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Final Report
Implementation Teams

DIXIE STATE UNIVERSITY
ST. GEORGE, UTAH

2018-2019
Dixie 2020 Plan – (2018-19 Implementation Team Final Report) G1S1

Goal Name: **Goal 1** – Promote student success and increase retention and completion rates at all degree levels

**Date:** March 7, 2019

**Strategy:** Strategy 1: Develop comprehensive recruitment approaches that are more academically focused

**Goal Leader(s):** Darlene Dilley, Brett Schwartz

**Strategy Implementation Leader(s):** Darlene Dilley, Brett Schwartz, Laralee Davenport, Bryan Smith, Haylee Ream, Vicky O’Neil, C J Ferguson (replaced Quin Monson)

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - NACAC College Counselor Tour – September 24-26
   - Enhanced communication flows by colleges & departments
   - Welcome videos & postcards from Deans/Colleges
   - Updated admissions packet, viewbook
   - Admit boxes for Washington Co. students
   - Concurrent Enrollment Active Learning Day - March 22
   - Name buys by major

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).**
   - NACAC Counselor Tour Yield to-date: 172 applications; 106 admits; 21 “yes’s”
   - Average GPA of admitted students has gone from 3.33 in 2017 to 3.42 in 2019 to date
   - Average ACT composite for admitted students has gone from 20.2 in 2017 to 20.9 in 2019 to date
   - “Yes” responses from admitted students up 53% to-date
     - Washington Co: 157% increase
3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

- Incorporate academic opportunities/outcomes language and statistics in marketing materials and messaging (i.e. graduate & professional school acceptance rates)
- Offer Concurrent Enrollment Active Learning Days again in fall 2019 for fall 2020 enrollment with the goal to increase the percentage of CE students who matriculate and enroll which will positively impact future retention and graduation rates
- Finalize website upgrade to maximize Search Engine Optimization (SEO)/content, User Experience (UX), calls to action (inquiry, application, visit), analytics; including a degree/program finder tool to make academic information more easily accessible and intuitive
- Continue cross-divisional Enrollment Summits
- Host another counselor event for Washington Co. and other Utah counselors

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>- Strengthening relationships between admissions and academics</td>
<td>- Budget – we lacked budget monies to accomplish some of our goals</td>
</tr>
<tr>
<td>- Continuing to build and add new academic programs</td>
<td>- Open enrollment so we admit everyone regardless of academic profile</td>
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<td>- Expanding online &amp; blended programs and opportunities</td>
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<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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</thead>
<tbody>
<tr>
<td>- We have great academic outcomes that we need to better highlight in our messaging</td>
<td>- Offering more of our top scholarships increases discount rate and negatively impacts budget and net tuition revenue</td>
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<tr>
<td>- We are now ranked have national rankings in US News that we need to continue to leverage</td>
<td>- Continued misperceptions of who DSU is and what we have to offer</td>
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<tr>
<td>- New academic programs, opportunities, learning spaces (HPC &amp; SET buildings)</td>
<td>- Changing demographics nationally and declining high school graduation rates coming</td>
</tr>
<tr>
<td>- Recruiting higher achieving students has a ripple effect and gives us momentum to continue to enroll these stronger students</td>
<td>- Increased, fierce competition</td>
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</table>
5. **Additional comments, questions, or concerns?**

- None

Goal Name: Goal 1 – Promote student success and increase retention and completion rates at all degree levels

Date: March 20, 2019

Strategy: Strategy 2: Develop and implement a structured enrollment program by fall 2016

Strategy Implementation Leader(s): Jamie Kearra

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Optimized the onboarding process for Structured Enrollment
   - Increased Fall to Spring retention
   - Standardized curriculum for all SSC courses

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).**
   - Student Success Center had an average of 218 student meetings per month
   - Fall to Spring retention 70% - increase of 4% from previous year for all students; 83% for fully engaged students. 79 students were found ineligible by failing to meet program requirements (Attendance, Meeting with Success Coach, SSC1020 Grade). 48% of the ineligible students failed all classes.
   - 718 Referrals to campus resources Fall 2018
   - Top 3 Difficulties: Math, Time Management and Procrastination

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - Assess, revise and improve all SSC curriculum addressing top needs, signature assignments with aligned learning outcomes to assist students in becoming better learners
   - Streamline onboarding process and utilizing 1:1 navigation support from yes to first day of classes
   - Utilize Supplemental Instruction courses to help improve GPA and retention rates
   - Professional development for SSC instructors to improve teaching and engagement
   - Community building within the classes and Student Success Program
   - Academic Advising in the Classroom for Spring registration and Fall (3rd semester)
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>
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<tbody>
<tr>
<td>Structured 1st Year Program</td>
<td>Manual Processes</td>
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<tr>
<td>Active Learning Lab</td>
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<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Instruction</td>
<td>Open Enrollment</td>
</tr>
<tr>
<td>Campus Communication</td>
<td>Staffing to Support Growth</td>
</tr>
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5. **Additional comments, questions, or concerns?**
Dixie 2020 Plan – (2018-19 Implementation Team Final Report) G1S3

Goal Name: Goal 1 – Promote student success and increase retention and completion rates at all degree levels

Date: April 23, 2019

Strategy: Strategy 3: Develop an organization and processes to serve students entering DSU.

Strategy Implementation Leader(s): Jeff Hoyt, Ali Threet, Jay Sorenson, Tiffany Draper

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   
   **Action 1:** Expand peer coach program to serve all new freshman in FYE classes
   
   **Action 2:** Fully implement the Early Alert System
   
   **Action 3:** Strengthen the Supplemental Instruction Program

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).**

   **Action 1:** Expand peer coach program to serve all new freshman in FYE classes

   The Peer Coach Program was expanded to all students in Trailblazer Connections, with the exception of the Business School and Honors, at the request of the deans. About 80 students, not enrolled in the Connections course, were also served this last year, Students may sign up on their own for a peer coach, using an online form on the website. Peer coaches not only help retain new freshman fall and spring, but they establish connections as soon as all new freshman are admitted, walk them through the onboarding process, and meet with them during orientation.

   The Peer Coach Program has enjoyed an effective symbiotic relationship with the Connections course. Over 700 connections students were assigned a mentor initially with 600 staying in the course by the end of the semester. The Connections course provides the perfect conduit to both help transition new students to DSU and evaluate our effectiveness in the process. Our peer coaches held 1,363 one-on-one meetings with students this semester. It is estimated that the program will expand to about 1,000 new freshman in fall 2019.

   Students who participated in the Peer Coach Program had substantially higher fall-to-spring retention rates (85%) compared to all new freshman (77%). Those who fully engaged in the program and met with the peer coach for all
required meetings had even higher fall-to-spring retention rates (89%). Retention rates are higher for those in peer coaching across index score ranges compared to overall rates for new freshman fall-to-spring in the same ranges: 46-50 83.3% versus 72.5%, 51-55 94.5% versus 71.8%, 56-60 85.1% versus 76.5%, 61-65 89.9% versus 79.3%, 66-70 100% versus 82.1%, 71-75 100% versus 89%. Therefore, the program benefits all new freshman who participate, regardless of index score range. Fall-to-Fall retention rates will not be available until Fall 2019.

Satisfaction survey data has also been encouraging:
- 88% of students found their peer coach helpful in their adjustment to college
- 85% believe the connections course improved their college experience.
- 78% found their instructor helpful in their adjustment to life at college

Through the Atwood grant process, the program secured additional funding to expand the program as part of the FYE class.

**Action 2: Fully implement the Early Alert System**

The Early Alert Program was refined this fall 2018 semester to implement and close out the progress survey with faculty sooner (first 3 weeks of classes). After this period, faculty could still make referrals so that the Success Center could reach out and help students during the semester. The Early Alert Program also sends out a Concern Form to all students, parents and staff. The director was also placed on the CARE team in response to the difficulty level of some of the concerns; we are also now partnering with the HOPE squad for many of the concerns.

**Starfish Flags**

Our progress survey was distributed earlier than last year. It started on 9/4/18 and closed on 9/11/18. We had a total of 499 flags raised for students. 38 Flags were unresolved by the end of the semester. 461 Flags were resolved by the end of the semester.

The progress survey for fall 2017 started on 9/27/18 and closed on 10/4/17. This survey only went out to the high failure rate courses. We received a total of 581 flags.

The number of flags raised decreased from Fall 2017 to Fall 2018; however, we had a higher number of progress surveys completed. 116 progress surveys were completed in Fall 2017, and 538 progress surveys were completed in Fall 2018. We had an increase in faculty participation. We also had better training on
Starfish this semester, which resulted in clearer communication regarding the closure of flags and better outreach to students.

**Starfish Kudos**
3,201 Kudos were raised during Fall 2018. 961 Kudos were raised in Fall 2017. I think it is important to note that flags were down while kudos were up. This could be because we changed the dates of the progress survey, but about 2% fewer of 2018 new freshman cohort had academic difficulty (GPA < 2.0).

