with sufficient financial and institutional resources is paramount to the success of the entire goal.

**Opportunities**

*People:* If DSU invests in the survey and action plans, the University could retain more of its diverse faculty, staff, and students.

*People:* DSU’s diversity will grow from the AZ, CA, NV, and CO; however, DSU will have to change the campus’ diversity culture to retain these students.

**Threats**

*People:* DSU continues to lose diverse employees and staff. With the addition of the climate survey and implementation plan we will better be able to understand why they are leaving and if there are problems we need to address.
People: With the creation of the Civil Rights Compliance Manager position, and the staffing of the General Counsel office, we have policies and procedures in place and a safe mechanism for reporting civil rights complaints. This system has been utilized this year and we believe we now have a baseline for which we can measure our progress. Comparing this year, with a system in place, to last year, with no system in place, we feel that racial and gender discrimination claims have increased over the past year. However, it will be good to have two years of utilizing the current system to determine a trend.

5. Additional comments, questions, or concerns?

Goal Name: Promote the success of underrepresented faculty, staff, and students
Date: 03.20.2018
Strategy: Create and implement a diversity action plan to improve recruitment and retention of diverse students, to foster an inclusive environment
Strategy Implementation Leader: Daneka Souberbielle, Darlene Dilley

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.

- MIC hired and trained peer mentors to build programs focused on student success and preparedness through retention initiatives
- Established male retention initiative which includes mentoring, workshops and networking for multicultural men
- Diesta is scheduled for early April. This is a community event for Hispanic families with the goal to welcome the Hispanic community to our campus where they will enjoy activities, food, and have the opportunity to learn about campus and community programs and resources
- The website is now translated into Spanish, giving great access to Spanish-speaking current and prospective students, families, campus and community members
- CDO funded several recruiting events where MIC with some help from Admissions represented DSU including two Black College Expo events in California, Latino College Expo in Los Angeles, Navajo College Fair in Arizona, Expect the Great event for black Utah students and families

2. Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).

- We have established new recruitment avenues through attending the above-mentioned recruitment events and gathered hundreds of inquiries and/or applications to DSU
- Strengthened relationships with local high schools through MIC mentor program
• We will have a cohort of forty first year minority men participating in the male initiative program in the fall
• Adelante bridge program will run this summer with approximately 25 minority students who will have the opportunity to complete developmental English and Math

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

**Action Plan**

• The MIC peer mentors and ambassadors will do cross-training so that the groups more closely in recruitment initiatives
• Continue to grow and expand new initiatives (minority male & Adelante)
• Stronger follow up with prospective minority students we meet at recruitment events
• Get the website that has already been translated in Spanish published and begin tracking usage
• Continue to work on retaining our minority students

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increased teamwork between MIC and Admissions</td>
<td>- Not all of the requested initiatives were funded</td>
</tr>
<tr>
<td>- Percentage of diverse students on campus</td>
<td>- We need increased and broader participation in diversity and inclusion events</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue to build campus-wide buy-in &amp; support, including Inclusive Excellence Conf.</td>
<td>- Change in leadership</td>
</tr>
<tr>
<td>- Establishing strong connections with local high schools</td>
<td>- Campus climate – some students experienced bias and prejudice on campus and in the community this year, resulting in them leaving</td>
</tr>
</tbody>
</table>

5. **Additional comments, questions, or concerns?**

**Goal Name:** Promote the success of underrepresented faculty, staff and students  
**Date:** March 20, 2018  
**Strategy:** 4 (create and implement a diversity action plan to improve recruitment and retention of diverse faculty and staff and to foster an inclusive environment)  
**Strategy Leader(s):** Melanie Sponaugle and Travis Rosenberg

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**  
   Human Resources maintained its efforts in targeted advertising, seeing an increase of diverse faculty and staff applicants among its applicant pools. It also maintained the diversity advocate program for full-time faculty & staff searches, including semester trainings and new advocates each semester/year.

   This strategy reorganized its committee (due to attrition of previous committee members) and now has better representation of the various stakeholders and committees across campus, which is needed to implement the strategy action items for future years.

   HR revised Policy 306 (Equal Employment Opportunity, Affirmative Action, and Veterans’ Preference), with renewed commitments to diversity and inclusion, as well as completed the 2016-17 Affirmative Action report, which details progress made on female and minority hires, retention, recruitment, etc.

