DSU 2025: STATURE TO DISTINCTION
OPEN. INCLUSIVE. COMPREHENSIVE. POLYTECHNIC.

STRATEGIC PLAN
STRATEGIC PLAN STEERING COMMITTEE MEMBERSHIP

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Dr. Jason Boothe, Director of Athletics
Mr. Jason Browning, Executive Director, Institutional Effectiveness
Mr. Brooks Burr, Development Officer
Mr. David Clark, Chairperson, DSU Board of Trustees
Dr. Lauren DiSalvo, Faculty, College of Arts
Ms. Darlene Dilley, Assistant Vice President for Enrollment Management
Ms. Tiffany Draper, President, Staff Association
Ms. Taylor Godfrey, DSUSA President
Dr. Kristy Grayson, Faculty, College of Business
Ms. Jyl Hall, Director of Public Relations
Dr. Nancy Hauck, Associate Provost for Community and Global Engagement
Mr. Ryan Hobbs, Executive Director, Digital and Extended Learning
Dr. Randy Jasmine, Faculty, College of Humanities and Social Sciences
Dr. Michael Lacourse, Provost and Vice President for Academic Affairs
Dr. Michelle McDermott, Past-President, Faculty Senate
Dr. Erin Ortiz, Director, General Education
Mr. Travis Rosenberg, Executive Director, Human Resources
Dr. McKay Sullivan, Faculty, College of Science Engineering and Technology
Dr. Tasha Toy, Assistant Vice President for Campus Diversity, Chief Diversity Officer
Mr. Henrie Walton, Special Assistant to the President for Government and Community Affairs
Mr. Courtney White, Chief of Staff to the President
Dr. Linda Wright, Faculty, College of Education
GOAL TEAM MEMBERSHIP

GOAL 1  ACADEMIC DISTINCTION

Co-Chair  Dr. Lauren DiSalvo, Faculty, College of Arts
Co-Chair  Dr. McKay Sullivan, Faculty, College of Science, Engineering, and Technology

Member  Dr. Pam Cantrell, Associate Provost, Academic and Budget Planning
Member  Dr. Stephen Lee, Dean, College of Humanities and Social Sciences
Member  Dr. Olga Pilkington, Faculty, College of Humanities and Social Sciences and Assistant Director for Undergraduate Research
Member  Dr. Travis Ficklin, Faculty, College of Health Sciences
Member  Dr. Raisa Alvarado, Faculty, College of Humanities and Social Sciences
Member  Dr. Randy Jasmine, Faculty, College of Humanities and Social Sciences
Member  Ms. Katie Kamachi, Faculty, College of Business
Member  Dr. Linda Wright, Faculty, College of Education
Member  Dr. Erin Ortiz, Faculty, College of Humanities and Social Sciences and Director of General Education
Member  Dr. Nancy Ross, Faculty, College of Education
Member  Mr. Del Beatty, Assistant Vice President, and Dean of Students

GOAL 2  STRATEGIC ENROLLMENT GROWTH

Co-Chair  Ms. Darlene Dilley, Assistant Vice President for Enrollment Management
Co-Chair  Mr. Ryan Hobbs, Executive Director, Digital and Extended Learning

Member  Mr. John Bowler, Director of Alumni Relations
Member  Mr. Shadman Bashir, Director, International Student Services
Member  Mr. Bryant Flake, Director of University Budget
Member  Dr. Jeff Hoyt, Assistant Vice President for Student Success
Member  Dr. Peter Neibert, Faculty, College of Health Sciences
Member  Mr. Matt Nickodemus, Director of Strategic Analytics
GOAL 3  INSTITUTIONAL CAPACITY AND PERFORMANCE

Co-Chair  Mr. Jason Browning, Executive Director, Institutional Effectiveness
Co-Chair  Mr. Courtney White, Chief of Staff to the President

Member  Mr. Brooks Burr, Development Officer
Member  Dr. Jason Boothe, Executive Director of Athletics
Member  Dr. Kristy Grayson, Faculty, College of Business
Member  Dr. Jeffrey Jarvis, Dean, College of Arts
Member  Mr. Tom Picklesimer, Director of Student Affairs Planning and Operations
Member  Mr. Bryant Flake, Executive Director of Planning and Budget
Member  Mr. Jon Gibb, Director of Facilities Planning and Construction
Member  Mr. Gary Koeven, Chief Information Officer

GOAL 4  COMMUNITY AS UNIVERSITY

Co-Chair  Dr. Nancy Hauck, Associate Vice President for Community and Global Engagement
Co-Chair  Mr. Henrie Walton, Special Assistant to the President for Government and Community relations

Member  Dr. Kelly Brinkhurst, Faculty, College of Science, Engineering, and Technology and Director of Community Engagement
Member  Dr. Jeremy Young, Faculty, College of Humanities and Social Sciences and Director of the Institute of Politics
Member  Ms. Jyl Hall, Director of Public Relations
Member  Mr. David Clark, Chair, DSU Board of Trustees
Member  Dr. Luis Arevalo, Faculty, Director of Global Education, College of Humanities and Social Sciences
Member  Mr. Tyson Pulsipher, Director of Community and Continuing Education
Member  Mr. Rob Kramer, Director, Institute for Continued Learning
Member  Mr. Chris Gifford, Director, Hurricane and Kanab Education Centers
Member  Ms. Sheila Cannon, Administrative Specialist for Community and Global Engagement
Member  Ms. Ali Threet, Executive Director of Career Services and Student Success
Member  Mr. Shane Blocker, Assistant Director of Career Services
Member  Mr. Brook Sullivan, Alumna Events and Marketing Coordinator
Member  Hon. Jon Pike, Mayor, City of St. George
Member  Mr. Dave Gardner, Washington County School District
Member  Mr. Dean Cox, Washington County Commissioner
Member  Mr. Victor Iverson, Washington County Commissioner
Member  Mr. Gil Almquist, Washington County Commissioner
Member  Ms. Rosier Sevier, Washington County Volunteer Council
Member  Ms. Laralee Davenport, Development Manager for Digital and Extended Learning

GOAL 5 FACULTY AND STAFF LIFE

Co-Chair  Dr. Michelle McDermott, Associate Dean for Health Sciences and Immediate Past President of the Faculty Senate
Co-Chair  Ms. Tiffany Draper, Director of New Student and Family Programs and President of the Staff Association
Member  Mr. Travis Rosenberg, Executive Director, Human Resources
Member  Ms. Kathleen Broeder, Assistant Librarian and Special Collections/archivist
Member  Dr. Angie Child, Faculty, College of Education
Member  Mr. Spencer Chatland, Custodian, Facilities Management
Member  Ms. Stacy Schmidt, Public Relations, Publications Coordinator
Member  Mr. Blair Barfuss, Director of Public Safety, Chief of University Police
CONSULTANTS

AASCU-Penson Center for Professional Development

Dr. John Welty, Senior Associate
Dr. Dene Thomas, President Emerita, Fort Lewis College
INSTITUTIONAL CORE THEMES

Learning

Preparing knowledgeable and competent active learners, by delivering excellent teaching in a student-centered environment.

Engagement

Maintaining active involvement and positive collaboration with students, faculty, staff, and the community to foster economic and community development, facilitating educational, cultural and recreational enrichment.

Opportunity

Valuing inclusion, access, diversity, equity, service and citizenship
STRATEGIC PLAN DEVELOPMENT TIMELINE

2019

June  Initial Planning by President’s Cabinet
August  Selection of Consultants
September  Appointment of Steering Committee
October  Initial campus meetings with consultants
November  Finalize Vision, Mission, Core Values, Core Themes, Select Goals

2020

January  Finalize Outcomes
April  Finalize Strategies
April  Complete Draft of Strategic Plan
May  Finalize the Strategic Plan
June  Finalize an Implementation Plan
July  Approval by DSU Trustees and USHE Regents
August  Launch 2020-2025 Strategic Plan
ANALYSIS OF STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS

Strengths
Location (9)
Affordability (6)
Faculty, Staff, Administrative Determination / Grit (6)
Small Class Size (5)
Growth of Enrollment and Academic Programs (5)
Agility/Ability to Change (4)
Active Learning/Commitment to Teaching (4)
Marketing/Branding (3)
Student Centered (2)
Campus Leadership (2) Commitment to Innovation (2) Movement to Division 1 Athletics (2)
Community Engagement (2)

Suggested Areas of Improvement
Student Retention/Graduation Rates (6)
Data Governance/Use of Analytics/ Data Based Decision Making (5)
Funding – State and Private (5)
Information Technology Support/Capacity and Equipment (4)
Improve Academic Reputation/Credibility (4)
Faculty/Staff Compensation (3)
Increase Hiring of Full-time Faculty (3)
Improve Parking (3)
Increase Facilities and Renovate Older Buildings (3)
Improve services to adult learners (2)
Add Day Care Facilities (2)

Opportunities for University
Focus Academic Program Growth on Career Focused areas such as STEM, Health Careers, Technology/ Polytechnic Emphasis (6)
On-Line Programs (5)
Graduate Programs (5)
Division 1 Athletics Including Women's Programs (5)
Improve Academic Identity/Reputation (4)
Serve Adult Learners (4)
Increase Community Engagement/Partnerships in Select Areas (4)
Leverage Location (3)
Private Fundraising/ Alumni Engagement (2)

Areas of Distinction
Location (9)
Personal/ Friendly Oriented Campus Community with Small Classes (8)
Affordable/ High Value Educational Experience (6)
Active Learning Emphasis in the Curriculum (5)
Commitment to Innovation/Innovation Plaza (4)
Open Enrollment (3)
Momentum Created by Growth (3)
Community Engagement (3)

Threats to the University
Disruptive Competition/ On Line Programs (7)
Legislatively Mandated Governance and Direction for Higher Education in State (6)
Internal Siloing as Campus Grows (4)
Managing Growth Effectively (4)
Sufficient State and Private Funding including Division 1 Athletics (4)
Student Retention and Graduation Rates (3)
Lack of Real Estate for the Campus (2)
MISSION

Dixie State University is an open, inclusive, comprehensive polytechnic university featuring active and applied learning to advance students' knowledge and skills while fostering competent, resilient, lifelong learners to succeed in their careers and personal lives as creators, innovators, and responsible citizens.