**Starfish Referrals**
- We had 14 referrals raised in Fall 2017. We had 174 referrals raised in Fall 2018.
- 99 Academic Performance Center referrals were raised in Fall 2018, 85 were resolved by the end of the semester, and 14 were unresolved by the end of the semester.
- Only 3 Career Center referrals were raised in Fall 2018. None of them were resolved by the end of the semester.
- 12 Math Lab Tutoring referrals were raised in Fall 2018. None of them were resolved by the end of the semester.
- 40 Student Success center referrals were raised and resolved in Fall 2018.
- 0 Library referrals were submitted during Fall 2018
- 20 Writing Center referrals were raised in Fall 2018, 19 were resolved and 1 was unresolved by the end of the semester.

The university is the process of implementing EAB to replace Starfish. Funds have been earmarked for the software.

**Action 3: Strengthen the Supplemental Instruction Program**

We did not expand instructor-led supplemental instruction because the provost was concerned about students accumulating too many credit hours for graduation if this model were utilized on campus. Over the last several months, we met with chairs and faculty, obtained feedback and developed a grant proposal for student led supplemental instruction. An Atwood grant was received for $95,000. A coordinator has been
hired to supervise about 10 student supplemental instruction leaders. The 24 course sections being offered in fall 2019 are as follows:

Math 1040S-01
Math 1040S-02
Math 1040S-03
Math 1050S-01
Math 1050S-02
Math 1050S-03
Geo 1000S-01
Geo 1010S-01
Chem 1210
Chem 1210
Chem 1110
History 1700S-02
History 1700S-01
Biology 1610S-
Biology 1010S-04
Biology 1010S-03
Biology 1010S-02
Biology 1010S-01
Biology 1010S-50
Biology 1010S-51
Psych 1010S
Psych 1010S
Psych 1100S
English 1010-19

In order to offer these courses, they had to be approved by the curriculum committee in each college, the university curriculum committee and the general education committee.

These courses are designed for all students wishing more academic support in particular high-enrollment, high-fail-rate courses. A peer SI leader will attend each class session to create relationships with students and will conduct an additional, mandatory homework/study session outside of class, giving students
additional help above the non-SI course. Most studies show those who enroll in and attend SI courses score more than a full grade point higher than those in the standard course.

Our target student group is at-risk students including structured enrollment (index score less than 45) and TRIO. But, we also want a mix of higher-performing students too: a student trying to get into the nursing program and must have an A in Biology 1610 or another student who scored a C- in English 1010 the first time and will need additional help to score higher on her second try, for example.

All the courses on the list except English 1010, Chem 1210, and Chem 1110 are official SI courses with the study session already added into the course schedule (some in progress). English and Chemistry will be pilot SI courses for Fall 2019, in which students will have many weekly SI sessions to pick from.

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

An important recommendation is to provide ongoing funding for these programs rather than funding key aspects of them with one-time funds.

Funding for the salaries of peer coaches is provided by one-time funds. The amount encumbered for fall 2018 – summer 2019 is $46,275. To further stabilize the program, it is recommended that an ongoing permanent fund be established for peer coach wages ($47,000). Another $4,000 for peer coach CRLA certification training would be beneficial; this is a nationally certified training.

When the Peer Coach Program expands to 1,000 new freshman, the amount needed for additional peer coach wages will be funded on a one-time basis with grant funds from Trustee Atwood (another $30,000) for fall 2019. However, all of this funding is on a one-time basis. To expand the program ideally to 1,800 students would require about $55,160 per semester for peer coach wages or roughly $110,320 annually.

The director would need additional staff assistance when the program expands to 1800 new freshman.

The EAB software is being funded through the provost, with existing funds for Starfish being transferred to pay for the new software. However, these dollars appears to also be taken from one-time funds; Early Alert oversight remains within the Student Success Center.

The Supplemental Instruction program, as well, is being funded with one-time funds. When successful outcomes are demonstrated, it is recommended that the university provide base funding for the 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).**

As mentioned, one of the weaknesses is having the programs funded with one-time funds.

As Early Alert transitions to the EAB software; it is crucial that the broader success network (RAs, peer coaches, program administrators for international students, multicultural students, veteran’s, housing, other new freshman programs, etc.) is connected with advisors and faculty, with ongoing access to the early alert software. This enables everyone in the network to communicate about specific students and their needs, to effectively intervene as a team, and know how various departments and programs are assisting students they work with at the university. Freshman level courses need special focus for early alert, and meetings need to be held with departmental faculty over these courses to increase participation levels.

5. **Additional comments, questions, or concerns?**
Dixie 2020 Plan – (2018-19 Implementation Team Final Report) G1S4

Goal Name: Goal 1 – Promote student success and increase retention and completion rates at all degree levels
Date: March 25, 2019
Strategy: 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

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   
   **Atwood Retention Grants**: DSU Board of Trustee, Lindsey Atwood and his wife, Laura donated over $250,000 toward grants written by faculty and staff to increase retention. The grant set out to foster the development of new retention initiatives and supplement existing programs that are innovative and produce measurable results with a focus on increasing retention of students. The grant initiatives run from Spring 2019 through Summer 2020. A Retention Task Force was created to create the grant guidelines, criteria, application process, select and monitor awarded grants.

   **Trailblazer Connections (FYE Course Redesign)**: As outlined in RFY and by the President’s Retention Task Force in Fall 2017, we redesigned DSU’s FYE course and called it Trailblazer Connections.

   **Reimagining the First Year (RFY)**: RFY was significant in transforming DSU’s culture for student success. RFY was a three year national initiative aimed at ensuring success for all students. DSU was one of the 44 AASCU member institutions to participate in institutional transformation to redesign the first year of college and create sustainable change for student success.

   **Implementing GE Reform & Math Alternatives**: As outlined in RFY, the GE committee planned a reduction of required courses and, as outlined by RFY and the President’s Retention Task Force, math alternatives were planned to increase student success in math.

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).**

   **Atwood Retention Grants**: There were 17 proposals submitted and four grants awarded. They include: 1) Concurrent Enrollment Targeted Active Learning Days by Kevin Simmons & Darlene Dilley, which involved
over 25 full-time and adjunct faculty; 2) Supplemental Instruction by Rob Gray & Jeff Hoyt, which involves over 12 full-time and adjunct faculty in 10 different GE courses; 3) Open Educational Resources (OER) Pilot by Ryan Hobbs, which incorporates OER into 3 master template courses using a collaborative course design and development process with five pilot full-time and/or adjunct faculty; and 4) Trailblazer Connections FYE Student Success Course by Erin Ortiz & Jay Sorenson, which will involve over 50 full-time and adjunct faculty fall 2019.

**Trailblazer Connections (FYE Course Redesign).** The course was offered fall 2018 and spring 2019. Fall semester we offered 49 sections with 706 students enrolled. Non-participant retention rates fall to spring were 74.2% whereas participant retention rates were 83.1%. Retention rates were also higher across all index scores except in the very highest index scores. Students in the course who fully participated in the peer mentor aspects had an 88.8% retention rate.

**Reimagining the First Year (RFY):** RFY was significant in transforming DSU’s culture for student success. The RFY initiative ended in January 2019. DSU participated in the final survey for this program and will get the results this summer. Changes in curriculum and faculty roles were outlined in two of the four RFY areas.

**Implementing GE Reform & Math Alternatives:** Starting Fall Semester 2018, the new GE requirements included 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. Math alternatives were also offered and student success increased in math.

Goal Leader, VPSA Peter Gitau, allocated $5,000 of Goal 1 funds for Trailblazer Connections. We used $3,000 for engagement activities and $2,000 for the Matt Sanders workshop. The Peer Mentor program was given $10,000 ongoing funding to support the TC course.

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

**Atwood Retention Grants:** The Retention Task Force will continue to monitor these grants and have created metrics and a schedule to do so.
Trailblazer Connections (FYE Course Redesign): The course is continuing to evolve and research is being conducted on its effectiveness.

Implementing GE Reform & Math Alternatives: The GE Committee will conduct course audits and the GE Assessment Committee will conduct learning outcome assessments. Math alternatives will continue to be developed and strengthened.

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 significant progress in the level of involvement of full-time and adjunct faculty in retention efforts on campus.

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

**Opportunities**-Faculty are gaining access to information and data relating to student retention. Academic Affairs and Student Affairs have made significant progress in collaborative efforts and have people in place to support a systemic culture that promotes student retention and success.

**Threats**- There is a risk of burn-out in both academic affairs and student affairs departments.

5. **Additional comments, questions, or concerns?**
Goal Name: Goal 1 – Provide Students with Access to High-Impact Educational Opportunities
Date: March 20, 2019
Strategy: Strategy 5: Provide students with high-impact educational opportunities
Strategy Implementation Leader(s): Ali Threet

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

Received $20,000 on going funds for the High Impact Student Scholarship
• During the 2016 – 17 year, we received $25,000 one-time monies that was then divided between the 2016 / 17 and the 2017 / 18 years resulting in having to be very stringent in the amount of money awarded and the number of students helped.
• With the newly acquired on-going funds, we have worked on marketing the scholarship to a broader audience to increase the variety and number of high impact practices student receive financial assistance with.
  Increased marketing and exposure to the High Impact Student Scholarship
  • The scholarship is now located on the Study Abroad website and the DSU scholarship website.
  • The scholarship is sent to all faculty and staff through Dixie Announce.
  • The scholarship is emailed specifically to faculty and staff who are leading students in high impact practices. Some of these include: Honors Program, Alternative Fall & Spring Break, Specific faculty leading study abroad trips, Undergraduate Research, Rural Health Scholars, Career Tours, etc.