   HR researched, proposed, and was funded to purchase a new employee onboarding system that will sync with its recruitment system (a Goal 3 Strategy 2 objective). This strategy can use the onboarding software to target specific audiences to inform them of relevant trainings (i.e. UWHEN events) and/or provide additional mentorship opportunities.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   Data from the most recent Affirmative Action report shows 45.82% female applicants, 19.43% minority applicants, and 4.32% veteran applicants

   • Faculty: 32.71% female, 35.37% minority, 2.50% veteran; 49.23% of total interviewees were female, minority, and/or veteran
   • Staff: 49.61% female, 14.82% minority, 4.85% veteran; 65.23% of total interviewees were female, minority, and/or veteran

   Of those full-time faculty & staff hired: 58.24% female, 18.68% minorities, and 5.49% veterans

   Total turnover was 11.19% overall, with female turnover at 11.02% and minority at 14.75%

   As of today (March 20), we have meet the following annual benchmarks:
• 12% racial/ethnic diverse full-time faculty & staff (goal of 11.5%)
• 12% administrative positions (Asst Director/Chair and above) filled by minorities (goal of 8%)
We have improved our female administrators from 36% in March 2017 to 38% in March 2018, but will be short of the annual goal of 40%. That said, total full-time female employees as of March 2018 is 45% but has varied between 41-45% over time so the original goal of 40% for 2017-18 might have been set too high.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

*Request and be granted funding to continue targeted advertising*
*Work with UWHEN, Faculty Senate, and Staff Association to ensure quality mentorship for female, minority, and veteran audiences; take feedback from climate survey to make any necessary changes*
*Incorporate strategy into the new HR onboarding software for targeted audiences*
*Continue data analytics work to publish annual Affirmative Action Report annually*

By doing the above, we believe we can reach two of the original benchmarks for 2018-19, namely:
- Achieve at least 13% racial/ethnic diverse full-time faculty & staff (reportable in March 2019)
- Achieve at least 9% administrative positions filled by minorities (reportable in March 2019)

We ask that the third benchmark for female administrators be changed from 45% to 40% for 2018-19 with the goal to have it be proportional to the % of total full-time female employees on campus (between 41 – 45%) as the 2019-20 benchmark.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

**Strengths:**
• New committee with engaged membership
• Good sense of goals and ways to accomplish them

**Weaknesses:**
• Lack of feedback from Goal 4 Leaders on overall goal progress, objectives, collaboration, funding, etc.
• Strategy was not awarded funding for 2017-18, limiting progress towards objectives

**Opportunities:**
• Additional advertising options and targeted professional development opportunities available with funding
• New committee makeup allows for cross-collaboration on various campus committees, reducing repetition and creating efficiencies with existing resources

**Threats:**
• Minimal progress will be made without better engagement and feedback across the goal

5. **Additional comments, questions, or concerns?**

Considering a new committee and no funding awarded, notable work was still accomplished.
Dixie 2020 Plan – (2017-18 Implementation Team Final Report) G5S1

Goal Name: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life
Date: March 17, 2018

Strategy: 1-Create a unit for central coordinated oversight of university community and global engagement efforts to build partnerships, identify volunteers and mentors and hold annual events to place students, faculty, staff, alumni and community members in engagement opportunities.

Strategy Implementation Leader(s): Nancy Hauck

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

- Approval of the Trailblazer Engagement Center by Board of Trustees
- Appointment of Community Engaged Learning Director & Global Engagement Director
- Dixie Serves Volunteer Program & Partnership with United Way with Get Connected Software
- Building community partnerships and campus cross-divisional programs with Concurrent Enrollment, Community & Continuing Education, Hurricane Center, POST Academy, Career & Technical Education to engaged students, faculty, staff, alumni with the Southern Utah region and community members and leaders with DSU.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

- Percentage of students who complete community service or service learning experience before completing a degree is up from 17% in 2015 to 46% in 2017.
- Number of mentors from the community to assist students is up from 266 in 2013-14 to 327 in 2017-18.

**Community Mentors**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>266</td>
</tr>
<tr>
<td>2014-15</td>
<td>276</td>
</tr>
<tr>
<td>2015-16</td>
<td>285</td>
</tr>
<tr>
<td>2016-17</td>
<td>300</td>
</tr>
<tr>
<td>2017-18</td>
<td>327</td>
</tr>
</tbody>
</table>

- Number of annual hours of service contributed to the community by students, faculty, staff, and Alumni Board
Concurrent enrollment is up from 840 fall 2015 to 1,490 fall 2017. HEC enrollment is up from 119 fall 2016 to 228 fall 2017, POST Academy enrollment is up from 10 fall 2016 to 15 fall 2017 and Community & Continuing Education enrollment is up from 1,430 academic year 2014-15 to 2,784 academic year 2017-18.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations. (time-line)**
   5. Plan ribbon cutting event for the Trailblazer Engagement Center
   6. Further develop collaborations across campus for community and global Engagement initiatives
   7. Recruit Volunteers for Dixie Serves Volunteer Program
   8. Organized a cross divisional annual event to place students, faculty, staff, alumni and community members in engagement opportunities

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**
   5. Strengths- Wonderful team in place now.
   6. Weaknesses-We need a set space for our center.
   7. Opportunities-Collaborating with units across campus.
   8. Threats-Lack of on-going funding

5. **Additional comments, questions, or concerns?**
   Things are looking up for Goal 5!

Goal Name: Goal 5-Engage with the Southern Utah region to strengthen cultural, economic and civic life

Date: March 20, 2018

Strategy 2: Using the Carnegie Framework, inventory the university’s current efforts in community engagement and develop a plan to achieve Carnegie Community Engagement Classification including an annual reporting methodology to record the amount and evaluate the quality of participation by students, faculty, staff and alumni board.