VISION

Dixie State University aspires to be a premier open, inclusive, comprehensive polytechnic university distinguished through an ethos of innovation and entrepreneurship and the achievement of exceptional student learning and success.
VALUES

Academic Distinction

Excellence as an open, inclusive, comprehensive, polytechnic university that distinguishes DSU from other universities

Student Learning and Success

Achievement of learning outcomes and the attainment of an academic award or other educational goal, including holistic personal development

Equity and Inclusion

A community of diverse individuals, ideas, and beliefs who practice and facilitate open and civil discourse and collaboration

Purposeful Discovery

Creative thinking and acting across boundaries to solve complex problems both individually and collaboratively

Collaborative Culture

An open culture grounded on principles of honesty, integrity, sharing, transparency, accountability, mutual respect, and freedom of inquiry

Public Service

Effective leadership of civic, educational, economic, and cultural entities and initiatives to transform communities

Local and Global Resources

Mutually beneficial partnerships that engage and integrate local and global resources into learning experiences, with a special emphasis on southern Utah

Innovation and Responsiveness

Responsive to local and regional needs and opportunities through institutional innovation and entrepreneurship
DEFINITIONS

Active Learning
An instructional method that engages learners in the learning process by requiring them to do meaningful activities and think about what they are doing as opposed to passively listening to an expert. It emphasizes higher-order and critical thinking, application of knowledge, metacognition, and often involves collaborative group work and experiential learning. When learning is active, learners do most of the work. It requires the learner’s own mental involvement and application of the knowledge they have learned. Learning at DSU should be fast-paced, fun, supportive, personally engaging, and focused on achieving clearly specified desired learning outcomes. Active learning is not teacher-centered or passive—it is learner-centered, i.e., it involves more than just passively listening to a person lecture on a topic. Learners in an active learning environment are doing things and simultaneously thinking about the work done and the purpose behind it so that they can enhance their higher-order thinking capabilities and skills.

Adult Students
Individuals aged 25 and over, or as otherwise defined in DSU policy

Applied Learning
An instructional method where students learn by engaging in direct application of skills, theories, and models to real-world or hypothetical problems. It can occur outside of the classroom or be embedded within a classroom environment.

Authentic Learning
An instructional method that involves real-world problems and contexts that mirror the work and environment of professionals. Ideally, learning occurs under real world conditions in the community, but may also occur in a simulated environment on campus. The outputs of this learning form typically involve a presentation of findings or outcomes to external groups or an evaluation by working professionals.
Comprehensive Polytechnic

A comprehensive polytechnic university provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. The university model is specifically characterized by the dimensions of active, applied and authentic learning, career-focused degree programs and readiness, the infusion of professional expertise and organizations within the learning experience, and the blending of liberal arts and sciences with professional degree programs.

Creation

The act of generating original and unique ideas, imaginations, and possibilities and expressing the idea in some form.

Equity Gap

Any disparity in a metric, like graduation rate or term-to-term persistence, along racial, socioeconomic, gender, or other demographic grouping.

Entrepreneurship

The capacity and willingness to design, develop, organize and manage a venture along with any of its risks to create value and achieve a maximal profit or advance a social purpose or both.

Inclusion/Inclusive

The provision of equal access and opportunities to individuals who might otherwise be excluded or marginalized. Inclusive teaching and learning recognize all student’s entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. The design of inclusive teaching and learning aims to eliminate equity gaps based on gender, age, socioeconomic status, race, ethnicity, neuro-cognitive-physical ability level, and other unique circumstances.

Innovation

The process of generating or applying a new idea to solve a validated problem and converting the idea into a viable and adoptable solution, product, system, or practice that adds value to an individual, organization, or society.
**Lifelong Learning**

The continuing development of knowledge and skills that people experience after formal education and throughout their lives. Lifelong learning builds on prior learning as it expands knowledge and skills in depth and breadth.

**Open**

Refers to “Open Education”, which is a particular way of providing education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customizable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects the two. Open education is characterized by transparency, sharing, collaboration, and community.

DSU will initially adopt the OpenEdu framework created by the European Commission in 2016 and adopted by universities worldwide. The OpenEdu framework features ten dimensions of open education, including “what” is opened and “how” education is opened. The six core dimensions defining the “what” are: 1) open access; 2) open educational resources; 3) open educational practices; 4) recognition/certification of formal and non-formal learning; 5) open research and innovation; and 6) collaboration. The four enabling dimensions define “how” education is opened: 7) strategy; 8) leadership; 9) technology; and 10) quality metrics.


**Premier**

Best in class

**Region**

The Utah System of Higher Education defines the DSU service region as Washington and Kane counties. The functional service region is defined more broadly as the geographical area designated for primary student recruitment and where the majority of post-graduates find employment. Other colleges and universities located within this functional service region include: Tier 1--Utah Valley University, Southern Utah University, University of Nevada-Las
Vegas, College of Southern Nevada, Mojave College, Nevada State College, and Tier 2--Salt Lake Community College, University of Utah, Weber State University, Northern Arizona University, California State University-San Bernardino, and California Polytechnic State University-Pomona.

**Responsible Citizen**

A responsible global citizen is an individual with the requisite civic and intercultural knowledge about his or her role in the community, state and world to be an active agent in making the world a better place to live and preventing injustice in social, economic, and environmental sectors.

**Student Learning and Success**

Student learning refers to an individual's achievement of specified student learning outcomes defined at the institutional, program and course level. Student success refers to the attainment or completion of a degree, program of study or other educational goal, including holistic personal development.
TENETS OF OPEN EDUCATION, INCLUSION, AND COMPREHENSIVE POLYTECHNIC

Open Education
Share, Collaborate, Transparent, Community
- Open Access
- Open Educational Resources
- Open Educational Practices
- Recognition of formal and non-formal learning
- Collaboration with Networks and Community
- Open Science, Scholarship, Innovation, Entrepreneurship

Enabling Conditions
- Open Education Institutional Strategy
- Open Source Technologies
- Open Education Leadership and Governance
- Open Education Quality Assessment Plan

Inclusion
- Equitable access and opportunity for diverse individuals to work, learn and succeed
- Recruitment and retention of diverse faculty, staff, students
- Inclusive Pedagogy/Andragogy
- Enabling institutional support services
- Engagement with community services and human networks

Comprehensive Polytechnic
- Active and Applied Learning
- Career Focused Programs and Readiness
- Community engagement for authentic learning
- Blended liberal arts and professional education
TENETS OF CREATION, INNOVATION AND ENTREPRENEURSHIP

For Students:

1. **Exposure** to opportunities and best practices for creation and/or innovation and/or entrepreneurship

2. **Engagement** in focused and scaffolded short-term experiences in creation and/or innovation and/or entrepreneurship

3. **Immersion** over a sustained period of time in the experience of creation and/or innovation and/or entrepreneurship

4. **Impact and outcomes** of a completed creation and/or innovation and/or establishment of a new business or social venture

For Faculty and Staff:

1. **Knowledge, skills and mindset** as a creator and/or innovator and/or entrepreneur

2. **Opportunities and encouragement** to be curious and to improve

3. **Collaborate, share, and communicate** internally and externally

4. **Experimentation, risk tolerance and embracing failure**

5. **Recognition and rewards** for creating and/or innovating and/or institutional entrepreneurship

For Community:

1. **Knowledge, skills and mindset** as a creator and/or innovator and/or entrepreneur

2. **Resources and support** to design, build, make, create, iterate

3. **Collaborate, share, and communicate** with fellow citizens and DSU

4. **Experimenting, risk taking and embracing failure**
5. **Access to funding and other resources** to create and/or innovate and/or build a business or social entity

**INSTITUTIONAL LEARNING OUTCOMES**

Dixie State University Institutional Learning Outcomes (ILOs) are the knowledge, skills, abilities, and attitudes students are expected to develop as a result of their overall experiences with any aspect of our University including courses, programs and student services. ILOs are designed to help guide individual departments and disciplines in the development of their student learning outcomes and to help shape the decision-making processes of the University.

**Skills**

Develop discipline-specific skills and foundational skills in information literacy, quantitative reasoning, critical and creative thinking, inquiry and analysis, teamwork, leadership, and varied modes of communication.

**Knowledge**

Achieve comprehensive knowledge of discipline-specific area(s) of study and of human cultures and the physical and natural world, through engagement with contemporary and enduring questions.