The recipient requirements have been improved to provide additional networking opportunities to scholarship recipients.

• For the past two years, students have been required to complete a presentation outlining their high impact activity. However, the committee felt that additional benefits could be had, by the recipients, if they were required to talk about their activity and interact with others. For these reasons, the following changes will be implemented during the 2019-20 academic year.
Once per semester, the scholarship recipients, select DSU administration, trustees, faculty and staff and potential donors will be invited to a banquet where the recipients will have the opportunity to talk about their high impact practice and what they gained from the opportunity. The following are specific outcomes for students.

- Increase comfortability of professional networking environments by interacting with a diverse set of individuals in regard to age, ethnicity, levels of education, etc.
- Ability to leverage their experience for future networking and employment opportunities
- Understand and implement proper eating etiquette in a professional setting

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

- The number of High Impact Student Scholarships awarded have increased in number each year.
  - 2016-17 = 19 scholarships awarded to students
  - 2017-18 = 25 scholarships awarded to students
  - 2018-19 = 33 scholarships have been awarded to students with one awarding period remaining.
  - Generally the April date has many applications.
    - High Impact Activities funded in 2018 – 19
      - Service Learning trip to Mexico for Spanish majors translating medical services
      - UDHA Student Poster Competition at the UT State Capital for Dental Hygiene students – Two of the three students took first place
      - Alternative Spring Break Service trip to Belize
      - Rural Health Scholar trip to Salt Lake City
      - Peruvian / Amazon study abroad trip to study Natural History
      - Study abroad trip to Rome to study Art
      - Study Abroad trip to London to attend school there for the entirety of the summer

- A short survey was administered to the 17-18 scholarship recipients. Out of 25 students, we received 24 responses for a 96% 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?

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<th>#</th>
<th>Answer</th>
<th>%</th>
<th>Count</th>
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<tbody>
<tr>
<td>1</td>
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<td>87.50%</td>
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<tr>
<td>2</td>
<td>Probably yes</td>
<td>8.33%</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Might or might not</td>
<td>4.17%</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>
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<td></td>
<td>Total</td>
<td>100%</td>
<td>24</td>
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2. Do you feel your high impact activity was beneficial by expanding your perspective and tying your school curriculum to your future career?

![Bar chart showing responses to the question about the high impact activity being beneficial.]

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<th>Answer</th>
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<th>Count</th>
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<tbody>
<tr>
<td>1</td>
<td>Definitely yes</td>
<td>83.33%</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Probably yes</td>
<td>12.50%</td>
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<tr>
<td>3</td>
<td>Might or might not</td>
<td>4.17%</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>Total</td>
<td></td>
<td>100%</td>
<td>24</td>
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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?

![Bar chart showing responses to the question about solidifying a personal contact.]

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<th>Answer</th>
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<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>Maybe</td>
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<tr>
<td>No</td>
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Total: 100%
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?

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<th>%</th>
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<td>Maybe</td>
<td>29.17%</td>
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<td>3</td>
<td>No</td>
<td>4.17%</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>24</td>
</tr>
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4 | Definitely yes | 39.13% | 9     |
| 2 | Probably yes  | 34.78% | 8     |
| 3 | Might or might not | 21.74% | 5     |
| 4 | Probably not  | 4.35%    | 1     |
| 5 | Definitely not | 0.00%  | 0     |
|    | Total        | 100%     | 23    |
5 - Will you be graduated by May 2018?

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<td>70.83%</td>
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</tr>
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<td>2</td>
<td>No</td>
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<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td>24</td>
</tr>
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</table>

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?
7 - Do you feel this high impact activity could increase the likelihood that you will graduate from DSU?

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<td>3</td>
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The following two questions were asked to all students.

8 - Do you feel this high impact activity will benefit your future?

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

- Host networking banquets outlined above and track effectiveness of student learning outcomes
- Continue marketing the High Impact Student Scholarship across campus. Provide information to Trailblazer Connections Instructors and Peer Coaches in order to educate freshmen on this opportunity.
- Utilize Institutional Research to track retention rates of students participating in these activities to see if it aligns with the information we have gathered in our follow up survey.
- Identify grants or donors to increase funding available to students.
- Explore the idea of providing a larger amount of money to students participating in international travel.
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**
   - Faculty and staff initiating high impact activities on campus are motivated to share the scholarship with their students.
   - With the semester banquets we have established student learning outcomes and will be able to better track the effectiveness of the program.

   **Weaknesses**
   - As students applying for this scholarship increases, we will soon be awarding the full $20,000 every year. This will ultimately make us limit the amount of scholarships awarded unless we find other revenue sources such as grants and/or private donors.

   **Opportunities**
   - Start researching grants to supplement the on-going funding. Invite potential donors to our semester banquets.
   - Design a grading rubric to assist with awarding applicants.
   - Continue marketing the scholarship for increased student awareness.

   **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?**

   - This is the best strategy and we have an amazing committee. Thank you for the opportunity to manage this scholarship.
Dixie 2020 Plan – (2018-19 Implementation Team Final Report) G2S1

Goal Name: Goal 2: Broaden and enhance academic programs to facilitate growth
Date: April 23, 2019
Strategy: Strategy 1: Develop New Programs or Areas of Study
Strategy Implementation Leader(s): Michael Lacourse

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

   3 new master’s degrees:
   - Master of Athletic Training
   - Master of Arts in Technical Writing and Digital Rhetoric
   - Master of Marriage and Family Therapy

   3 new bachelor’s degrees:
   - BS Applied and Computational Math
   - BA/BS in Marketing
   - Bachelor of Applied Science in Health Sciences

   Program Inventory Management (PIM) form for Courseleaf developed
   Curriculum Handbook developed and published online

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).

   - Master’s degrees: 2020 goal is 3. We now have 4. GOAL ACCOMPLISHED.
   - Bachelor’s degrees: 2020 original goal is 42--met last year. Set new goal of 50--45 now in place.
   - Emphases 2020 goal is 60--met last year. New goal of 70--68 now in place.
   - Certificates: 2020 goal is 20--met last year. New goal of 28. Discontinued 4 with 19 now in place.
   - Provost’s Office funded purchase of Program Inventory Management (PIM) addition to Courseleaf which had to be developed at our end. GOAL ACCOMPLISHED
   - Curriculum Handbook--GOAL ACCOMPLISHED
3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

   A. Focus on developing programs to meet revised 2020 goals.
   B. Pilot at least one visionary program in terms of delivery and assessment.
   C. Initiate campus-wide use of Courseleaf’s Program Inventory Management (PIM) tool.

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: Organization, availability, support structures
   - Weakness: Time demands dilute our efficiency
   - Opportunity: Influence programs toward visionary goals
   - Threat: Traditional structure of our programs in terms of delivery and assessment—little or no differentiation

5. Additional comments, questions, or concerns?
   none

Goal Name: Goal 2: Broaden and enhance academic programs
Date: April 23, 2019
Strategy: Strategy 2: Promote Pedagogical Excellence
Strategy Implementation Leader(s): Bruce Harris

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Awarded four Learning Innovation Mini-Grants
   - Organized and conducted four campus-wide, Learning Innovation Discussion meetings focused on promoting learning innovation at DSU
   - Conducted the 2nd Annual Learning Innovation Retreat last May—planning the 3rd Annual Learning Innovation Retreat for May 19
   - Developing a micro-course for all faculty, staff, and students on Design Thinking
   - Designed a shared learning innovation space in Innovation Plaza

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).**
   - Goal met for awarding Learning Innovation Mini-Grants
   - Goal met for conducting campus-wide Learning Innovation Discussion meetings
   - Goal met for organizing and conducting a DSU Learning Innovation Retreat
   - Goal in progress for developing the Design Thinking Micro-course
   - Goal met for designing a shared learning innovation learning space in Innovation Plaza

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - Award 8 Learning Innovation Mini-Grants in FY20
   - Conduct 4 open Learning Innovation Discussion Meetings in FY20
   - Organize and conduct the 4th Annual Learning Innovation Retreat in FY20
   - Pilot Design Thinking Micro-Course in Fall 19
Conduct formative evaluation of shared learning innovation learning space in Innovation Plaza in Fall 19

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:**
- Resources received from Strategic Plan 2020 to fund mini-grants.
- Supportive DSU leadership focused on promoting learning innovation. DSU leadership is very innovative and willing to implement new disruptive learning models.

**Weaknesses:**
- Received critical resources to achieve great momentum, need additional resources to continue to improve pedagogical excellence.
- 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 focused on promoting pedagogical excellence and responsive to the community, businesses, employers, etc.
- Align practices with tagline — active learning, active life.

**Threats:**
- Resistance from various internal sources to change current practices and policies - unwillingness to see or recognize the need for innovation and change.
- Possible lack of funding to award Learning Innovation Mini-Grants.

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

We are grateful for the financial and general support of DSU leadership for promoting pedagogical excellence and learning innovation at DSU. Recommend that the Learning Vision 2025 be a foundational element in the next university strategic plan.
1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Development of Active Learning Certification Program
   - Launch of first DSU online program (BS, RN-BSN Nursing) and approval of second online program (BAS, Health Sciences)
   - Development of 18 of new online courses
   - Launch of AWS Certification Prep Program, non-credit offering

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).**
   - AL Certificate will be piloted in June 2019 meeting goal of 25 certified faculty
   - Goal met with first online program. A second online program (BAS, Health Sciences) is scheduled to launch in Fall 2019.
   - Ahead of benchmark of 11 new online offerings with 18 new online offerings
   - Behind stated goal of 2 online, non-credit programs. Delay in hiring of Program Development Manager (April 2019).