(quick explanation of Carnegie Classification, number of schools, importance)

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   a. Carnegie Community Engaged Campus designation: Reviewed Foundational Indicators for Carnegie Community Engaged Campus designation and suggested needed improvements in DSU policies in order to have a successful application. Carnegie defines community engagement as: “The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”
   b. Community Service Hours: Anilee Bundy created an OrgSync instrument for faculty and staff to submit Community Service hours and collected data for Summer and Fall semesters 2017. Student service data is also collected in OrgSync.
   c. A work program agreement between the Mexican Consulate in SLC and DSU was signed by the Consulate and Dr. Williams. Subsequently, we applied for two grants from the Mexican Consulate: The Consulate met with Dr. Hauck and Dr. LaCourse and asked us to develop programs for outreach to local residents of Mexican-origin. Luis Arevalo and Kelly Bringhurst wrote the proposals, illustrating the strong connection between Community and Global Engagement.
      i. Adult Education – to provide educational programs to improve literacy of adults of Mexican-origin in our community.
      ii. Higher Education – to provide scholarships to DSU students of Mexican-origin.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   a. Carnegie Community Engaged Campus designation: Reviewed Foundational Indicators for Carnegie Community Engaged Campus and suggested needed improvements in DSU policies in order to have a successful application. The Carnegie Foundation lists 7 categories of foundational indicators for community engagement (broken down into 29 individual indicators). DSU presently meets 5 of the 7 categories and 21 of the 29 individual indicators. Below is a summary based on categories.
i. Institutional Identity and Culture – we meet this criteria by making community engagement a priority in our mission statement.

ii. Institutional Assessment - we meet this criteria by having mechanisms in place to assess community perceptions of DSU’s engagement with the community.

iii. Institutional Communications - we meet this criteria by making community engagement part of DSU’s brand message.

iv. Community Relations - we meet this criteria by giving the community a voice in institutional planning at DSU (Board of Trustees, Alumni office)

v. Infrastructure and Finance – we need to work on this foundational indicator, it requires permanent ongoing funding of the office of community engagement.

vi. Tracking, Monitoring and Assessment - we met this criteria when we created an instrument to survey community involvement by DSU faculty, staff and students.

vii. Faculty and staff – we need to work on this criteria:

1. Professional development is required for tenured/tenure track, full-time non-tenure track, and part-time faculty and staff who engage with the community.

2. Search/Recruitment policies need to encourage hiring of faculty/staff with expertise in community engagement.

b. Community Service Hours: Created an instrument for faculty and staff to submit Community Service hours and collected data for Summer and Fall semesters 2017.

c. Applied for two grants from the Mexican Consulate:

1. Adult Education – to provide educational programs to improve literacy of adults of Mexican-origin in our community.

   1. Waiting for announcement of awards on March 28, 2018

2. Higher Education – to provide scholarships to DSU students of Mexican-origin.

   1. Waiting for announcement of awards on March 28, 2018

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

   a. Carnegie Community Engaged Campus designation

      i. January 23, 2018: Reviewed newly published Foundational Indicators for Carnegie Community Engaged Campus and suggested needed improvements in DSU policies in order to have a successful application.

      ii. April 6, 2018: Suggest policy changes to meet requirements for Carnegie Community Engaged Campus application.

      iii. April 20, 2018: Create a taskforce to gather data for Carnegie Community Engaged Campus application.

      iv. December 7, 2018: First draft of application for Carnegie Community Engaged Campus designation completed.
v. April 1, 2019: (due date April 15, 2019) Final application submitted for Carnegie Community Engaged Campus designation
   b. Survey the community for our engagement efforts
   c. Applied for two grants from the Mexican Consulate:
      1. Increase outreach to local Hispanic population.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

   **Strengths:**
   We meet most criteria for Carnegie Community Engaged Campus Classification.
   Community Service has high priority for many DSU faculty, staff and students.

   **Weaknesses:**
   We need a few policy changes in order to meet the Carnegie Community Engaged Campus requirements.
   Budgetary allocations in order to meet the Carnegie Community Engaged Campus requirements are needed.

   **Opportunities:**

Goal Name: Goal 5-Engage with the Southern Utah region to strengthen cultural, economic and civic life
Date: March 17, 2018

Strategy 3: Create rubrics to define and measure community engaged learning within courses and develop a system to tag courses on the official transcript.
Strategy Implementation Leader(s): Nancy Hauck & Kelly Bringhurst

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - We finished the rubrics that were created over the past two years and aligned the format of all five rubrics.
   - We conducted three workshops to orient faculty in the use of the rubrics.
   - Engaged faculty gave additional input for the rubrics and we made corresponding edits to finalize and further align the rubrics.
   - We made arrangements with Julie Stender to prepare to tag the courses on the official transcripts. Course will be tagged in five different areas including:
     a. ALCS = Active Learning Community Service
     b. ALPP = Active Learning Professional Practice
     c. ALCI = Active Learning Cultural Immersion
     d. ALUR = Active Learning Undergraduate Research
     e. ALCE = Active Learning Civic Engagement
   - We prepared an application for faculty to apply to have their courses tagged as Community Engaged Learning and the tagging of courses was piloted 6 course spring 2018 and will be fully implemented with 42 courses fall 2018.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   - The rubrics are finished and are being implemented with faculty tagging courses on the official transcripts of students. Courses will be tagged in five different engaged learning areas. Tagging of courses was piloted in spring 2018 and fully implemented fall 2018. This will significantly help in the Carnegie Engaged Campus application.
   - We had zero rubrics finished in 2016, all five rubrics ready and piloted 6 courses in 2017 and have 42 courses tagged for fall 2018