**Innovation**

Synthesize and collaborate across general and discipline-specific studies for creative resolution of complex and unscripted problems within and beyond the university campus.

**Responsibility**

Acquire civic, community, and intercultural knowledge and develop social competence while engaging as a responsible, global citizen.

**GRIT**

Develop passion and perseverance towards long-term goals despite significant obstacles
MISSION-ALIGNED CORE INSTRUCTIONAL METHODS

1. Active Learning
2. Applied Learning
3. Authentic Learning
4. Inclusive Pedagogy/Andragogy
5. Student-centered
AREAS OF DISTINCTION

The Place

- Located among dramatic natural beauty
- Year-round sunshine and warm-weather
- World class outdoor recreation
- Fastest growing metropolitan area in America
- Located adjacent to Zion National Park, Grand Canyon National Park and Las Vegas

The University

- Open enrollment
- Career-ready graduates
- Most affordable university in Utah and southwest
- Safest universities in America
- Exceptional value
- Learning is active, applied, authentic and inclusive
- Faculty and staff commitment to student learning and success
- Ethos of innovation and entrepreneurship
- Deep community engagement
- Enriched student life
- Institutional momentum
PEER UNIVERSITIES

Current peer group: USHE

Fellow USHE institutions remain an important peer group when discussing enrollment, state funding, and legislative performance-based measures. They often may not provide the best comparison, however, for present realities or future aspirations.

- Salt Lake Community College
- Snow College
- Southern Utah University
- University of Utah
- Utah State University
- Utah Valley University
- Weber State University

Current peer group: Operational

Operational peers are designed to provide a comparable set of institutions to use when discussing current operations, enrollment, academic, and/or student activities. Rather than focus on the future, these institutions should be primary comparators when focusing on present realities.

- Montana State University Billings
- Southern Utah University
- University of Central Missouri
- University of Tennessee at Martin
- Utah Valley University
- Washburn University
- Weber State University
- Western Colorado University

Current peer group: Aspirational

In contrast, aspirational peers are designed to provide a set of institutions to use when discussing future operations, enrollment, academic, and/or student activities. These institutions should mirror aspects of the intentions or aspirations of DSU throughout the strategic plan period.

- California State Polytechnic University Pomona
- Florida Institute of Technology
- Montana Technological University
- New Mexico Institute of Mining Technology
- Oregon Institute of Technology
- Purdue University Ft. Wayne
- University of Akron
- University of Wisconsin – Stout
STRATEGIC ORGANIZATIONAL, NETWORK AND CONFERENCE AFFILIATIONS AND PARTNERSHIPS

Academic Organizations
● Open Education Global
● Association of Independent Technological Universities
● American Association of State College and Universities (AASCU)
● Association of American Colleges and Universities (AACU)

Other Organizations
● Utah System of Higher Education (USHE)
● Western Interstate Commission on Higher Education (WICHE)
● Utah Education Network (UEN)

Networks
● Public Interest Technology University Network

Conferences
● Open Education Conference
● Open Educational Resources Conference
● Polytechnic Summit

2025 STRATEGIC GOALS
GOAL 1  Academic Distinction

Establish regionally distinctive academic programs by integrating the characteristics of open education, inclusion, active, applied and authentic learning, and career-focused preparation, while sustaining the prominence of the liberal arts and sciences as the foundation of exceptional student learning and success.

GOAL 2  Strategic Enrollment Growth

Increase university enrollment to 16,000 through strategic, innovative, and data-informed initiatives and marketing focused on inclusive and affordable lifelong learning opportunities, with a special emphasis on student retention, academic success, and completion by identifying and lowering critical economic, technological, geographical, and institutional barriers.

GOAL 3  Institutional Capacity and Effectiveness

Establish a culture of evidence-based performance management to optimize financial, facility, human, and information technology capital to elevate capacity and effectiveness.

GOAL 4  Community as University

Partner with Washington County and Kane County cities to blend the University main campus with regional public and private spaces, human networks, organizations, and resources to formally designate and operate “Dixie State UniverCity,” an open, integrated and vibrant southern Utah learning ecosystem providing exceptional learning opportunities and social and economic impact.

GOAL 5  Faculty and Staff Life

Cultivate a healthy and thriving faculty and staff life that emphasizes good work/life balance, comparable and transparent compensation, ongoing professional development, a diverse and inclusive environment, and the recruitment and retention of ambitious faculty and staff who are inspired to grow this great university and whose values and career aspirations align with the Mission and Vision of the institution.
GOAL 1—ACADEMIC DISTINCTION

Goal Statement: Establish regionally distinctive academic programs by integrating the tenets of open education, inclusion, active and applied learning, and career-focused preparation, while sustaining the prominence of the liberal arts and sciences as the foundation of exceptional student learning and success.

Co-chairs: Dr. Lauren DiSalvo and Dr. McKay Sullivan

Desired Outcomes

1. By 2025, policies, practices, and systems will be implemented that establish an integrated ecosystem of open and inclusive teaching and learning complemented by student-centered support services to foster exceptional student learning and success.

2. By 2025, the University will provide students with a curricular and co-curricular experience consistent with peer comprehensive polytechnic universities.

3. By 2025, all associate degree students will complete at least one high impact experience and all baccalaureate students will complete at least two high-impact experiences, one within the first 30 credits and the second during the final 60 credits as per USHE requirements.

4. By 2025, all tenure line faculty will be engaged in an ongoing program of innovation, scholarship or creative activity, with a preference towards collaborative work with students.

5. By 2025, all academic colleges and the majority of academic departments will continually collaborate with community, regional and national organizations, industries, and professionals through formal and informal advisory groups and networks that provide insights, currency, resources and inform career preparation.

Strategies

1. Implement academic policies, practices, award programs and student support services aligned with the DSU tenets of open education and inclusion.

2. Modify all curricular and co-curricular programs to align with the DSU tenets of a comprehensive polytechnic university.
3. Develop or modify programs to be career-focused leading to a broad spectrum of employment opportunities for diverse student populations.

4. Establish a culture of inclusion and a framework of support for faculty and students to engage in collaborative and interdisciplinary innovation, scholarship, research, or creative activity.

5. Develop, support, and evaluate transdisciplinary and inclusive high-impact practices for upper division students.

6. Strengthen the academic impact and flexibility of the General Education (GE) Program. Through the GE program, introduce students to active, applied, authentic, and inclusive instructional methods.

7. Modify and expand faculty professional learning and support of instruction to focus on the core instructional methods of active, applied, authentic and inclusive, and the achievement of student learning and success.

8. Create opportunities for diverse lifelong learners to succeed through flexible and customized instruction, scheduling, pacing, pricing, and learning preferences.

9. Develop flexible infrastructure that supports the recognition and certification of formal and non-formal learning through academic credit, non-academic credit, stacked credentials, customized micro credentials, digital badges, competency-based credit and credit for prior learning.

10. Implement an integrated and coordinated student career development and readiness strategy involving central and college career services along with academic programs.

**Strategy #1:** Implement academic policies, practices, award programs and student support services aligned with the DSU tenets of open education and inclusion.

**Subcommittee Members:** Dr. Pam Cantrell and Dr. McKay Sullivan

**Implementation Leader:**

**Introduction and Background**
If DSU is to realize its aspiration to become a truly open and inclusive comprehensive polytechnic university, then what we teach, how we teach, and how students access the curriculum must change. We believe that education is the great equalizer and can open opportunities for everyone, provided the right opportunities and access exist.

Current literature supports the outcome that inclusive pedagogies can promote a sense of belonging among students, leading to learning and persistence, and that inclusive pedagogy is inherently open and open pedagogies are most certainly inclusive. The Center for Research on Learning & Teaching at the University of Michigan identifies that an open and inclusive learning environment results when “all students are treated equitably, have access to learning, and feel welcome, valued and supported in their learning.” In addition, faculty must “attend to social identities and seek to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals’ experiences of those spaces, and influence course and curriculum design.”

**Contribution to Desired Outcomes**

This strategy will contribute to Outcome 1 that addresses the promotion of an open and inclusive campus.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD

**Actions and Elements**

1. By 2021 the Diversity Inclusion Committee will complete a plan to become an open access and inclusive university and to advance educational equity.
   
   a. Develop or modify existing policies, procedures, practices, and systems for DSU to become an open access and inclusive university.
   
   b. Establish goals for achieving educational equity.
   
   c. Define what the observable/measurable indicators of “open access” and “inclusive” are and develop a plan for how to assess them.
d. Establish an open access and inclusive evaluation protocol for academic and student services and set goals for annual improvement.

e. Develop an achievable timeline of actions by December 2020, including collaborations with other entities, and benchmarks to be met by 2025.

2. Adopt OER in 50% of lower division large enrollment courses (large = 100+ students/semester) by 2025 and establish OEP as the DSU standard of practice for curriculum development and instruction by 2022.

   a. Re-engage the interdivisional faculty and staff committee to advise the university about the planning, deployment and adoption of OER and OEP.

   b. Modify or create new policies that provide guidance and incentivize faculty adoption of OER and OEP.

   c. Hire an OER/OEP professional to lead and manage the development of guidelines, processes, support, and timeline for implementing OER in 50% of large enrollment courses and adopting OEP as the standard of practice for curriculum development and instruction.

   d. Identify and deploy free and open source software to create, reuse, publish and share OER.

   e. Establish library hours so that students without access to computers have access to OER for their classes.

   f. Create a zero textbook cost option for general education courses

   g. Establish a means to fund OER sources, such as a small fee.