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - Review AL Certification based upon pilot feedback and expand its use to all new faculty
   - Continued development and revision of courses for the two online programs, and future online programs (Retail Management Certificate, AS Library Tech, BS completion Individualized Studies, etc.).
With 3 full-time learning designers now on staff (Mar 2019), we are well positioned to increase online course development activities at or beyond strategic goals. With the upcoming Program Development Manager in place in April, we will be directing additional attention to new non-credit programming (Tourism & Hospitality, Mediation, Bootcamps, etc.)

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:**
- Infusion of active learning into practices and facilities
- Additional personnel to address growing online demand and needs

**Weaknesses:**
- Limited resources to facilitate faculty growth and learning, and capacity for development activities
- Time commitment in hiring and orienting new personnel

**Opportunities:**
- Growing demand and need for professional and lifelong learning offerings
- Align practices with tagline – active learning, active life

**Threats:**
- Increased online competition
- Disruptions in higher education

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

We are grateful for the financial and general support for the elements noted in this strategy, as we seek to improve the quality and delivery of learning at DSU. Recommend that the Learning Vision 2025 be a foundational element in the next university strategic plan.
Dixie 2020 Plan – (2018-19 Implementation Team Final Report) G3S1

**Goal Name:** Goal 3 – Invest in faculty and staff recruitment

**Date:** March 15, 2019

**Strategy:** 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.**

   Legislative appropriations allowed funding equivalent of 2.5% toward compensation. DSU has opted to allocate this increase across the board to all full-time faculty & staff effective 7/1/2019. Institutional funding has also been made available for the following goal initiatives:
   - $113,000 to fill remaining original equity goal: Affects 68 individuals.
   - $150,000 to fund faculty rank/promotion/tenure increases: Affects 36 faculty.
   - $57,000 to raise all full-time positions to at least an annual salary of $30,000: Affects 50 individuals.
   - $70,000 to raise E&G hourly and work-study wages on a sliding scale, starting July 6 2019. This is considered phase 1 to increase E&G hourly and work-study wages: affects approximately 300 individuals:
     - $1.00/hour raise if currently between $7.25 - $8.99/hour
     - $0.75/hour raise if currently between $9.00 - $10.99/hour
     - $0.50/hour raise if currently between $11.00 - $12.99/hour
     - $0.25/hour raise if currently between $13.00 - $19.99/hour
     - Recommending above increases for non-E&G personnel, as their budgets allow.

   The legislative also funded a 4.4% increase for PEHP medical insurance, of which only a minimal increase (less than $3 per paycheck for employees) will be passed along to employees. The institution will take a 6% increase on its dental insurance, which will also be a minimal cost (less than $2 per paycheck for employees). All other benefit plans, including vision, life/disability, and retirement have 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 benchmarks by eliminating the original $2,120,000 equity need in only four years and raising base compensation for full-time and part-time employment at DSU. HR will continue its existing practice of producing faculty and staff statements of salary in April, so they can be distributed...
before commencement. These statements include FY20 total salary, estimated benefits value (total compensation), and faculty review dates for rank/promo/tenure.

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).**

   Over only four fiscal years, the University was able to completely fund its original equity need of $2,120,000. This will allow the institution to focus on current equity needs, which are attainable over time (approximately $505,000 total need for salary and benefits using 2019 market figures), as well as other compensation initiatives.

   Through benefits surveys conducted, Dixie State remains very competitive in its benefits, continuing to equal or exceed 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 times 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 both new equity needs and utilizing a “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). The university can also explore pay-for-performance models.

   Three action items for FY20, pending approved funding:
   - Fund current equity needs based on 2019 benchmark data: $300,000
   - Secure funding for variance-based compensation for staff (degree/experience): $100,000 (approximately half of what is spent annually with faculty RTP)
   - Explore pay-for-performance models.
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 influence the objectives outlined, which is its greatest weakness and opportunity. Recruitment and retention of quality faculty and staff is a threat, especially in the current tight labor market. HR has compensation tools available and consults with supervisors, so recruitment/retention of quality faculty and 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 processing equity distributions when funding is allocated, thus meeting goal objectives.

5. Additional comments, questions, or concerns?

It was a good year for this strategy, having accomplished a major goal within the strategic plan a year early. It also allows a very manageable compensation approach to maintain market equity in future years and can shift our focus to different compensation methods to improve recruitment/retention.

Goal Name: Goal 3 – Invest in faculty and staff recruitment
Date: March 15, 2019
Strategy: 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 (HR) implemented a new employee onboarding system in Summer 2018 that synchronizes with its recruitment system, as well as automated its survey of newly hired faculty and staff to assess benefits orientation and the new onboarding system. This will allow changes to be made over time with direct feedback from faculty and staff.

   HR continued work with Academic Affairs to provide joint training to department chairs, deans, and search committee members. Funding was available earlier in the year to allow for advertising during optimal faculty hiring cycle, and HR worked with search committees to ensure all new/vacant faculty searches were completed during the optimal timeline. HR also worked with the Staff Association on creating and implementing a robust staff mentor program for new staff hires, enhanced with the new employee onboarding system.

   HR introduced an electronic personnel action form (EPAF) system for part-time job modifications (terminating positions, account changes, pay rate changes, and rehires) fully on July 1. This has greatly reduced physical paperwork to only brand-new hires; it also increased accountability on forms, provides a transaction history, and facilitated quicker processing time. HR/Payroll/IT also launched a new timekeeping system for 2018-19 that streamlines and simplifies timekeeping at DSU.

   Finally, HR worked with the Staff Association leadership to introduce a quarterly professional development training for directors (Assistant – Executive Directors) in Fall 2018. These trainings have been well attended, allow for networking/increased communication, and HR plans to continue them for future years.

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 about their hiring experience, collected in December 2018, showed 81% positive scores and 9% negative scores (10% neutral). HR service scores were 82% positive and 8%
negative (10% neutral). Compared to last year’s data, overall satisfaction has increased and the HR service score is lower than 2018. HR attributes this change to implementation of the new HR onboarding system, and feedback associated with a major change like this. HR took feedback and made updates in Onboard to smooth out concerns for future new hires. Individual comments were very positive about the new onboarding system, and we are anxious to see feedback from the next cohort on these changes.

Faculty Senate assigned mentors to all new faculty hires in Fall 2018, while HR collaborated with the Staff Association’s welcoming committee to assign formal staff mentors starting July 2018. Staff mentoring now includes onboarding prior to their start date, a welcome packet on their first day, a meet-and-great activity for mentors and new staff, a backpack with DSU gear, and other resource information. This was a very positive step forward, and we have received wonderfully positive feedback on this initiative, which we plan to continue it into the future.

As of March 15, we are projected to meet our annual benchmarks of 1) at least 90% faculty and staff hired within the appropriate hiring cycle; 2) at least 75% of new hire searches being successful; 3) 100% of new hires reporting a positive hiring experience; 4) less than 6% non-voluntary turnover for full-time faculty and staff; 5) and 80% 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.

HR will continue to monitor the new employee onboarding system and maintain effective practices in the faculty and staff mentorship programs, in coordination with both the Faculty Senate and the Staff Association.

HR will continue the director’s training each quarter, as well as work on other leadership development initiatives across campus. The department will continue to survey new hires and those employees leaving to improve practices and 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:
• 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
• Formalized onboarding and training has led to fewer questions and greater efficiency
• Technology is available to enhance and streamline, if implemented correctly and maintained

Weaknesses:

• Competition for funding across the strategic plan. All implemented initiatives listed above were funded at the division/department level, so ongoing support would be needed for growth.
• Tight labor market has resulted in more failed staff searches, which are being monitored.

Opportunities:

• Increased communication and general morale across campus regarding HR competencies, including hiring and retention, and general campus information.

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 2018-19 and look forward to next year.

Goal Name: Goal 3 – Invest in faculty and staff recruitment, retention, and professional development
Date: March 14, 2019
Strategy: Strategy 3 - Maximize professional development opportunities for faculty and staff
Strategy Implementation Leader(s): Bryant Flake

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

Professional development programs at DSU have continued to flourish over the past year. First and foremost, ongoing funding has been designated for the Staff Professional Development Fund and Dixie Development Day. These initiatives have successfully expanded the availability of professional development opportunities across campus, and the initiatives will continue for the foreseeable future. Other professional development highlights over the past year include:

- Two rounds of applications for funding from the Staff Professional Development Fund, benefiting more than fifty individual staff members. Funded requests included Banner and Slate software training, career services conferences, athletic coaching conventions, and an on-campus training event for all department-level administrative personnel
- The Third annual Dixie Development Day, a training event for all faculty and staff was hosted in May 2018, and the planning process is well underway for the next Dixie Development Day, which is scheduled for May 9, 2019
- Professional Development Tuesday events sponsored by the Staff Association
- Quarterly professional development training for campus directors (hosted by the Staff Association and Human Resources)
- Fifth annual DSU Teaching & Learning Conference on March 29, 2019
- Lunch & Learn, Technology Tools, Canvas Users Group, Teacher Improvement Groups, Learning Innovation Mini-Grants, and many other events and workshops coordinated by the Center for Teaching & Learning
- Utah Women in Higher Education Network (UWHEN) Leadership Conference hosted at DSU on April 5, 2019
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).**

As a result of funding and support via the Dixie 2020 plan, the number of professional development events and opportunities at DSU continues to increase each year. Faculty and staff have responded with strong interest and attendance. For instance, participation in Dixie Development Day increased from 147 employees in 2017 to 219 in 2018. Many DSU departments and organizations have participated in the campus-wide effort to improve professional development, including the Staff Association, Faculty Senate, Center for Teaching & Learning, and Human Resources Office.