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - Fully implement and continue to increase the DSU Active Learning course designation initiative and tagging of courses on the official transcript.
4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

Strengths - We have great rubrics ready to use.

Weaknesses - We have zero classes in the Active Learning Civic Engagement category.

Opportunities - We are having success and support growing the program.

Threats - The transcript tagging process is cumbersome.

5. **Additional comments, questions, or concerns?**

None.

Goal Name: Goal 5: Engage with the Southern Utah region to strengthen cultural, economic, and civic life

Date: March 16, 2018

Strategy: Strategy 4: Continually publicize all university efforts related to Dixie State’s positive impact on the community

Strategy Implementation Leader(s): Jyl Hall

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.

I. Created and unveiled Blazer Bulletin, a crowd-sourced blog in which all stakeholders can share the great things that are happening in their corner of campus and those interested in Dixie can read about accomplishments and happenings without relying on an external source to share the news

II. Executed creative PR campaigns throughout the 2017-18 academic year to captivate residents’ attention when they are leading their day-to-day lives and not necessarily seeking information about DSU

   a. Built a DSU football team out of scarecrows in celebration of Homecoming 2017 for Red Hills Desert Garden’s two-week long Haunted Canyon

   b. Partnered with Alex Boyé to create an engaging music video highlighting DSU’s “active learning, active life.” experience to host on his YouTube channel, which has had more than a billion views

   c. Increasing the scope and reach of the Trailblazers Art in the City art project by adding a final 10 custom-painted bison to display in locations throughout Washington County

III. Maintained public relations efforts established since the implementation of the strategic plan, which include:

   a. Sending weekly media advisories to the press to share upcoming news items they can cover

   b. Sending 2-3 press releases to the media each week with a concentrated focus on DSU’s academic successes

   c. Producing an annual President’s Report to share the University’s successes with legislators, donors and other stakeholders

   d. Producing a View Book with New Student Programs every year to teach prospective students what Dixie is all about
e. Producing Trailblazer Times, a biweekly campus newsletter on behalf of administrators that puts DSU news and individual’s accomplishments all in one place

2. Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).

I. In the first two months since the launch of Blazer Bulletin, 16 posts have been submitted. With an average of two posts per week, readers are learning about accomplishments and happenings taking place all over campus, from academic departments such as Dental Hygiene and student clubs such as the Pacific Islanders Student Association to the Career Center and Athletics.

II. 

a. The DSU scarecrow football team was seen by more than 10,000 visitors during Desert Garden’s two-week long Haunted Canyon

b. The Alex Boyé music video hasn’t been released yet, so numbers aren’t available, but the concert that was held in association with the filming of the video sold out, bringing 4,000 people to the DSU campus

c. By adding 10 hand-painted bison, the reach of Trailblazers Art in the City was doubled, increasing the number of impressions DSU branding made on individuals and the number of individuals who see the project

III. DSU sent out 115 press releases, 50 media advisories, and 19 issues of Trailblazer Times during the 2017 calendar year in addition to producing the annual View Book and President’s Report

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

I. The next goal with Blazer Bulletin is to increase readership. We are working with IT to add social media buttons to the bulletin, so that posts can easily be shared — and viewed — by others on a variety of platforms. We also are working on highlighting social media influencers on the bulletin, with the intent that they will share the post about themselves with their followers, who, in turn, will see the bulletin, become interested in it, and follow it regularly.

II. We will continue to implement new creative PR campaigns each year. Future campaign ideas include hosting a creative writing and art contest for local elementary, intermediate, and high schools. Tying into
our Trailblazer Identity, the entries’ content will illustrate how these students plan to blaze their own trail, motivating them while giving them positive interactions with the University. We also have discussed hosting a Christmas village that would feature festive music from College of the Arts performance groups, campus beautifully decorated with holiday lights, and booths featuring active learning activities from academic departments across campus. The event would bring the community onto campus and show them DSU’s active learning experience.

III. For the 2018-19 academic year, we will continue to maintain established public relations efforts by sending advisories and 2-3 academic press releases to media outlets each week, producing a President’s Report and View Book each year, and sending out the biweekly campus newsletter on behalf of administrators.

IV. Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

**Strengths:** So many great accomplishments and advancements have been made campus wide, that DSU is easy to promote. Plus, public relations efforts have really increased since 2015, so the community and members of the media are gaining familiarity with DSU. With familiarity comes an affinity for the institution.