3. By 2025, 50% of academic programs will meet the criteria established through Action 1 for open and inclusion. To achieve this goal, the Curriculum Office will coordinate with deans and chairs to:

   a. Identify and review six existing programs per year to strengthen and/or incorporate open and inclusive tenets into their programs; and

   b. Ensure that all new program proposals incorporate the tenets of open and inclusive pedagogy.
4. By 2022 provide resources and training for faculty in open and inclusive course design and delivery.
   a. Provide ongoing professional development workshops in open and inclusive pedagogy/andragogy.
   b. Establish policies and practices for assessing and improving open teaching materials and approaches.
   c. Provide and implement a phone and online support system open to all learners that provides advice on self-learning pathways, tutorials, and any other type of suitable support for open learning.

5. Select two underserved student populations and implement comprehensive inclusion strategies to serve as exemplars of inclusive learning for additional underserved student populations.
   a. Convene an internal/external working group for each selected population to develop a feasibility plan for implementation of support that includes, at minimum, economic, social and technical considerations, best practice pedagogies, and a timeline.
   b. Seek external funding to support initiatives through federal and state grants, charitable foundations and private donors.
   c. Implement faculty professional learning workshops on best instructional practices for selected student populations.
   d. Implement according to the approved timeline.

6. Establish criteria for student learning and success and set goals for annual improvement at the program level. Establish institutional benchmarks for achieving the standard of “exceptional learning and success” specified in the Vision.

7. Create intentional curricular and co-curricular opportunities for students to experience failure and develop personal resilience.

8. Increase the number of academic programs participating in the Four-in-Four Initiative by a minimum of two per year and the proportion of students receiving two or more academic awards by 5% per year.

9. Create an annual Presidential or Distinguished Professor Award for excellence in inclusive teaching with a monetary award consistent with the other awards.
10. Add evaluation of inclusive teaching practices in peer, supervisor, and tenure/promotion evaluations.

**Potential Models and Useful Information**

University of Michigan - The Research Basis for Inclusive Teaching  
[http://www.crlt.umich.edu/research-basis-inclusive-teaching](http://www.crlt.umich.edu/research-basis-inclusive-teaching)

William & Mary - Neurodiversity: Creating an Inclusive College Classroom  
[https://www.wm.edu/sites/neurodiversity/documents/utp_presentation.pdf](https://www.wm.edu/sites/neurodiversity/documents/utp_presentation.pdf)

The Chronicle of Higher Education - Serving Neurodiverse Students  

University Business - Marking learning outcomes achievable for neurodiverse students  
[https://universitybusiness.com/making-learning-outcomes-achievable-for-neurodiverse-students/](https://universitybusiness.com/making-learning-outcomes-achievable-for-neurodiverse-students/)

“OER FIELD GUIDE FOR SUSTAINABILITY PLANNING: Framework, Information and Resources”  

**Implementation Timeline:**

TBD

**Strategy #2:** Modify all curricular and co-curricular programs to align with the DSU tenets of a comprehensive polytechnic university.

**Subcommittee Members:** Dr. Pam Cantrell and Dr. McKay Sullivan

**Implementation Leader:**

**Introduction and Background**

Alignment with our vision as an open inclusive and comprehensive polytechnic institution presents many opportunities to become academically distinctive. Being intentional about rigor and quality across the spectrum of programs will provide pathways to success for all students regardless of ability, disability, or social identity. This will invite the need for substantive measures of educational effectiveness to track our journey.
Actualizing rigor in our classrooms is less about the degree of difficulty of the work and more about the degree of appropriately challenging work; less about knowledge and skills and more about creativity and analysis; and less about hard classes and more about rich learning environments. Rigor can and should be present in every course in every program at every level from basic to complex.

Actualizing quality in our classrooms occurs when students achieve learning outcomes with high expectations and encounter transformative learning experiences through inquiry in the classroom, studio, laboratory, and field activities that are embedded within the curriculum. It occurs when faculty collaborate with students in a culture of active learning, discovery, professional practice, and creative work. It occurs when students learn to engage in metacognitive activity to regulate and evaluate their own learning.

**Contribution to Desired Outcomes**

TBD

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD

**Actions and Elements**

1. Define, differentiate and characterize active, applied, and authentic learning as core instructional methods of a polytechnic education.

2. Strengthen and promote the recently approved Teacher-Scholar faculty model by developing guidelines and incentives for faculty to adopt instructional methods and conduct scholarship aligned with active, applied, and authentic learning as well as career readiness.

3. Develop and implement university-wide rubrics to guide and evaluate effective instructional design in all formats.

4. A resource model for active, applied, authentic and inclusive learning will be established for new academic program creation, modification or discontinuation, by requiring validation of available internal and external resources.
5. Ensure that all academic award programs have the essential characteristics of quality and rigor in a polytechnic education that foster student learning and success:
   a. stacked credentials within programs
   b. active and applied learning methods in 50%+ of program courses
   c. integrated career readiness programs and experiences,
   d. transformational authentic learning opportunities/high-impact practices.

6. DSU will deploy a contemporary undergraduate liberal arts curricula, including majors, emphases, and minors that will integrate with and complement the polytechnic educational model and general education programs.
   a. CHaSS and COTA will complete market needs analyses for potential new emphases, minors, or degree programs.
   b. CHaSS will explore demand and feasibility for new academic awards in economics, political science and religious studies. Where need is established, CHaSS will develop and implement programs contingent on available resources.
   c. CHaSS and COTA will explore opportunities to create applied interdisciplinary programs combining liberal arts with CSET, COB, and COHS programs.

7. Each college will establish advisory groups and/or professional networks to advise on curriculum and career-readiness and acquire mission-critical resources.

8. Each college and/or award program shall establish partnerships with regional, national and international organizations and individuals to provide students with access to authentic learning experiences.

**Potential Models and Useful Information**

University of Wisconsin-Stout
https://www.uwstout.edu/about-us/mission-values/our-polytechnic-advantage

Delft University of Technology
Impact for a better society - TU Delft Strategic Framework 2018-2024

**Implementation Timeline:**

TBD
**Strategy #3**: Develop or modify programs to be career-focused leading to a broad spectrum of employment opportunities for diverse student populations.

**Subcommittee Members**: Dr. Stephen Lee

**Implementation Leader:**

**Introduction and Background**

As we move toward an open and inclusive campus, we must have programs that all students can access and achieve their academic goal regardless of academic ability, disability, or social identity. In our STEM programs, more on/off ramps are needed as are mid-level degrees that lead to careers that support the high-end professionals such as engineering technology or mechatronics.

Expanding our association with local, regional, and global entities will increase the real-world connections needed to inform the direction of our degree programs. Working in concert with these entities to develop the most desirable skills and content knowledge needed in today’s employment market will strengthen our program outcomes.

**Contribution to Desired Outcomes**

Outcome 1, 2

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD

**Actions and Elements**

1. Each college will identify current and emerging career ladders and implement aligned academic award programs of all types that prepare students with diverse academic preparation for employment opportunities in their preferred career category.

2. Expand and formalize collaboration with local, regional, statewide and global entities that will provide a real-world connection and inform our
diverse academic award programs. This should be a coordinated effort alongside Goal 2, Strategy 4, action item #2.

a. Each college shall have an Advisory Board operational by 2022 in a manner determined by the unique needs of the programs in the college.
b. College advisory board members should have the expertise to provide insight about requisite knowledge, skills and attitudes for hierarchical entry points in a career ladder.
c. College and program advisory teams, in collaboration with appropriate university offices, will identify and implement resources and student support services necessary to support diverse student learning and success.

3. Redesign requirements and expectations for internship experiences to become more authentic through alignment with the job requirements of the careers served by their academic award programs. This corresponds with Goal 2, Strategy 7, action item #3.

a. Formal agreements will be established with internship sites to specify and ensure the relevance and efficacy of the planned internship experience
b. An internship should be related to the student's major field of study
c. Personalized learning goals should be established for an internship experience

Potential Models and Useful Information

Implementation Timeline:

TBD

Strategy #4: Establish a culture of inclusion and a framework of support for faculty and students to engage in collaborative and interdisciplinary innovation, scholarship, research, or creative activity.

Subcommittee Members: Dr. Olga Pilkington, Dr. Travis Ficklin

Implementation Leader:

Introduction and Background

Discussions of Undergraduate Research (UR) inevitably focus on the experiences and benefits for students; however, student success would not be possible without faculty (Morales et al. 2017). The work of the research mentors often goes unnoticed, and it might prove challenging to recruit new
faculty to participate in UR (Brew and Mantai 2017; Free et al. 2015; Eagan et al. 2011) without due institutional support. Research shows that UR-involved faculty are instrumental for successful undergraduate research experience and professional development of students (Brew and Mantai 2017: 553). While many large universities “typically emphasize research productivity over engagement with and mentoring of undergraduate students,” (Eagan et al. 2011: 152), DSU should seize an opportunity to establish strong mentoring and collaborative ties among student-researchers and faculty leaders. Studies also show that in the last three decades many universities “increased their expectations of faculty members’ engagement with students” (Eagan et al. 2011: 153; O’Meara and Braskamp 2005). As a result, it became clear that “undergraduate students tend to rely on faculty to establish mentoring relationships, as many students lack the self-awareness or assertiveness to find a mentor on their own” (Eagan et al. 2011: 155). As Malachowski et al. (2015: 4) note, UR practices “lead to more creative and dynamic learning environments.” It is imperative for DSU to cultivate and support faculty engaged in undergraduate research.