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

With the establishment of ongoing funding for major initiatives and continued support from campus departments, the objectives of this strategy are substantially complete. Faculty and staff now have numerous opportunities to increase their knowledge and improve skills throughout the year. The Goal 3 leadership team is grateful for the efforts of the Staff Association, Faculty Senate, Center for Teaching & Learning, and other sponsoring organizations, as well as numerous individuals who have contributed to this tremendous achievement.

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).**

The expansion of professional development has yielded significant benefits to both participating individuals and the campus at large. Professional development events, such as Dixie Development Day, have become firmly entrenched traditions, increasing morale and cohesion among faculty and staff and strengthening the campus climate as a result. Support from senior leadership has been instrumental to increased employee participation in professional development opportunities and events.
One significant challenge has been accommodating the varying schedules of faculty and staff. However, this issue has been at least partially mitigated by the sheer number of sessions offered at different times and dates.

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

The Goal 3 team greatly appreciates the campus-wide effort to expand professional development opportunities for all faculty and staff!

Goal Name: Goal 3 – Invest in faculty and staff recruitment, retention, and professional development
Date: March 14, 2019
Strategy: Strategy 4 – Participate in “Great Colleges to Work For” Survey
Strategy Implementation Leader(s): Andrea Brown

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.
   Survey results will be available on the Institutional Research Website (ir.dixi.edu).
   Recommendations and commendations letter available.
   Addressing items in the recommendations and commendations letter.

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).
   Results were approved by the Operations Team and posted on the IR website.
   A recommendations and commendations letter has not been created.

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.
   The survey will be conducted again in the Spring of 2020. The taskforce will need to meet regularly in the fall to prepare for the launch the 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).
   New faculty and staff (turnover and new positions) are a weakness when comparing to survey data from 3 years ago (1/3 employees have been hired in the last 3 years).

5. Additional comments, questions, or concerns?

Goal Name: Goal 4: Promote the success of underrepresented faculty, staff, and students by enhancing support for inclusion and equity.

Date: April 23, 2019

Strategy: Strategy 1 & 2 – Provide accessible and equitable educational opportunities and resources for minority and underrepresented students.

Strategy Implementation Leader(s): Brenda Sabey and Tasha Toy

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.
   - Participation in USHE Chief Diversity Officers’ meetings. Information from bi-monthly meetings and listserv postings distributed throughout DSU.
   - Hired and contracted an external consultant to lead the Campus Climate Survey administration. Campus Climate Survey began on March 22nd and ends on April 19th. On March 25th and March 26th, student and faculty/staff focus group participated in interviews.
   - Reorganized and repurposed mission of the Diversity Council. Diversity Council reviewed and supported Climate Survey instrument and distribution.
   - Inclusive Excellence Conference titled, “An Opportunity for Progress”, was held on March 25th and March 26th. Themes covered were neurodiversity, allyship, student veterans, student advocacy, and inclusive classroom pedagogy.

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).

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.
   - At the conclusion of the survey, a comparison of findings will be presented. Findings from the Campus Climate Survey will serve as recommendations for constructing a Campus Diversity Plan. The reorganized Diversity Council is the campus committee tasked with reviewing finds and providing suggestions.
• Suggested that all day conference transform into a campus-wide luncheon along with monthly presentations on various topics related to diversity, civility, and equity.

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 are the redeveloped Diversity Council and the launch of the Campus Climate Survey. Opportunities are creating a Diversity Plan.

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

Goal Name: Goal 4 – Promote success of underserved and underrepresented faculty, staff, and students by enhancing support for inclusion and equity.

Date: March 7, 2019

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

Goal Leader(s): Dean Brenda Sabey & Dr. Tasha Toy

Strategy Implementation Leader(s): Darlene Dilley & Dr. Tasha Toy

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.
   - Busing initiatives
     o Downtown Magnets High School, Los Angeles, CA– Bused 30 students to campus for 2/22/19 DSU Preview. All have applied, 27 are admitted, 5 have committed to attend DSU (fall 2019). All students 30 are minority
     o Copper Hills High School, Salt Lake City, UT– Visited campus on 9/21. All 48 students applied for admission. 33 of 48 were minority students
   - Minority Student College Fairs
     o Latino and Black College Expos in Los Angeles in November & February. Received a total of 162 inquiries. From that, 20 have applied and 2 have been admitted. 1 has committed
   - Staffing
     o Regional recruiter for Southern California

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 busing initiatives yielded better than the fairs but both are critical to increasing visibility of DSU among minority students
   - We need to continue to recruit in areas where there are high percentages of minority students – including name buys, high school visits, fairs
   - Having a recruiter in Southern California has helped with increasing application completion and admit rates for our CA market
3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

- Expand busing initiatives for minority groups from both Utah and out-of-state markets
- Continue names buys, marketing, and travel to markets with high percentages of minority students
- Explore additional minority fair opportunities
- Translate recruitment materials into Spanish
- Update website translation into Spanish

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 had the resources to execute our plan
   
   - **Weaknesses**
     - The transition to Admissions doing all of the recruitment for minority students
   
   - **Opportunities**
     - Regional recruiter in So. California and Las Vegas
     - Hispanic high school population is projected to increase the next few years
   
   - **Threats**
     - Increased competition
     - Student financial resources

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

Goal Name: Goal 4 – Promote the success of underrepresented faculty, staff and students

Date: March 15, 2019

Strategy: 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, receiving ongoing funding for this initiative. HR also maintained the diversity advocate program for full-time faculty & staff searches, including annual trainings and new advocates each semester/year.

   HR also received funding for all other requested initiatives, including materials for the Diversity Advocate Training & Program Assessment, attending a “Train the Trainer” conference on Diversity Advocates and covering the conference fee for DSU UWHEN attendees.

   HR maintains its annual Affirmative Action report, which details progress made on female and minority hires, retention, recruitment, etc. and monitoring progress made.

   HR also worked with the Staff Association on creating and implementing a robust staff mentor program for new staff hires that connects new staff with a mentor outside of their department within their first month of employment (in connection with Goal 3, Strategy 2). New staff hires receive swag from DSU on their first day, have a planned activity with their mentor, and coordinate attendance at trainings and events. So far, this has been well received by new hires and we plan to continue it.

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 43.35% female applicants, 22.70% minority applicants, and 3.93% veteran applicants

   - Faculty: 43.40% female, 33.29% minority, 2.02% veteran; 72.22% of total interviewees were female, minority, and/or veteran
   - Staff: 43.33% female, 17.97% minority, 4.78% veteran; 65.78% of total interviewees were female, minority, and/or veteran

   Of those full-time faculty & staff hired: 57.00% female, 17.00% minorities, and 2.00% veterans.
Total turnover was 11.99% overall (up slightly), with female turnover at 9.24% (down considerably) and minority turnover at 26.98% (increased substantially in %; actual increase of 7 individuals more than previous year).

As of March 15, we are expected to meet the annual goal of 10% administrative positions (Assistant Director/Chair and above) filled by minorities. This year’s goal was 9%.

We have 12% ethnically diverse faculty & staff (maintaining our % from last year), just shy of the goal (13%).

We have increased our female administrators’ count, but due to growth in overall administrative positions on campus, overall percentage of female administrators remains at 38%. We have increased our total female headcount from 41% to 46% over the last three years, so through professional development opportunities now on campus, we see our female administrators’ percentage continuing to grow with time.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - Continue work on targeted advertising and diversity advocate training. Incorporate best practices from “Train the Trainer” conference, perform program assessment, and build for the future.
   - Continue work with UWHEN, Faculty Senate, and Staff Association to ensure quality mentorship for female, minority, and veteran audiences.
   - Take feedback from upcoming climate survey to make any necessary changes to current programs
   - Incorporate strategy into the new HR onboarding software for targeted audiences to increase retention.
   - Continue data analytics work to publish annual Affirmative Action Report annually to increase retention.

   By doing the above, we believe we can reach two of the original benchmarks for 2019-20, namely:
   - Achieve at least 15% racial/ethnic diverse full-time faculty & staff (reportable in March 2020)
   - Achieve at least 10% administrative positions filled by minorities (reportable in March 2020)

   We have set the benchmark for female administrators in 2019-20 to be proportionate to the trended % of full-time female employees on campus over the last 6 years (43%) 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:
- Funding approved, strategy/plans in place, good processes for recruitment
- Good sense of goals and ways to accomplish them

Weaknesses:
- Increased focus on retention of ethnic minority faculty & staff; climate survey results to add value for programming
- Pipeline for female leadership

Opportunities:
- Director’s trainings (Goal 3, Strategy 2) will continue; specific female track (partnership with UWHEN)?
- New committee makeup allows for cross-collaboration on various campus committees, reducing repetition and creating efficiencies with existing resources

Threats:
- Focus on not meeting goal attainment vs. actual progress made over time.