**Weaknesses:** With only two full-time employees managing all of the web pages on the University’s entire website, we are limited on what we can do concerning creating new and innovative web pages and apps.

**Opportunities:** The number of creative PR campaigns the university has executed thus far is limited, so there is a wide variety of options open to us.

**Threats:** With thousands of organizations vying for the public’s attention, we are in a crowded space and compete with bigger entities to captivate the press and community’s attention.

V. Additional comments, questions, or concerns?

**Goal Name:** Goal 5: Engage with the Southern Utah Region to strengthen civic, cultural, and economic life  
**Date:** March 15, 2018  
**Strategy:** #5  
**Strategy Implementation Leader(s):** Luis Arevalo

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

   Increased the quality of Global Education--Internationalization of DSU Campus  
   Creation of new partnerships

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   a. Quality of GE—before global education was only a concept, today it is an emphasis and minor in the Humanities. The design gives students a cohesive way to learn about Global Issues, coupled with high impact learning activities such as study abroad and exchange opportunities targeted by geographic areas that were not available before, i.e., Asia and Latin America. Examples: Mejio U Global Education Program/Emphasis on Japanese language and culture.; ULADECH Exchange program/Emphasis on Latin American Language and Culture, as well as Spanish and Dual Language Education Programs.

   b. Internationalization of our campus includes in and out bound student and Faculty travel and study. Before report period started, we had only 4 study abroad courses; this year we have 7 with an estimated 63 students participating in credit-bearing study abroad courses. Additionally, 4 students had the opportunity to do service learning abroad in Mexico, two more are expected to travel to Peru in May 2018, in addition to two exchange students who will spend a semester in ULADECH, this summer. In bound movement has a large admin component, such as, collection of tuition, fees, housing, visas, credit transfer and equivalencies, and it is taking longer to synchronize. We have initiated a dialogue among admin units which operate in support of international students.

   c. Before the report period began, we had only one partnership (Mejio University). During the report period, we have added

      i. Universidad Hispanoamericana, Costa Rica; 16 students from Nursing will study at UH during summer 2018.
ii. Universidad Católica de los Ángeles de Chimbote, Perú; 2 students will join the Education Department at ULADECH for a full semester. Two more will travel to Peru as part of the Medical Spanish interpretation team supporting Wheeling Jesuit University PT doctoral Program. Additional Dr. Bringhurst is scheduled to travel to Peru to initiate a cooperative water quality research program at ULADECH. Dr. Erin XX is using a database collected by ULADECH in her course XXXXX. ESL faculty is developing 2 books to teach ESL which has meant researching of cross cultural components that will make these materials more responsive to Peruvian students culture of origin.

iii. Signed agreement with The American Campus, Mauritius, ESL. Currently exploring a certificate in Digital Forensics.

iv. Made arrangements to sign an MOU with Universidad de Baja California to offer a more accessible study abroad opportunity to DSU students. Given its close proximity, UBC offers the possibility of bringing international students for short and semester long studies. We are currently articulating Global Studies and an interpreting and translation joint program with UBC.

v. We have exchanged MOU drafts with Fukui University, Japan, seeking to buttress our Global Studies offerings and destinations aboard.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

   a. Our action plan has to include enhanced communications and integration of operations between Global Education and the offices that provide services to international students.

   b. Develop joint and sustainable programs with our current partners, i.e., articulation of academic program, financial solutions to high cost of study abroad studies.

   c. Offer financial and logistic support to faculty who have expressed interest for study abroad, international research, high-impact activities carried out in domestic settings where students can appreciate the cultural richness of the USA: Appalachia, native communities, Spanish Speaking areas, etc.

Conclusion: We have made substantial advances in the initiatives mentioned above, and are ready to consolidate our gains by nurturing our existing connections. We plan to do this by integrating our partners' academics and support strengths into an articulated curriculum that will give discipline-specific cohesiveness to students and faculty going abroad.
Recommendations. For faculty to invest in Global Education, we need to recognize their efforts in yearly dean and chair evaluations, as well as in tenure and promotion standards. Faculty who create opportunities for global education complies with departmental, school and university-wide tenure and promotion standards, as any successful faculty at DSU is expected to do it, but goes the extra-mile by offering his or her students the privileged chance of practicing a discipline in a global setting.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

   a. **Strengths:**
      i. An imaginative and flexible Global Education team capable of cross cultural communications
      
      ii. A cohesive vision for Global Education that includes short and long term opportunities, academics, service, service-learning, research, discipline specific on-the-job opportunities, and international curriculum leveraging, and in and out bound exchanges.

   b. **Weaknesses:**
      i. Campus wide asymmetry of interests and expectations around Global Education. We have to make the case for Global Education to the rest of the DSU community.

   c. **Opportunities:**
      i. Our responsiveness to partner’s needs, location, new programs, and international vision makes us a desirable and reliable international partner.
      
      ii. Institutional support and faculty/student’s interest has created the proper conditions for international expansion.

   d. **Threats:**
      i. External environment, such as federal mandates that inhibit international enrollment or creates difficulties to robust international exchanges.