**Contribution to Desired Outcomes**

Outcomes 1, 2, 3, and 4.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD

**Actions and Elements**

1. Identify and provide additional funding to support mentored student scholarship, research, creative activities, or innovative practices through faculty course release, mini-grants, travel, start-up funds, and student research and travel.

2. By 2025, transition the Director of Undergraduate Research position into a full-time position and form the Office of Research and Sponsored Programs to support faculty and student research affairs and to facilitate the implementation of an open-access science, scholarship, research and innovation.
3. By 2025 increase the number of interdisciplinary undergraduate research or creative activity projects by 25% and all undergraduate research projects by 30% from the baseline in 2020.

4. By 2025 expand by 100% from fall 2020 the annual number of students actively participating in individual or team-based innovation and entrepreneurship projects through Atwood Innovation Plaza.
   a. Implement a western regional student recruitment strategy targeted at individuals who aspire to become innovators and entrepreneurs
   b. Design and implement innovative curriculum and co-curricular activities in innovation and entrepreneurship
   c. Implement a communications plan to promote the DSU Vision of a premier culture of innovation and entrepreneurship
   d. Design and implement a plan to acquire the resources to continually expand the scope and impact of innovation and entrepreneurship

5. Establish policies and systems to make university-generated data publicly available without infringing on copyright or jeopardizing opportunities for faculty to publish elsewhere.

6. Create an open innovation zone by establishing policies that grant intellectual property rights to creators; with a proportion of those rights voluntarily transferred to DSU Innovation Foundation.

7. Establish a culture of open research and collaboration via open data and citizen science/scholarship.

8. Establish an internal/external advisory council to coordinate and support faculty and student scholarship and creative activity.

9. Use data collected by the Task Force on Creating a Culture of Research, Innovation, and Creative Activity to create or modify policies about academic freedom, IRB, IACUC, misconduct in research, export control, gifts/donation, indirect costs, conflict of interest.

10. Identify reputable open access academic journals (including in-house DSU publications) and stimulate and support faculty and student submissions to those journals.

11. Promote faculty-student collaboration through visibility of research activities in the faculty profiles on the DSU web page. Create an online forum where faculty and students can promote their research, learn about other research at DSU, and find collaborators to create
transdisciplinary/interdisciplinary research opportunities.

12. Emphasize and promote student and faculty engagement in innovation, scholarship and creative activity aligned with the 17 Sustainable Development Goals (SDGs) adopted by the United Nations member States in 2015.

**Potential Models and Useful Information**


Free, R., S. Griffith and B. Spellman (2015). “Faculty workload issues connected to undergraduate research,” *New Directions for Higher Education* 169: 51-60. DOI: 10.1002/he.20122


Morales, D. X., S. E. Grineski, and T. W. Collins (2017). “Faculty motivation to mentor students through undergraduate research programs: A study of


**Implementation Timeline:**

TBD

**Strategy #5:** Develop, support, and evaluate transdisciplinary and inclusive high-impact practices.

**Subcommittee Members:** Dr. Randy Jasmine, Katie Kamachi

**Implementation Leader:**

**Introduction and Background**
We want to encourage students from varying and disparate disciplines to collaborate and engage in unifying holistic approaches to solve complex real-world problems, thus increasing their cultural agility and critical thinking. Structures already exist at DSU to encourage transdisciplinary collaboration, but these structures need to be supported more at the college and university levels. An inventory of high-impact practices needs to be implemented with an eye toward both increasing the number of opportunities for students to participate and improving the inclusivity of all such practices. The list of high impact practices used by the university comes from the 2017 USHE initiative on HIPs listed below in strategy #5 addendum A.

**Contribution to Desired Outcomes**

Outcomes 1, 2, 3, 4

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

1. **Goal 2 Strategic Enrollment Growth**
2. **Goal 4 Community as University**
3. **Goal 5 Faculty and Staff life**

**Actions and Elements**

1. Standardize and formalize categories for high-impact practices.

2. Collaborate with the Office of Institutional Effectiveness to develop a method for tracking participation in high-impact practices and assessing the effects of participation on student learning and success.
   a. Include assessment results for high-impact practices in annual department reports.
   b. The faculty (the Faculty Excellence Committee might be appropriate for this) and CTL should collaboratively develop effective rubrics for evaluating all listed high-impact practices.
   c. Make the use of high-impact practices a part of the supervisor evaluation of teaching.

3. Where appropriate, provide support for faculty to design and implement high impact practices, with an emphasis on transdisciplinary experiences. This corresponds to Goal 4, strategy 1, action item #5.
   a. Beginning in 2021, ten academic award programs will be revised annually to embed high impact practices. By 2025 all degree programs...
will provide all student majors with a high impact experience at the upper division embedded within the program of study.

b. Incorporate mentorship of high-impact practices in the annual faculty activity plan (AFAP).

4. Increase access to high impact practices such as internships, faculty-student innovation and scholarship, service learning, domestic cultural immersion, and study abroad and exchange by increasing funding and expanding opportunities for such options.
   a. Make complete coverage scholarships available specifically for underrepresented students to facilitate participation in high impact practices.
   b. Consider factors like foreign languages and geography when making choices for high-impact programs so as to be more inclusive and appealing to our students.
   c. Develop and institute a payment plan system with accounting/financial aid to allow more students to take part in high impact practices without having to provide payment totally up front.
   d. Every program should explore how HIPs can be scaled through their curricular requirements.
   e. Explore how graduation plans can leave room for a high impact practice, like study abroad, that may fall outside of the major coursework.

5. Establish opportunities each semester for students to showcase the outcome(s) of their high impact experience.

6. Charge each college with implementing a framework for experiential learning that connects work experiences with program learning outcomes.

7. By 2025, at least 10% of undergraduate students will participate annually in domestic cultural immersion, international exchange or international study abroad programs.

8. By 2025, 10% of full-time faculty will annually participate with students in study abroad or other international exchange or partnership programs.

9. By 2025, every first time-full time freshman will complete the Trailblazer Connections or another FYE course or have participated in an alternative high impact practice experience in their first 30 credits. This corresponds to Goal 2, Strategy 7, action item #2.
10. Build and deploy authentic learning resources in all colleges through campus-community collaboration, such as simulation and immersive learning.

**Potential Models and Useful Information**


Report of High Impact Programs at the University of Utah [https://ugs.utah.edu/annual-reports/UGS%20HIP%20document-MS-April%202016_.pdf](https://ugs.utah.edu/annual-reports/UGS%20HIP%20document-MS-April%202016_.pdf)

Northeastern University - Research Institute for Experiential Learning Science [https://riels.northeastern.edu/](https://riels.northeastern.edu/)


IUPUI RISE Program [https://due.iupui.edu/student-success/student-initiatives/riese-program/index.html](https://due.iupui.edu/student-success/student-initiatives/riese-program/index.html)

**Strategy #5 Addendum A**

Utah State System of Higher Education List of High Impact Practices:
- a. First-Year Experiences
- b. Common Intellectual Experiences
- c. Learning Communities
- d. Writing-Intensive Courses
- e. Collaborative Assignments and Projects
- f. Undergraduate Research
- g. Diversity/Global Learning
- h. Service Learning, Community-Based Learning
- i. Internships
- j. Capstone Courses and Projects
k. ePortfolios
l. Educationally purposeful activities that include reflection and metacognition
m. Evidence of sustained effort over an extended period of time, culminating in a major accomplishment or product, such as a report from a research project or applied learning experience (e.g. community engagement, internship, field work)
n. Vetted demonstration of one or more desired outcomes such as persistence, increased engagement, interpersonal competence, or writing proficiency.

**Implementation Timeline:**

TBD

**Strategy #6: Strengthen the academic impact and flexibility of the General Education (GE) Program.** Through the GE program, introduce students to active, applied, authentic, and inclusive instructional methods.

**Subcommittee Members:** Dr. Linda Wright, Dr. Erin Ortiz, Dr. Nancy Ross

**Implementation Leader:**

**Introduction and Background**

In 2016, a DSU Taskforce on General Education was established to provide recommendations to manage some challenges and opportunities associated with DSU’s General Education program. Changes to the Utah System of Higher Education’s (USHE) Regents’ Policy on General Education (R470) since 2011, recommendations from the Northwest Commission on Colleges and Universities, as well as the 2016 development of Dixie State University’s Institutional Learning Outcomes (ILOs) necessitated DSU to review and make at least minor General Education reforms. The R470 policy changes expanded General Education requirements beyond the conventional breadth and disciplinary areas, such as Fine Arts and Social Sciences, to incorporate a set of cross-cutting Essential Learning Outcomes derived from AAC&U’s LEAP initiative. These outcomes are,

- **Acquire Intellectual and Practical Skills:** Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, teamwork and problem solving. Also included are visual, kinesthetic, design and aural forms of artistic communication
- **Gain Knowledge of Human Cultures and the Physical and Natural Worlds:** Courses requiring study in the sciences and mathematics,
social sciences, humanities, histories, languages and the arts, focused by engagement with “big” questions – both contemporary and enduring.