5. Additional comments, questions, or concerns?
We are excited about the new funding and being able to continue our initiatives. We will continue current recruitment initiatives and focus on ways to create an inclusive environment for retention.

Goal Name: Goal 5 – Engage with the Southern Utah Region to strengthen civic, cultural, and economic life
Date: April 23, 2019
Strategy: 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, ICL, 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.**
   - Trailblazer Engagement Center remodel, branding, landscaping and open house celebration
   - Engagement Core Theme 2016-2017 and 2017-2018 reports for NWCCU Accreditation
   - Collaborations across campus for community and global engagement initiatives
   - Carnegie Engaged Campus Classification Application
   - Campus and community volunteer and mentoring programs, recruiting volunteers for Dixie Serves Volunteer Program and organizing the Volunteer Council for Washington County

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).**
   - Trailblazer Engagement Center Open House - April 9, 2019
   - Completed the Engagement Core Theme reports for NWCCU Accreditation
   - Developed collaborations across campus
   - Chinese New Year event with WCSD 2,000 attendees - February 2019
   - Completed and submitted the Carnegie Classification application - April 2019

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - Establish the Trailblazer Engagement Center as a central coordinating unit for engagement efforts at DSU
• Continue to build processes, events, messaging and assessment for DSU engagement efforts and core theme

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: A wonderful team
   Weaknesses: Need more coordination across divisions and departments
   Opportunities: Carnegie Classification feedback to improve
   Threats: Lack of on-going funding for the Center

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

   Strategic Plan Funding Accountability

   We were allocated $60,000 one-time funding for Goal 5 and distributed the funds as follows:
   - $30,000 to cover Community Engaged Learning Director compensation
   - $6,000 for a new account called Trailblazer Engagement Center
   - $11,500 for a new account called Global Education
   - $600 reallocated to ISS to cover costs for engaged learning transportation
   - $3,000 reallocated to Jyl Hall in UMAC for Community Engagement PR
   - $8,900 for the Engagement Center branding and PR

   We were also given ongoing Strategic Plan funding for the Dixie Serves program $18,000 for the part-time salary of the Volunteer Coordinator and $4,000 for operating expenses.

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

Date: April 23, 2019

Strategy: Strategy 2 – Using the Carnegie Framework, inventory the university’s current efforts in community engagement and develop a plan.

Strategy Implementation Leader(s): Kelly Bringhurst & Nancy Hauck

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Inventory departments for Carnegie Community Engaged Campus
   - Gather data on faculty, staff, alumni, ICL and students community engagement efforts
   - Survey community members on DSU’s engagement with the community
   - Reach out to residents of Mexican origin in partnership with the SLC Mexican Consulate

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).**
   - Inventoried over 30 departments for the Carnegie Community Engaged Campus.
     - August 2018: Designate individuals from across campus to write the 500-word response to specific questions on the Carnegie Community Engaged Campus Application. President Williams send letters to unit leaders to complete the questions.
     - December 7, 2018: First draft of responses compiled for Carnegie Community Engaged Campus.
     - April 10, 2019: (due date April 15, 2019) Final application submitted for Carnegie Community Engaged Campus classification.
   - Surveyed the faculty, staff, alumni, ICL and students for community engagement efforts
     - 2-August 18, 2018: Survey for summer engagement hours.
     - January 12, 2019: Survey for Fall engagement hours.
   - Surveyed the community on perceptions on DSU’s engagement with the community
     - Launched community survey at the Economic Summit January 2019 and continued with the survey until March 2019.
   - Hosted the DSU & WCSD Chinese New Year Celebration February 9, 2019 cross divisional community engagement event with 2,000 attendees
   - Completed a year of Mexican origin partnership with the SLC Mexican Consulate
3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.

- Plan a sustainable system for central coordination of engagement efforts, reporting, assessment and messaging for campus

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: Carnegie application is finished
   Weaknesses: Lack of coordination across engagement efforts
   Opportunities: Carnegie Classification feedback to improve
   Threats: Lack of on-going funding for Community Engagement unit

5. Additional comments, questions, or concerns?

   Strategic Plan Funding Accountability.
   We were given $6,000 for the TEC:
   - Carnegie Application technical writer fee $2,625
   - Carnegie Application Fee $800
   - Mexican Consulate travel & training $850
   - Campus Compact Meeting $500
   - Chinese New Year $1,000

Goal Name: Goal 5 – Engage with the Southern Utah Region to strengthen civic, cultural, and economic life
Date: April 23, 2019
Strategy: Strategy 3 – Create rubrics to define and measure community engaged learning within courses.
Strategy Implementation Leader(s): Kelly Bringhurst & Nancy Hauck

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.
   - Fully implemented and continued to increase the DSU Active Learning course designation initiative and tagging of courses on the official transcript.

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).
   - Fully implemented and increased the DSU Active Learning course designation initiative and tagging of courses on the official transcript.
   - Fall 42 courses tagged
   - Spring 80 courses tagged

3. Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.
   - Continue to increase the DSU Active Learning course designation initiative and tagging of courses on the official transcript.
   - Work with instructors who report student service learning hours to designate their course as an Active Learning Community Service course.
   - Develop a plan to sustain and assess this 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).
   - Strengths: Support by faculty
   - Weaknesses: Process for sustaining assessment
   - Opportunities: New active learning criteria in the curriculum approval process
• Threats: Sustainability needs

5. Additional comments, questions, or concerns?
A reward system or financial resources to help implement service learning in courses would help more instructors embed service learning in their courses. Many spend their own resources to implement community service in their courses.

Goal Name: Goal 5: Engage with the Southern Utah region to strengthen cultural, economic, and civic life
Date: March 25, 2019
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. We have increased the number of posts created and the number of times posts were viewed on 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. We have executed creative PR campaigns throughout the 2018-19 academic year to captivate residents’ attention when they are leading their day-to-day lives and not necessarily seeking information about DSU.
   
   a. We built a scarecrow display highlighting different academic programs and student life opportunities for Red Hills Desert Garden’s two-week long Haunted Canyon event.
   
   b. We created a public education campaign to share about the “D” on the hill’s updated lighting system that allows the color of lights to easily be changed in celebration of holidays, athletic victories, and campus and community happenings.
   
   c. We partnered with Raging Red to create a moving music video to the song “You Will Be Found” and partnered with the Health & Counseling Center to host Metal Wellness Week during the week of the video release to raise awareness for mental health, suicide prevention, and available resources.
   
   d. We are partnering with the Community Education Channel to implement a student hero campaign to highlight the impressive accomplishments of several of DSU’s amazing students.

III. We have 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. Regularly posting Blazer Bulletin submissions that come from stakeholders all across campus
d. Producing Trailblazer Times, a biweekly campus newsletter on behalf of administrators that puts DSU news and individual’s accomplishments all in one place
e. Producing an annual President’s Report to share the University’s successes with legislators, donors and other stakeholders
f. Producing a View Book with New Student Programs every year to teach prospective students what Dixie is all about

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. Since the launch of Blazer Bulletin in January 2018, 90 posts have been submitted. In the first three months of 2019, the number of submitted posts increased by 19 percent from the first three months in 2018. With an average of two posts per week, readers are learning about accomplishments and happenings taking place all over campus, from academic departments and student clubs to the Career Center and Athletics.

II.

a. The DSU scarecrow football team was seen by more than 2,000 visitors on the first day of Desert Garden’s Haunted Canyon and by more than 15,000 visitors during the course of the two-week event, compared to the 10,000 visitors who saw the display last year, representing a 50 percent increase in one year alone.
b. To ensure all community members have a sense of belonging to the DSU community and a personal ownership of the “D” on the hill, the public education campaign concerning the new lighting system was shared with all the community members in attendance at the Trailblazer Nation Tree Lighting Celebration as well as with the 54,000 families to whom DSU Magazine is mailed and the 12,000 readers on St. George Health & Wellness magazine’s distribution list.
c. The “You Will Be Found” video has been viewed nearly 8,000 times in the first four days since its release; comparatively, DSU’s “Become a Trailblazer” video has been viewed nearly 2,000 times in 17 months, and the “Year in Review 2018” video has been viewed nearly 500 times in three months.
d. We are in the process of creating this campaign, so it has not been released yet, but campus partners and students love the idea and are eager to partner with us on it.
III. DSU sent out 45 media advisories, 104 press releases, 71 Blazer Bulletin posts, and 17 issues of Trailblazer Times during the 2018 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 continue 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. Additionally, we will start working on redesigning Blazer Bulletin to make it more customizable so it is sleek, clean, professional, and follows DSU’s style outlined in the Branding Guide, ensuring that the bulletin is easily recognizable as belonging to DSU.

II. We will continue to implement new creative PR campaigns each year. Future campaign ideas include promoting the opportunities available to the community and how DSU is reaching the community through the Community Engagement Center when its officially open. Similarly, as Atwood Innovation Plaza and the makerspace continue to be developed, we will run a campaign promoting the initiatives, businesses, and products that are being created in the plaza and will have significant impact on the community by bringing more jobs and new companies to Southern Utah.