5. **Additional comments, questions, or concerns?**

Goal Name: Goal 5-Engage with the Southern Utah region to strengthen cultural, economic and civic life

Date: March 20, 2018

Strategy 6: Promote community and global engagement through International Student Services (ISS) initiatives aimed at enhancing the internationalization of the campus culture with co-curricular initiatives that benefit and engage students, faculty, staff and the Southern Utah Region.

Strategy Implementation Leader(s)

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   a) Plan and implement a minimum of 10 intercultural and international programs for the academic year.
   b) Implement intercultural competency training opportunities for ISS staff, student leaders, international students, DSU departments, and community members.
   c) Implement at least five community service projects/opportunities to create opportunities for international student engagement with the St. George and surrounding communities.
   d) Increase overall enrollment of first-time international freshman and transfer students, with a focus on improving academic quality and increasing cultural diversity on campus.
   e) Enhance the use of the ISS Global Village student lounge as a center that promotes academic excellence, cultural exchange and social connections for international and domestic students.

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   a) **Outcomes:** Increase the number DSU and community’s awareness of and participation in intercultural and international issues.
      **Results:** Events and programs range from cultural, social, and educational programs. For the fall 2017 semester, ISS implemented 15 events. Spring semester (in progress) – 12 events so far. **Major initiatives that have regional and national implications** - ISS implemented the first annual International Education Week in fall 2017 and the International Festival in spring 2018.
   b) **Outcomes:** - Increase current and prospective students’ awareness and access to intercultural and international resources.
      - Create avenues for DSU students, faculty, and staff to develop practical competence, cognitive complexity, intrapersonal development, and interpersonal competence around intercultural understanding.

   **Results:** - Three ISS professional Staff are attended the Utah Board of International Educators in (UBIE) in spring 2018. This is an annual training commitment for ISS staff and it is includes intercultural competency and global
engagement training. All three staff members will also be presenting and sharing their expertise on international awareness and intercultural competency with colleagues and colleges in all universities in Utah. Two international student leaders will attend the conference and present their experience as part of a student engagement panel.

- In spring 2018, ISS sponsored two international students to attend the annual National Student Leadership Diversity Convention – a conference involving students from multicultural student organizations in five other Utah Universities (SLCC, UVU etc.)

- ISS staff implemented four intercultural competency training sessions/retreats for 10 students in the International Student Leader program. ISS staff implement ongoing and follow-up weekly meetings on intercultural competency.

- ISS staff conducted intercultural competency training for residence assistants during the annual Residence Life training.

3. **Outcomes:** - DSU students will be able to engage in community service projects within DSU, St. George, and surrounding areas.

- The community projects will foster international students’ engagement and reflective involvement in high impact practices of service learning and volunteerism.

- **Results:**
  
  - In spring 2018, ISS added the component of 20 community service hours as a requirement for the International Student Scholarship – a scholarship available to first year and continuing international students.
  
  - ISS has implemented seven community service opportunities for international students. Partners include St. George Children’s Museum, St. George Art Festival, DSU Facilities Management, PAWS, DSUSA etc.

4. **Outcomes:**

- Increase the number of diverse international students through direct recruitment efforts in target countries.

**Goal Name:** Establish a strong brand and identity for the university  
**Date:** 3/20/2018  
**Strategy:** 2 - Strengthen the athletics program in performance and competition in order to improve the visibility and image of the university  
**Strategy Implementation Leader(s):** Jason Boothe

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   1. Used funding from State Legislature to improve academic assistance for student-athletes as well as to help all student-athletes without athletic eligibility receive athletic aid to graduate.
   2. Elevated Randy Simkins (Softball Head Coach) and Justin Decker (Cross Country and Women’s Track Head Coach) to full-time status.
   3. Completed a robust Athletics Strategic Plan and external Title IX review that provides greater detail on how we will satisfy this strategy for the university’s strategic plan.
   4. Legend Solar Stadium phases I and II were completed (phase II scheduled to be completed by end of academic year).

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**
   1. Student-athlete GPA for Fall, 2017 was a 3.0
   2. Provided athletic aid to 15 students who had exhausted athletic eligibility but had not graduated in order to complete coursework to graduate. In prior years, we were only able to help between two and four students with similar aid.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

   We will be focusing our efforts to achieve the goal and objectives listed in our new Athletics Strategic Plan in order to meet our GPA, Commissioner’s Cup, and Community Service hours benchmarks. This strategic plan can be
found at www.dixiestateathletics.com. Similar to the university’s plan we will have goal leaders overseeing each of our eight goals: Athletic Success, Academic Excellence, Student-Athlete Welfare, Budget Growth and Management, Facility Enhancement, Compliance, Gender Equity, Inclusion, and Diversity, and Marketing and Community Outreach.

4. Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).