- **Develop Personal and Social Responsibility:** Including community and civic knowledge and engagement – local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through involvement with diverse communities and real-world challenges.
- **Demonstrate Integrative Learning:** Including synthesis and advanced accomplishment across coherent general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Integrated learning is expected to be part of all courses and programs.

Dixie State University’s ILOs, developed in Fall 2016 by the DSU ISAAC committee in consideration of the R470 Policy Essential Learning Outcomes, are tentatively,

- **Skills:** Develop foundational skills in information literacy, quantitative reasoning, critical and creative thinking, inquiry and analysis, teamwork and varied modes of communication.
- **Knowledge:** Acquire comprehensive knowledge of human cultures and the physical and natural world, through engagement with contemporary and enduring questions.
- **Innovation:** Synthesize and collaborate across general and disciplinary-specific studies for creative resolution of complex problems within and beyond the university campus.
- **Responsibility:** Acquire civic, community, and intercultural knowledge and develop social competence while engaging as a responsible, global citizen.
- **Grit:** Develop initiative, leadership, perseverance, and excellence.

The context for the successive annual revisions to the USHE R470 policy over the last 5 years and current DSU restructuring effort are linked to national waves of reform in higher education on a scale not seen since the early 20th century with the instatement of the Carnegie credit hour. Especially since the turn of the millennia, a large and growing body of scholarship produced across disciplines has set out to re-examine the goals of higher education in the contemporary context (Kilgo, et. al., 2014; Enfield & Collins, 2008). This research recommends, without much dissent, that all students should receive an integrated breadth of disciplinary knowledge, transferable skills, and cultural competence. While the traditional, compartmentalized, post-
20th century model of General Education exposes students to a multidisciplinary breadth of knowledge (Zai, 2015), it has not, in the overwhelming majority of cases, intentionally articulated transferable skills-building or cultural competence as priorities in its menu structure. In recent years, largely in response to a preponderance of evidence and scholarship about student learning as well as civic and employment demands, colleges and universities across the United States have undertaken efforts to reform their core curricula to better prepare students to positively participate in a rapidly changing and globalized society. Dixie State University has also cautiously pursued General Education reform efforts from 2011 onward in response to these national trends as well as USHE’s decision (see Board of Regents’ Policy R470) to contractually commit to AAC&U’s LEAP Learning Outcomes as priorities for student success in higher education.

The GE Taskforce generated a report (linked below) that highlighted two phases of the General Education Reform process. The first phase was completed in Spring 2018, and the second phase, which is currently in progress, highlights most of the action items that are listed below. This Desired Outcome and Strategy is meant to continue and expand upon the work of the GE Taskforce in strengthening the academic success and versatility of DSU’s General Education program.

**Contribution to Desired Outcomes**

This strategy will contribute to Outcome 6 that addresses reimagining and strengthening the General Education program.

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD

**Actions and Elements**

1. Designate GE as an interdisciplinary academic program with affiliated faculty and a director (already established). Affiliated faculty will be responsible for designing and maintaining a contemporary and integrated GE program of study.

2. Establish requirements and expectations for designated faculty status as a GE Faculty member (similar to Graduate Faculty).
3. Increase the number of GE courses with embedded high-impact practices in each GE area from the 2020 baseline number.

4. Increase the number of interdisciplinary GE courses, currently at one course (IART 1010), with a focus on adult learners in degree completion programs.

5. Create and implement a GE communication strategy.

6. Work with academic departments and programs to develop flexible GE pathways responsive to the evolving needs of diverse student populations.

7. Design and implement a coordinated introduction across GE classes to the four DSU core instructional methods of active, applied, authentic and inclusive learning.

**Potential Models and Useful Information**

AAC&U: Educating for a Complex World: Integrative Learning and Interdisciplinary Studies by William H. Newell


Initial Report from the Taskforce on General Education for the 21st Century
https://docs.google.com/document/d/118Wqc4_XPCI-whq4D5zSiWyBhZBL4ngpQf8Px9QB9yo/edit?usp=sharing


USHE Policy R470 - General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
https://ushe.edu/ushe-policies/r470-general-education-common-course-numbering-lower-division-pre-major-requirements-transfer-of-credits-and-credit-by-examination/
Implementation Timeline:

TBD

Strategy #7: Modify and expand faculty professional learning and support of instruction to focus on the core instructional methods of active, applied, authentic and inclusive, and the achievement of student learning and success.

Subcommittee Members: Dr. Lauren DiSalvo, Dr. Del Beatty

Implementation Leader:

Introduction and Background

Creating stronger infrastructures of teaching resources for faculty and/or staff and incentives for participation is critical to achieving our goals for academic distinction. Faculty and/or staff have shown interest in participating in events offered in conjunction with the Center for Teaching and Learning. The time and investment taken to become a stronger instructor should be rewarded for those who undertake serious development of their teaching skills.

Contribution to Desired Outcomes

Outcomes 1, 2, 5, 6

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD

Actions and Elements

1. By fall 2022, implement a Master Certified Teacher program aligned with the core instructional methodologies. Compensation for successful completion of the two-year (at a minimum) program will be explored.
2. By fall 2022, implement an “Inclusive Teaching Program” to encourage experimentation with instructional techniques aimed at creating an inclusive learning environment.

3. By fall 2022, implement a “Peer Observation Program” to promote substantive peer feedback on teaching through regularly scheduled course observations.

4. Implement a “General Education Instructor Program” to support part-time instructors teaching GE with the core instructional methods.

5. Implement Faculty Teaching Communities around various pedagogical issues (study abroad, research, applied learning, digital-social teaching and learning to enable personalized learning etc) with the goal that there will be at least two new learning communities activated each academic year beginning in Fall of 2021.

6. Increase by four each year the number of classrooms adapted for active and applied learning methods. See Goal 3, Strategy 3, action item 3#c and Strategy 6 about how to implement this.

7. Implement college specific training for active, applied and authentic learning with the goal that each college should demonstrate that every year they are accumulating an additional 10% of courses in which 60% of material is using active or applied or authentic learning strategies, with the goal of arriving at 51% by the end of five years.

8. Increase faculty and staff development activities to encourage more opportunities for continued learning about best teaching, learning and success practices.

9. Strengthen CTL programming in civil discourse, classroom management, and sensitivity training by having at least 20% of programming each academic year aimed towards these topics.

10. Invite a keynote speaker to the CTL conference every year to speak about best pedagogical practices, with a focus on active, applied, authentic, career-focused and inclusive learning.

11. Provide training workshops for faculty and staff on how to approach, identify, evaluate, and patiently address issues with underprepared students in a way that emphasizes success and humanity.
Potential Models and Useful Information

Peer Observation Program, Harvard
https://bokcenter.harvard.edu/peer-observation-program

Support for General Education Program, Harvard
https://bokcenter.harvard.edu/gen-ed

Inclusive Teaching Strategies
http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies

Cornell University Center for Teaching Innovation - Inclusive Teaching Strategies
https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/inclusive-teaching-strategies

The Ohio State University Center for the Advancement of Teaching - What is Inclusive Teaching?
https://ucat.osu.edu/inclusive-teaching/what-is-inclusive-teaching/
NOTE: This website provides a rubric for self-assessment of inclusive teaching.

“Creating Inclusive College Classrooms”
http://www.crlt.umich.edu/gsis/p3_1

“Strategic Implementation of Open Educational Resources in Higher Education Institutions”
https://scholarworks.boisestate.edu/cgi/viewcontent.cgi?article=1006&context=uar_2017

“Flexible Learning Spaces Initiative”
https://cfe.unc.edu/flexible-learning-spaces-initiative/

Implementation Timeline:

TBD

Strategy #8: Create opportunities for diverse lifelong learners to succeed through flexible and customized instruction, scheduling, pacing, pricing, and learning preferences.

Subcommittee Members: Dr. McKay Sullivan and Dr. Lauren DiSalvo

Implementation Leader:
Introduction and Background

Flexible teaching and learning, which includes competency based learning and flexible scheduling, pacing, pricing, and curricula/assessment, particularly benefits underserved students. As Dixie State University continues to grow and seeks to become more inclusive and open, we must engage with flexible learning and teaching in order to meet the needs of our student population. Flexible learning is something that’s been particularly embraced at the secondary level of education and our university should be prepared to receive students who are already familiar with this type of learning. Many universities are also experimenting with aspects of flexible teaching and learning, which benefits students since it provides more equitable access to higher education. In order to cultivate an environment where flexible learning and teaching thrives there needs to be a shift in responsibility of learning to the student, flexibility in the curricula and assessment, a range of delivery modes and pacing, and flexible administrative procedures and policies.

Contribution to Desired Outcomes

Outcome 2

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD

Actions and Elements

1. An interdivisional task force will create a comprehensive model for providing open and inclusive access to lifelong learning programs, resources, and experiences.

2. Identify the number of courses on campus with flexible delivery modes, with flexible pacing, and with flexible assessments.