III. For the 2019-20 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. Additionally, we will work with the web team to update the structure of the visit.dixie.edu homepage as well as its associated links. Our goal is to make the pages more visually pleasing and engaging, so community members and others who may not be familiar with DSU can easily access all the information they need to know to get involved with the university. This will help the community volunteer on campus, interact with students, and attend art, athletic, and institutional events.

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 a limited web staff serving the entire University and very limited knowledge of coding in the PR office, we are limited on what we can do concerning updating and creating new and innovative apps and web pages, such as Blazer Bulletin.

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.

5. Additional comments, questions, or concerns?

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

Date: March 19, 2019

Strategy: Strategy 5 – Advance global engagement and citizenship by integrating global themes broadly into the curriculum and campus culture, including promoting international partnerships in education, research, outreach, and economic development and the standardization of study abroad as a credit bearing activity with its inclusion as part of the distinctive features of DSU graduates to benefit our stakeholders and the Southern Utah Region.

Strategy Implementation Leader(s): Luis Arevalo

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   a. Increasing the quality of Global Education Programs
   b. Increase the Internationalization of DSU Campus
   c. Develop newly acquired 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. Increasing the quality of Global Education—Integrate study, research, service, and service learning abroad into the current Global Education emphasis and minor in the Humanities. The Curriculum Committee approved the new Global Education Emphasis in 2018. The emphasis’s new introductory course—GLS 1010—was designed as a model course for multidisciplinary approaches to globalization and it is currently running. Following the spirit of interdisciplinary integration and active learning initiatives, the Spanish Department refurbished Span 3939-40 which now integrates International service-learning, interpreting in the health sciences, teaching fo Spanish, research, and culture. Six students participated in this 10-day long course in Izamal, Mexico. If funding materializes, a second version of the course will be conducted in Peru in May 2019 under the same format with an expected participation of 4 students and two faculty.

**Measuring Success:** Open opportunities in Japan, Mexico or Peru in the areas of medical translation, physical therapy, education, nursing, premed, biology or environmental sciences; send at least 4 students each year in exchange programs.
Mejio University, Japan, and ULADECH, Peru, received two DSU exchange students each. Students participating in Mejio University’s exchange stayed an extra semester, thus elevating the number of semester-student participants to six during the report period. Additionally, the Spanish Program collaborates with the Spanish Department of Education in the election of DSU students to be cultural ambassadors. Currently we have one student in Spain with this program. Exceeded the goal by 3 students.

The number of partner universities has grown. Most recently, we have added two Mexican universities, Universidad Autónoma de Baja California, and Universidad Tecnológica del Centro, in Izamal, Mexico.

b. **Internationalization of our campus includes in and out bound student and Faculty travel and study.**

How to measure success: Offer 7 faculty-led study abroad, credit bearing courses in the summer of 2019; send at least 70 students each year in study abroad courses, and increase faculty participating in study abroad to 10; bring 10 exchange students from Mexico, Peru or Japan to participate in ESL summer exchanges or as one-semester regular students.

During the report period, DSU sent 61 students and 10 faculty in study abroad, faculty led, credit-bearing courses. During the summer 2018, one professor taught a 3-day long workshop in ULADECH in Academic Spanish and Research Paper submission. Additionally, three professors traveled to Peru to assist as medical interpreters in a 10-day long service project in conjunction with Wheeling Jesuit University’s Physical Therapy Doctoral Program. In total, the number of faculty traveling for study, service and teaching abroad reached to 14, exceeding our target by 4 faculty or 40%. We were unsuccessful in enrolling international students in short-summer courses.

c. **Develop newly acquired partnerships. Integrate partner universities’ curriculum into certificates, 3-1 programs, or semester abroad opportunities for DSU students and faculty.**

How to measure success: Create a certificate, a 3-1 program or articulate one service, service learning project with the participation of one international partner.

Three-one programs or programs requiring curricular articulation have proven difficult to implement, because there some variables are not under our control. For example, the agreement merging our ESL Program with The American Campus (TAC), a partner located in Mauritius, Africa, is pending approval from the accrediting body in Mauritius. As for the service projects, Global Education has conducted two international service-learning projects, one with the participation of the Unidad Básica de Rehabilitation in Izamal México, and a second one in with Maternidad de María, Chimbote,
Peru. Both projects run at no cost to our students. This year we welcomed Prof. Silvia Tejada Dapuetto, Director of Language Programs at ULADECH into our campus. She worked with the ESL Program in the editing of the two books DSU is preparing for ULADECH. With the help of DSU’s ESL Program, she is seeking to adapt our ESL program to the needs of Peruvian institutions of higher learning. Additionally, Global Education has approached Universidad Tecnológica del Centro, Mexico, Universidad Hispanoamericana, Costa Rica, and ULADECH to initiate a summer teaching abroad program aimed to increase DSU’s faculty international experiences. During the summer of 2019, 4 DSU professors are scheduled to teach Academic English and ESL in those locations.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   a. Insist in the development of joint programs with partner universities.
   b. Encourage international partners to visit DSU to enhance coordination of programs at the lowest possible expenditure.
   c. Increase the number of students and faculty participating in credit-bearing study abroad by 20 percent during the next reporting period.

   **Recommendation:** Global Education needs an on-going budget to offer its director the opportunity to plan. Predictability in the level of funding will ensure the health of Global Education initiatives, such as the surveying locations of future study abroad courses, summer teaching abroad, developing of joint programs with international partners, as well as global themed programing at DSU.

   **Conclusion:** Thanks to the resources and vision from the Office of Academic Affairs, global education has taken a leading role in connecting our teaching with a broader vision of the world, and have provided more students, per year, with an international high-impact educational experience.

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 team’s experience in international issues and the personal connections our team has developed abroad make us an effective/productive unit, spite of its small size: one half-time director and ¾-time study abroad coordinator.

   **Weaknesses:** We need to market global and study abroad programs at DSU more aggressively, and create globally themed programs at DSU campus. If we are to grow our international and global programs, more resources will be need to hire additional personnel in direct support of global programming.
Opportunities: Make organic connections with ISS and Student Affairs, Recruitment and Enrollment to create an institutional strategy that will increase the number of international students enrolled at DSU or participating in short summer and semester-long programs.

Threats: National policy on international students’ admission to the country and less than friendly attitudes towards international students has shrunk the number of international applicants nationwide.

5. **Additional comments, questions, or concerns?**
   Global and study-abroad programing are not the icing on the cake of higher education. As we become full participants in the global economy, they are the cake.

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

Date: April 23, 2019

Strategy: 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): Shadman Bashir & Allison McMullin

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Planned a domestic recruitment strategy targeting high schools and two year institutions within Utah and neighboring states.
   - Created a diversified global recruitment plan for specific regions with emphasis on specific programs offered at DSU.
   - Purchased applicant names from International education English Language testing programs for direct and targeted marketing.
   - Invested in ISS staff training (courses & conferences)
   - Increased collaboration with Academic departments and offices on DSU campus.

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 active and focused domestic recruitment strategy has helped increase student applicants for summer and fall 2019. With all circumstances constant and identical to last year, the focused recruitment efforts this year have, the potential to give a huge boost to our fall 2019 international admits. The current international admissions and applications data is positively indicating this growth.
   - Started an International STEM recruitment and collaboration pipeline targeting countries with high potential STEM student population. Even in its very early phase, the results are very positive and promising.
   - The potential international student names bought from IELTS helped increase the number of student applicants for fall 2019.
   - ISS staff attended the SLATE training in November
   - ISS office collaborated with other departments, offices and regional organizations to create more student life activities for international students.
3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - Strong domestic recruitment active pipelines are very important for the growth of the International student numbers on DSU campus.
   - Based on the success of strategies and actions this year, more focus will be on creating and maintaining recruitment pipelines involving schools on DSU campus.
   - ISS will not be an isolated department, but it will be collaborating with other schools and departments on campus, for retention initiatives and projects.

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: International student merit scholarship, programs on campus especially STEM and business, and the location of DSU.
   Weaknesses: Recruitment agent commission budget, and retention.
   Opportunities: Collaborations across campus
   Threats: None

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

Goal Name: Goal 6 – Establish a strong brand and identity for the university
Date: March 11, 2019
Strategy: 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.**
   - Completed the analysis to move to Division 1.
   - Received a $1,000,000 donation to begin the renovations to the softball stadium.
   - Study hall requirements were adjusted to be held in the Learning Center with tutors readily available during set times. Instead of requiring them to simply come to a room and study, we wanted them to get directed assistance/tutoring in their subjects to use the time more effectively.
   - Added the Director’s Club level to the Trailblazer Club, our booster club, to add more value to the memberships and increase revenue generation 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).**
   - Announced that we will be making the transition to Division 1 and joining the Western Athletic Conference on July 1, 2020. Formed a Division 1 Transition Committee to establish the budget plans for each of the transition years, as well as create the strategic plan that will be required for Division 1 application materials due to the NCAA by June 1, 2020.
   - An architect will be hired by end of academic year to design the softball stadium and provide renderings so that the remaining money needed to complete renovations can be raised.
   - Achieved a department-wide GPA of 3.15 in the fall, our highest-ever.
   - Increased the number of booster club accounts from 46 to 65, including the sale of 21 Director’s Club memberships. The Director’s Club generated $83,250.
3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**

   With the announcement on January 11, 2019 that we will be going Division 1 effective July 1, 2020, our work plans will be changing quite drastically this upcoming year. The actions that we have outlined for this strategy will need to be overhauled to align with the strategic plan that we will be creating this next academic year as part of our Division 1 application materials due to the NCAA by June 1, 2020.