   **Strengths**

   1. Legislative Funding
   2. New robust Athletics Strategic Plan that builds on the initiatives within this strategy

   **Weaknesses**

   1. Our strategic plan, while robust, is not fully funded so it could change depending on fundraising, etc.

   **Opportunities**

   1. With the department moving to the Rocky Mountain Athletic Conference beginning July 1, we will have new exciting opportunities for athletic success as well as additional exposure for DSU in Salt Lake City and exposure in new areas such as Denver.
   2. We have very fun, exciting initiative to raise money for (Legend Solar Stadium Phase III, Softball Stadium, Burns Arena Concourse)

   **Threats**

   1. Our funding is very dependent upon student fees, so a dip in enrollment brings a significant impact to our ability to fund our programs.
   2. The additional administrative position called for in our plan to provide oversight of student-athlete wellness/academic initiatives is largely dependent upon us successfully receiving grant approval from the NCAA. We should hear the results this spring.

5. Additional comments, questions, or concerns?
1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**

   1. Invested in a community and alumni engagement platform that enables us to connect and resonate better with our community in an organized and systematic way.
   
   2. Organized and mailed out a comprehensive semi-annual Community Ed. Magazine
   
   3. Established Retirement University
   
   4. Developing a robust annual fund
   
   5. Put on 3rd annual Athletic Excellence Weekend

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   1. Community engagement software
      
      a. Researched and defined need
      
      b. We are currently in the implementation stage

   2. Community Ed. Magazine
      
      a. Organized a semi-annual magazine that goes to 48K Washington county homes
      
      b. 15 departments on campus participated in order to inform the community of all the different ways to be involved at DSU
      
      c. Community Ed. Participation doubled
3. Established Retirement University
   a. Held over ten financial and estate planning seminars with average attendance of 25 people
   b. Sent out monthly newsletters with retirement advice
   c. Launched a wills planning guide campaign
   d. Built a website providing estate planning resources

4. Developing a robust annual fund
   a. Increased annual fund donations by 25% (the fall campaign raised $15,685)
   b. Cleaned up alumni database, verified 24,593 records, uploaded 3,384 records
   c. Added nationwide benefits programs called Dixie Deals
   d. Added 10 volunteers to help with increased events

5. Put on 3rd annual Athletic Excellence Weekend
   a. Quadrupled donations from the prior year, $65K net benefit for student athletes
   b. Increased attendance, 230 attendees, sold out the golf tournament
   c. Formed a volunteer committee to help
   d. Provided a memorable experience

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

   1. We signed a three-year agreement with imodules. The upcoming year will consist of implementing and learning the software and its capabilities. We will start with alumni, UMAC, and development initiatives and eventually integrate other willing departments on campus. This will enable our communications to be more congruent and uniform. Our goal is to organize, segment, and coordinate all engagement activities on campus.

   2. The community ed. Magazine has proven successful. It will be an on-going semi-annual. The next step for community ed. is to keep growing our non-credit certificate offerings
3. We have just skimmed the surface with the retirement U and planned giving opportunities. As we learn more about planned giving strategies, develop stronger relationships with advisors in the community, and continually refine our marketing processes, we will see more and more engagement and donations from St. George’s booming retirement community.

4. We have significant work to do as it relates to growing our annual giving program. This is a huge undertaking and is central to the growth of community engagement. The implementation of Imodules will help us do this. Managing and segmenting contact information is the goal for this year.

5. There seems to be some redundancy at DSU and in the community as it relates to fundraising galas. This year we are working with the Trailblazer Club to tweak the Athletic Excellence Weekend into a refreshing new event that will increase engagement.

4. **Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).**

**Strengths**

Our biggest strength is that we have very good people that work hard to put on great events and provide positive interactions and opportunities for community. There are already many amazing things happening on this campus.

**Weaknesses**

Our weakness is that we are not capitalizing on these efforts. Meaning, we aren’t capturing and storing contact information in a way that the university as a whole can benefit, and use to make better-educated decisions. There is duplicative efforts happening often, and we send mixed messages to community members.

**Opportunities**

We have a growing and eager population that is waiting to be engaged with the university. The retirement community specifically could be an enormous asset to the university and its mission.

**Threats**

We are not the only organization in St. George, or the state for that matter that is trying to engage the community. We face competition from other schools and non-profits organizations.

Goal: Name: Establish a Strong Brand & Identity for the University
Date: 3-14-18
Strategy: Develop an aggressive communications and marketing strategy consistent w/ university’s strategic plan.
Strategy Implementation Leader(s): Jordon Sharp

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year**
   
   a. Increased and improved DSU public relations campaigns
   
   b. Increased and improved DSU marketing efforts and materials
   
   c. Organized DSU marketing/communication resources and assets
   
   d. Increased and improved DSU events
   
   e. Improved DSU facility branding

2. **Provide the outcomes/results/findings of the 3-4 initiatives you identified in #1 compared to the benchmarks document provided in Taskstream (if applicable).**

   a. PR campaigns:
      
      i. Created the Blazer Bulletin, a crowd-sourced institutional blog to promote a variety of DSU events, promotions, initiatives, and programs.
      
      ii. Produced numerous social media campaigns and increased social media followership and engagement. (see attached report in Task Stream)
      
      iii. Partnered with the City of St. George to provide a DSU display during the fall festival at the Desert Reserve.
      
      iv. Created DSU marketing material that is now distributed at the St. George City Welcome Center.
      