3. Increase the number of courses/programs with flexible delivery formats and flexible pacing by 25% based on the results of no. 1 above.
   a. Introduce a mandatory mini-course/lesson for students on the expectations of what it means to be a flexible learner.
b. By 2025, the university will have begun development of infrastructure required to offer credit-bearing, self-paced, competency-based online courses which run independently of the semester system. This initiative can be led by Digital and Extended Learning.

c. Amend addendum a of workload policy 635 to allow for a stipend for planning a new course with flexible delivery mode and/or pacing.

d. Provide workshops or a certificate on flexible learning for which faculty members are rewarded for attending.

e. Target hiring of faculty whose job description will include offering flexible delivery modes and pacing so that each year 10% of new hires in high capacity majors/colleges will be hired to teach flexible delivery modes and/or pacing or convert existing lines to teach flexible delivery. This corresponds with Goal 2, Strategy 4, action item #7.

f. Prioritize offering large enrollment courses with flexible delivery modes and/or pacing so that 10% of all large enrollment courses are practicing a flexible delivery mode and/or pacing by 2025.

g. Conduct a study to determine market demand for CBE courses in 2021. Based on the results of this market study, determine capacity and infrastructure for this type of learning.

h. By 2025, each there will be at least ten degree programs that are geared toward the adult student learner with all courses delivered flexibly. This corresponds with Goal 2, Strategy 4, action item #6.

4. By 2025, double the number of online blended course offerings each semester compared with fall 2020

5. Examine and update policies to address flexible learning modes and/or pacing.

6. Design and implement a personalized approach to teaching and learning. Use learning analytics to detect learners’ online patterns of behavior and preferences, and provide access to personalized learning resources.

7. Increase marketing to advertise that experiential learning is now a part of our Prior Learning Assessment portfolio.

8. Each academic year, a report will be prepared for the UCC to monitor frequency of use for each PLA category and suggest revisions to the process as necessary.

9. Create a Task Force to explore flexible pricing avenues for the university and implement recommendations.
10. By 2025, introduce a single MOOC in order to engage our community and have it available to students as credit for a fee.

11. Hire an HR specialist to expand the number of states from which we can employ online faculty

12. Develop a Center of Excellence for Adult Learners that serves their unique needs. This corresponds with Goal 2, Strategy 4, action items #1 and 3.
   a. Provide expanded hours for advising, enrollment, and other student services [possibly in Goal 2, see language in goal 2]
   b. Develop a web presence specifically for Adult Learners.

13. By 2025, a lifelong learning membership program will be established for alumni, Road Scholars, continuing education students, and others with special pricing for selected courses and access to a variety of campus programs and services.
   a. Commit to growing the lifelong learner membership to 500 members by 2030.

**Potential Models and Useful Information**

USHE Policy R472, Credit for Prior Learning
https://ushe.edu/ushe-policies/r472-credit-for-prior-learning/

USHE Policy R470 - General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination
https://ushe.edu/ushe-policies/r470-general-education-common-course-numbering-lower-division-pre-major-requirements-transfer-of-credits-and-credit-by-examination/

DSU Policy Library - Policy 523: Extra-Institutional Credit

DSU Policy Library - Policy 526: Academic Transfer

“U-Pace: Facilitating Academic Success for All Students”
https://er.educause.edu/articles/2011/12/upace-facilitating-academic-success-for-all-students

U-Pace at the University of Wisconsin-Milwaukee
http://www4.uwm.edu/upace/about.html

“Developing a framework for sustainable growth of flexible learning opportunities”

“Creating a learner-centered teaching environment using student choice in assignments”
https://www.tandfonline.com/doi/abs/10.1080/01587919.2017.1369349

**Implementation Timeline:**

TBD

**Strategy #9:** Develop flexible infrastructure that supports the recognition and certification of formal and non formal learning through academic credit, non-academic credit, stacked credentials, customized micro credentials, digital badges, competency-based credit and credit for prior learning.

**Subcommittee Members:** Dr. McKay Sullivan

**Implementation Leader:**

**Introduction and Background**

Industry needs regarding public education are becoming more focused on specific skills surrounding rapidly-changing technologies. Dixie State University has the opportunity to partner with local and regional businesses to provide just-in-time credentialing programs in cutting-edge technologies for industry employees at every stage of their careers. Micro credential programs that operate outside of the traditional 2- and 4-year models of higher education will allow the needed flexibility to quickly adapt and reposition ourselves to be of best use to the community. Flagship educational institutions have nearly all developed non-credit microcredential programs to meet industry needs. In 2018, The State University of New York Micro-Credentialing Task Force released their *Report and Recommendations* regarding Micro-credentialing in higher education. They listed the following benefits of Micro-Credentialing:
1. Motivate students toward completion of a credential or degree program by highlighting progressive attainment of competencies.

2. Support academic/industry partnerships through credentials that meet industry requirements and/or are designed to meet a specific need.

3. Provide more specificity to potential employers about skills and competencies learned.

4. Supplement an existing degree program with complementary skill sets.

5. Ladder from noncredit to credit.

6. Ladder from a stand-alone credential to a degree program.

7. Provide short-term, immediate competency development opportunities valuable for ongoing professional development.

Micro credentials offered by flagship institutions are generally offered as massive open online courses (MOOCs) that prohibit any form of personal interaction with the instructor and often lack experiential learning. Dixie State University has the unique opportunity to partner with local and regional businesses to provide micro credential programs with a more customized and personalized experience. In order to accomplish this, we need to develop the infrastructure that integrates the tracking of both credit and non-credit micro badges and allows the stacking of micro badges to earn micro credentials or university credit. We need a system for allowing industry-based certificate or micro credential programs to exist separately from existing two- and four-year traditional degree programs. Such a system is inherently complicated and will require improvement or replacement of the university’s system for tracking student certifications.

**Contribution to Desired Outcomes**

TBD

**Contribution to Other Goals**

This Strategy also contributes to the following other Goals and associated actions and outcomes:

- TBD
**Actions and Elements**

1. By 2021, establish policies and procedures for the development, approval, and implementation of micro credentials and digital badges.

2. By 2021, establish a financial model for sustainable self-funding industry-driven micro credential programs.

3. By 2022, develop the infrastructure required to offer for-credit and non-credit stackable micro credentials and standalone microcredential programs.

4. By 2022, using blockchain or another appropriate platform, implement a system to provide students with their official transcript, including all coursework, awards, and credentials on demand in a digital format on their electronic device. This system should provide a way for potential employers to verify the student’s credentials and awards immediately using a private PIN provided by the student.

5. By 2025, each college will have developed from industry data at least one set of micro credentials that are either in demand as standalone credentials or stackable to earn credit toward a degree program.

6. In Fall 2020, formally establish an Emerging Technologies Group with the mandate to:
   a. identify local and regional demand for specific skills regarding emerging technologies;
   b. identify faculty, staff, and industry partners with the skill sets needed to develop relevant micro credentials in these areas; and
   c. oversee the development, proposal, review, and modification of these micro credential programs.

7. Provide compensation to faculty who develop micro credential programs in conjunction with industry partners and who keep these programs up-to-date as technologies and industry demands change.

8. By 2022, the university will have partnered with at least one local or regional business entity to develop customized digital badges leading to a larger microcredential providing the skills needed for current or potential employees for the business. At least an additional two such partnerships will be entered before 2025.

9. By 2025, identify and develop at least two self-paced and self-funding microcredential programs each based on a series of digital badges and
geared toward the development of high-demand industry skills such as programming, data analytics, machine learning, blockchain, entrepreneurship, 3d printing and prototyping, etc.

10. Develop new academic programs aligned with southern Utah regional industries and employer needs. By 2025, the following programs will either be implemented or in development:
   a. Aviation Science
   b. Hotel and Hospitality Management
   c. Construction and Real Estate

11. Encourage each academic college to offer at least one graduate program or, if this is not feasible in the near future, construct a timeline and identify actions that need to be taken to move toward implementing a new graduate program.

**Potential Models and Useful Information**

Micro credentials at SUNY
https://system.suny.edu/academic-affairs/microcredentials/

Competency-Based Micro credentials are Transforming Professional Learning

University of Utah Digital Badges
https://continue.utah.edu/proed/badges

Nine universities have teamed up on a blockchain credentialing project. The universities include MIT, UC Berkley, UC Irvine, Harvard, and Delft, and others
https://edscoop.com/nine-universities-unite-on-blockchain-credentialing-project/

Not only top universities have implemented blockchain certification, Central New Mexico Community College is using blockchain for student credentials:


University World News - A new era of micro credentials and experiential learning
Strategy #10. Implement an integrated and coordinated student career development strategy involving central and college career services along with academic programs.

Subcommittee Members: Dr. Pam Cantrell

Implementation Leader:

Introduction and Background

Career oriented programming and career readiness of students is a central tenet of a comprehensive polytechnic university. Academic award programs aligned with in demand career pathways should be prioritized for development with career preparation experiences embedded in the program curriculum. DSU graduates will further benefit from structured resources and intentional experiences designed to prepare them to successfully secure employment upon graduation and to have the knowledge, skills, and attitudes demanded by contemporary employers,

This strategy will focus on prioritized development of relevant career focused academic award programs, creation of career readiness experiences embedded within the program curricula, the development of college based career centers aligned with academic advisement, and the expansion of the central career services center.

Contribution to Desired Outcomes

Outcome 2

Contribution to Other Goals

This Strategy also contributes to the following other Goals and associated actions and outcomes:
- Goal 2
- Goal 4

**Actions and Elements**

1. Continually solicit feedback from college advisory groups and community partners to inform faculty and staff about the knowledge, skills and attitudes required for successful employment upon graduation.