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. Division 1 announcement
   2. Strong teams in competition with strong student-athletes academically

   **Weaknesses**
   1. Our current academic support structure will not be sufficient to maintain the academic requirements we will face in Division 1.

   **Opportunities**
   1. The move to Division 1 will get our name and brand in front of a lot more people.

   **Threats**
   1. Our Division 1 pro forma, while conservative, still relies on enrollment growth and other factors a bit out of our control.
   2. External legal threats to Division 1 may impact us in terms of scholarship levels we will have to maintain in the future.

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

Goal Name: Goal 6 – Establish a strong brand and identity for the university

Date: March 27, 2019

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

Strategy Implementation Leader(s): John Bowler

1. **Provide the top 3-4 initiatives (strategies) your team accomplished this year.**
   - Our team has produced a legacy campaign proposal that reaches our alumni and their families in a targeted and relevant way to engage them.
   - We have identified the greatest weakness that our community engagement, alumni, marketing and advancement teams as well as other teams need to correct this weakness and implement its corresponding solution to achieve success moving forward with our strategic plan.
   - We have tried to involved most stakeholders on the campus to help identify, analyze and propose a data/CRM solution to the problem that we collectively face.

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 are in a soft pilot phase for our alumni legacy campaign.
   - There are three CRM’s that we believe can manage the data for all engagement processes on our campus.

3. **Based on the outcomes identified in #2, outline your action plan(s) for the upcoming year including conclusions and recommendations.**
   - We will be producing an RFP for a new CRM system that will be able to engage all segmented groups and individuals within our campus, alumni and community stewardships and allow us to improve our accountability and revenues to all stakeholders.
   - This RFP process will produce an implementation plan for a new CRM solution to our engagement strategies. We will be able to be more relevant and meaningful to each individual that the customer relationship management system tracks.
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).**

   • Once we identify and message individuals with targeted relevant information, our engagement will produce greater donations of time, talent and treasure.

   • Implementation of this new CRM is an extremely aggressive and time-consuming challenge. We will have to add a person at the alumni office who oversees this data and personalizes this information on a full-time basis. Other Human Resources will be required from other departments.

   • Will have to be diligent in training everyone who is going to be using and updating this information from the colleges, athletics and other departments on campus to meet the guideline and procedures that will need to be created.

   • Good data must be entered so that we can get good data to report out. This will require a great deal of effort on the front end to make sure that our information is useful and accurate. The CRM that we will select will update things like addresses, telephone numbers and email addresses.

   • Our alumni legacy campaign will require our alumni board and the alumni Association to engage in a way that we have never asked them to do. Lots of training and modeling will be required.

   • Relevance in their lives is a strong message. We will not be able to produce this level of programming right away at all levels of our alumni and communities but we can plug-in to programming that already exists and is very valuable.

   • As we become more relevant in people’s lives, the campaign gains momentum and our ask for money and time and talent to help us produce a better outcome for future students as well as our community members and alumni increases.

   • There are many facets of this that will need to be considered and it will take several years to implement all of these things fully. This is our first five-year strategic plan for the alumni Association and it will require adaptation as we move along year-by-year. We will need to be realistic about what we can and cannot do each year and combine our resources as a university to make sure that we are focused on the right areas of concentration.

5. **Additional comments, questions, or concerns?**
Goal Name: Goal 6 – Establish a strong brand and identity for the university
Date: March 20, 2019
Strategy: Strategy 4 – Develop an aggressive communications and marketing strategy consistent with the university’s strategic plan
Strategy Implementation Leader(s): Jordon Sharp

1. Provide the top 3-4 initiatives (strategies) your team accomplished this year.
   1.1. Increase and improve marketing and public relations campaigns.
   1.2. Improve DSU campus/community events and increase attendance.
   1.3. Improve UMAC services to campus.
   1.4. Create a photography/videography component of UMAC to increase visual assets, improve marketing materials, and strengthen the DSU brand.

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. Increase and improve marketing and public relations campaigns.
       2.1.1. PR promotions:
           2.1.1.1. In the last half of 2017, Blazer Bulletin received 654 unique page views. In that same time period in 2018, the bulletin had 2,797 unique page views, blowing our goal of a 10% readership increase out of the water with a 328% increase in readership.
           2.1.1.2. Went on a media tour in Salt Lake with President Williams to make connections and promote DSU.
           2.1.1.3. 101 press release were released in the last year.
               2.1.1.3.1. DSU Mentions in Traditional Media: 5,853
               2.1.1.3.2. Number of People Reached: 1,428,675,309
               2.1.1.3.3. Advertising Equivalency: $13,215,248.47
           2.1.1.4. Social Media reach and influence is increasing:
               2.1.1.4.1. Facebook Followers
                           July 1, 2015= 12,500
                           July 1, 2016= 13,990 (+12%)
                           July 1, 2017= 15,249 (+9%)
July 1, 2018 = 16,848 (10%)

Page Likes
July 1, 2016 = 14,870
July 1, 2017 = 16,233 (+9%)
July 1, 2018 = 17,528 (+10%)
November 1, 2018 = 17,928

Average Page Reach*
July 1, 2016-July 1, 2017 = 9,238 Organic + 764 Paid
July 1, 2017-July 1, 2018 = 6,515 Organic (-29%) + 4,191 Paid (+449%)
Page reach = 10,153

2.1.1.5. A scarecrow display featuring scarecrows dressed to represent different colleges and divisions within the university to highlight DSU’s unique “active learning. active life.” Experience was on display as part of the Scarecrow Walk and Haunted Canyon at Red Hills Desert Garden that saw 15,000 visitors.

2.1.2. Marketing promotions:
2.1.2.1. UMAC, the web committee, and admissions to redo the entire website to include new design, content, and SEO capabilities.
2.1.2.2. UMAC is overseeing a comprehensive perception study to measure how people view Dixie State from across the state.
2.1.2.3. UMAC has launched an aggressive digital marketing campaign including pay-per-clip, social media, and search engine campaigns across the state of Utah. (Data included within TaskStream)
2.1.2.4. UMAC produced a new DSU music video, staring Raging Red, to bring attention to the mental health struggles of students and to be leader in the area of mental wellness.
2.1.2.5. UMAC redid all of the Suntran bus, campus billboards, and I-15 billboards outdoor media with the new “active learning. active life.” campaign.
2.1.2.6. UMAC sold four more “Trailblazer Art in the City” bison statues to the community.

2.2. Improve DSU campus/community events and increase attendance.
2.2.1. Created event guidelines for campus. Implementation will be done by placing them on the website, providing open training sessions, and distributing guideline literature.
2.2.2. Increased annual event attendance by 25% for events that have occurred. Annual events include President’s Welcome Back Carnival, State of the University, Distinguished Faculty Awards, Fire & Ice, and the Presidential Awards Banquet.

2.3. Improve UMAC services to campus.
2.3.1. Renovated University Plaza C to accommodate the growing UMAC team and allowed for additional services to campus.
2.3.2. Increased marketing and communication resources online.
2.3.3. Created a comprehensive facilities branding/signage guide and specs for all of campus to add to the UMAC branding guide.

2.3.4. Offered increased facility branding offerings to campus and assisted many areas with branding needs.

2.4. Create a photography/videography component of UMAC to increase visual assets, improve marketing materials, and strengthen the DSU brand.

2.4.1. Hired a new photographer and videographer.

2.4.2. Organized all existing photos and videos into a public database.

2.4.3. Took new academic, student life, facility, and athletic photos and video.

2.4.4. Offered free headshots to campus.

2.4.5. Created a new photo studio.

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

3.1. Increase and improve marketing and public relations campaigns.

3.1.1. The perception study needs to be accomplished. We need to pick a research marketing partner and do the study.

3.1.2. The website needs to be finished. This is a massive project that involves virtually everyone on campus.

3.1.3. The digital campaign needs to be evaluated and we need to see if the results were worth the investments.

3.2. Improve DSU campus/community events and increase attendance.

3.2.1. With the increase of campus events and attendance, an additional events coordinator needs to be hired.

3.3. Improve UMAC services to campus.

3.3.1. This is an ongoing quest to streamline and improve marketing and communication services.

3.4. Create a photography/videography component of UMAC to increase visual assets, improve marketing materials, and strengthen the DSU brand.

3.4.1. Now that positions have been filled, it will take time to build our photography and video assets.

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).
4.1. Strengths:
   4.1.1. Creative and talented team.
   4.1.2. Institutional and strategic plan support.
   4.1.3. Brand.

4.2. Weaknesses:
   4.2.1. Insufficient funds for marketing efforts.
   4.2.2. Lingering negative perceptions and brand confusion.

4.3. Opportunities:
   4.3.1. Division I
   4.3.2. Expanding programs and infrastructure.

4.4. Threats:
   4.4.1. Negative perceptions of higher education.
   4.4.2. Employees who bring complaints to the media.

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