      v. Sold four additional bison for the Art in the City project.

   b. Marketing campaigns:
i. Alex Boye Music Video:

1. Produced a music video with YouTube sensation Alex Boye to tell the story of DSU’s “active learning, active life.” student experience. The music video has not yet been released, however, the video has the potential to reach hundreds of thousands if not millions of viewers nationwide. This kind of publicity would typically cost hundreds of thousands of dollars, but with creativity and our own DSU resources, we were able to produce this epic marketing piece inexpensively.

ii. Digital campaigns:

1. Created digital campaigns for both the institution and athletics:
   a. Athletic campaigns ran through football and basketball seasons.
   b. Instructional campaigns worked to increase SEO and drive traffic to the DSU website. (see attached reports in Taskstream)
   c. Created a trade agreement with St. George news to provide monthly digital coverage within Southern Utah.

iii. Welcome boxes:

1. Provided DSU welcome boxes to each new resident and move-in within Washington County.

iv. Videography:

1. UMAC commissioned DSU films to create athletic videography similar to the academic footage that was created last year. This footage has been used for games, marketing material, social media, events, and more.

   c. Marketing materials/resources:

   i. The DSU branding guide was expanded to over 75 pages and is 75% complete. This project has helped tremendously to ensure a consistent brand across all channels.
ii. UMAC created a photo database to organize and categorize all DSU photos. This was a huge undertaking involving tens of thousands of photos, tagging each one, and placing them on the database.

iii. UMAC aims to create only the highest quality marketing material. UMAC submitted its work to the National Council of Marketing & Public Relations, and out of 600+ schools, UMAC received more local, regional, and national awards than any other school for two years in a row.

d. Events:

i. Event marketing is one the best ways to deliver our brand. UMAC will oversee 28 major events including several new events. Events that were added include the Alex Boye Concert, 24th of July Concert, Presidential Awards, Master’s of Accountancy Event, HPC Ground Breaking, and Women of Dixie luncheon.

e. Facility Branding:

i. UMAC has assisted with rebranding the following facilities:

1. Gardner Center
2. Brooks’ Stop
3. Baseball locker rooms
4. Education building
5. Career Center
6. North & South Administration Buildings
7. Math lab
8. Burn’s Arena

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

a. PR campaigns:
i. Public relations campaigns are ongoing. UMAC aims to create new creative campaigns that will engage our community, campus, and stakeholders and share our story and successes through a variety of mediums. We aim to strengthen the usage and reach of the Blazer Bulletin and complete the Art in the City project. We will continue to grow our social media reach and strengthen our content for these channels.

b. Marketing campaigns:

i. Our marketing campaigns are growing in reach, tightening in focus, and improving in effectiveness, but there is still more to be done. As we discover and strengthen our niche within higher education, it is imperative that we continue to adapt and improve our marketing strategy. There is still much more to be done with digital campaigns and traditional marketing.

c. Marketing resources and assets:

i. UMAC has gone to great lengths to organize our brand, policies, and procedures; however, there is still more to do. The photo database has been a great resource but we still lack many necessary photos and will work to add to the collection in the upcoming year. Additional video footage is still required to update our marketing material, specifically more academic and student life footage.

d. Events:

i. UMAC has expanded the number of DSU events and attendants drastically; however, it has been too much at certain times and has put unsustainable stress on certain staff members. This area needs to be reviewed and procedures need to be put in place to better manage the amount of time, resources, and events DSU produces, unless additional staff is secured.

e. Facility branding:

i. Due to the athletic rebrand from Goal 6, Strategy 1, many facilities had old branding. It has been a goal to update all facility branding. Although old branding is not currently present, additional branding opportunities exist and will be part of the upcoming goal strategies.
4. Provide an outline of the 2-3 significant strengths, weaknesses, opportunities, and threats your team experienced with plan implementation (i.e. people, financial, structural, operational).

   a. Strengths:

      i. The new athletic brand from strategy 1 has been a great asset in our marketing efforts. The additional funds from the strategic plan have allowed us to produce all of the stated outcomes and have greatly strengthened the DSU brand. We have a great team who have created marketing/communication pieces that have received national attention and who go above and beyond to market the university.

   b. Weaknesses:

      i. Funding restraints are a significant weakness for our marketing and communication efforts. Nationally, a marketing budget in higher education would be 2-5% of the overall budget. DSU’s marketing budget is significantly lower than this. Although we have been able to grow, it will become difficult to keep up with the marketing campaigns of other institutions. Funds from the strategic plan have been vital to the success of Goal 6.

   c. Threats:

      i. The political environment surrounding DSU terminations and other situations have created bad press that has hurt the DSU brand. UMAC has worked to combat these messages, however, it will take time to heal these wounds. The need to market our institution will become increasingly more important as other institutions engage in aggressive campaigns to lure students.

   d. Opportunities:

      i. DSU has a bright future and much to brand and share with the world. It is growing and strengthening in every way. Combine this momentum with consistent and effective marketing, and we will be unstoppable.

5. Additional comments, questions, or concerns?