2. UCC shall establish criteria for new academic award programs requiring the alignment of the program with validated in demand career pathways and the inclusion of career development experiences within the curriculum. This should include career relevant learning outcomes in select program related courses.

3. Modify curricula of existing academic award programs where needed to include career relevant learning outcomes and structured opportunities for career readiness within the career pathway. By 2023 every program should have at least one required class in which explicit connections are made between disciplinary knowledge and practice to broader skills that students need to acquire for employability.

4. Establish specialized career support centers in all academic colleges. This corresponds with Goal 2, Strategy 7, action item #3.

5. Create an integrated and coordinated academic and career development strategy that combines central Career Services with specialized college-based career support centers and programs and academic program based career preparation. (see EAB 18 specific recommendations)

6. Assess current practices and resources within the Central Career Center. Development services and programs where there are gaps.

7. Integrate career exploration sessions into undergraduate advising sessions.

8. Leverage alumni affairs to connect students to career mentors.
GOAL 2—STRATEGIC ENROLLMENT GROWTH

Goal Statement: Increase university enrollment to 16,000 through strategic, innovative, and data-informed initiatives and marketing focused on inclusive and affordable lifelong learning opportunities, with a special emphasis on student retention, academic success, and completion by identifying and lowering critical economic, technological, geographical, and institutional barriers.

Co-chairs: Darlene Dilley, Ryan Hobbs

Enrollment Targets

The following enrollment goal scenarios were modeled after projections provided by Institutional Research, and referenced with demographic forecasts and the desired outcomes/strategies included below.

<table>
<thead>
<tr>
<th>15,000 Target</th>
<th>2020 Baseline</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent</td>
<td>3,065</td>
<td>3,225</td>
<td>3,400</td>
<td>3,575</td>
<td>3,770</td>
<td>4,000</td>
</tr>
<tr>
<td>New Freshmen</td>
<td>2,400</td>
<td>2,500</td>
<td>2,600</td>
<td>2,725</td>
<td>2,875</td>
<td>3,000</td>
</tr>
<tr>
<td>Transfer</td>
<td>700</td>
<td>735</td>
<td>780</td>
<td>840</td>
<td>915</td>
<td>1,000</td>
</tr>
<tr>
<td>Returning</td>
<td>350</td>
<td>375</td>
<td>400</td>
<td>425</td>
<td>450</td>
<td>500</td>
</tr>
<tr>
<td>Continuing</td>
<td>5,025</td>
<td>5,180</td>
<td>5,335</td>
<td>5,525</td>
<td>5,750</td>
<td>6,000</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>200</td>
<td>250</td>
<td>300</td>
<td>350</td>
<td>400</td>
<td>500</td>
</tr>
<tr>
<td>Graduate</td>
<td>50</td>
<td>60</td>
<td>75</td>
<td>95</td>
<td>120</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,790</strong></td>
<td><strong>12,325</strong></td>
<td><strong>12,890</strong></td>
<td><strong>13,535</strong></td>
<td><strong>14,280</strong></td>
<td><strong>15,150</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16,000 Target</th>
<th>2020 Baseline</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
<th>2024-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent</td>
<td>3,065</td>
<td>3,225</td>
<td>3,400</td>
<td>3,575</td>
<td>3,770</td>
<td>4,000</td>
</tr>
<tr>
<td>New Freshmen</td>
<td>2,400</td>
<td>2,575</td>
<td>2,765</td>
<td>2,990</td>
<td>3,215</td>
<td>3,500</td>
</tr>
<tr>
<td>Transfer</td>
<td>700</td>
<td>735</td>
<td>780</td>
<td>840</td>
<td>915</td>
<td>1,000</td>
</tr>
<tr>
<td>Returning</td>
<td>350</td>
<td>375</td>
<td>400</td>
<td>425</td>
<td>450</td>
<td>500</td>
</tr>
<tr>
<td>Continuing</td>
<td>5,025</td>
<td>5,375</td>
<td>5,700</td>
<td>5,990</td>
<td>6,280</td>
<td>6,500</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>200</td>
<td>250</td>
<td>300</td>
<td>350</td>
<td>400</td>
<td>500</td>
</tr>
<tr>
<td>------------</td>
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<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Graduate</td>
<td>50</td>
<td>60</td>
<td>75</td>
<td>95</td>
<td>120</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>11,790</td>
<td>12,595</td>
<td>13,420</td>
<td>14,265</td>
<td>15,150</td>
<td>16,150</td>
</tr>
</tbody>
</table>

**Desired Outcomes**

1. By 2025, the number of adult students (aged 25 and over, or as defined in policy) will increase to 3,500.

2. By 2025, new annual new student enrollment, including students from diverse backgrounds and targeted populations below, will increase to 5,000.
   a. Percentage of eligible Concurrent Enrollment students who matriculate or officially defer their enrollment at DSU will increase to 55%
   b. Annual graduate student enrollment will increase to 150 or more
   c. International student enrollment will increase by 50% compared to fall 2020
   d. Minority student population will increase to 25% of the total enrollment to apply to be recognized as a minority-serving institution.
   e. Transfer student enrollment will increase to at least 1,000.

3. By 2025, the total enrollment at DSU Education Centers will increase by 100% from fall 2020.

4. By 2025, increase student retention rates for targeted undergraduate levels to the average rate for open-admission four-year universities.
   a. First-Time, Full-time New Freshmen to 66%
   b. First-time, Full-time Minority New Freshmen to 61%
   c. Part-time Undergraduate to 65%
   d. New Transfer to 72%
   e. Sophomore to 82%

5. By 2025, increase the graduation rate to meet or exceed the national average of open-admissions four-year universities.

6. By 2025, DSU will be recognized as the most affordable, financially accessible, and best value public university in Utah and the
surrounding region.

a. USHE/Regional Tuition & Fees Comparison (undergraduate, graduate)
b. Graduate Survey Satisfaction (perception of investment)
c. Average Student Debt at Graduation and Loan Default Rate
d. Median Salary at Graduation and 5-years
e. Percentage of Students Receiving Aid
f. Average Cost of Student Housing and Transportation

Note: USHE Affordability Definition (2020): “Affordability is the ability of a traditional full-time Utah student from a family of four to cover the cost of attendance at a USHE institution while living at home with financial aid, reasonable family savings and the student contributing 10 hours of weekly work earnings and without incurring student debt.”

Proposed Strategies

The following strategies are proposed to meet the established desired outcomes. Each strategy is categorized into two focus areas associated with this goal: 1) enrollment growth and/or 2) student success.

Additionally, a resource estimate for each strategy and individual proposed action has been included using the following rating scale.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>Unsure</td>
</tr>
<tr>
<td>0</td>
<td>No resources required</td>
</tr>
<tr>
<td>1</td>
<td>&lt; $25k</td>
</tr>
<tr>
<td>2</td>
<td>$25 - 50k</td>
</tr>
<tr>
<td>3</td>
<td>$51 - 75k</td>
</tr>
<tr>
<td>4</td>
<td>$76 - 100k</td>
</tr>
<tr>
<td>5</td>
<td>&gt; $100k</td>
</tr>
<tr>
<td>Strategy</td>
<td>Enrollment Growth</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1. Establish a comprehensive Student Financial Success Program.</td>
<td>X</td>
</tr>
<tr>
<td>2. Redesign the top high-enrolled, high DFW gateway/lower division courses using a master course design leveraging free or low-cost open educational resources (OER) where available and of quality.</td>
<td></td>
</tr>
<tr>
<td>3. Promote and heighten overall brand awareness and new DSU vision as an open and inclusive, comprehensive polytechnic university.</td>
<td>X</td>
</tr>
<tr>
<td>4. Expand programming and services for adult learners.</td>
<td>X</td>
</tr>
<tr>
<td>5. Expand recruitment markets and initiatives by targeting new states/geographic areas and specific under-represented populations.</td>
<td>X</td>
</tr>
<tr>
<td>6. Improve the quality of advising and connections with student success programs through predictive analytics (EAB/Navigate), utilizing a student to advisor ratio of 300:1.</td>
<td></td>
</tr>
<tr>
<td>7. Provide supportive and meaningful experiences and resources that positively impact the retention and persistence of first and second year students.</td>
<td></td>
</tr>
<tr>
<td>8. Increase and enhance academic pathways for transfer students.</td>
<td>X</td>
</tr>
</tbody>
</table>
9. Expand programming and community partnerships at new and existing DSU Education Centers within the region.

**Strategy #1: Establish a comprehensive Student Financial Success Program**

**Working Group:** JD Robertson, Dr. Jeff Hoyt, and John Bowler

**Introduction and Background**

Affordability is one of the most important factors in both the enrollment and retention of college students. According to CampusLogic, one of the leaders in advocating for student financial success, “40% of low-income students who are accepted into college never enroll because of financial aid complexity” and, according to a LendEDU survey, “55% of students struggled to find money to pay for college and 51% dropped out of college because of financial issues.”

With nearly 50% of DSU students being Pell-eligible, and a current retention rate of 56%, a focus on student affordability is critical to enrollment growth.

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.

- By 2025, increase student retention rates for targeted undergraduate levels to the average rate for open-admission four-year universities.

- By 2025, increase the graduation rate to meet or exceed the national average of open-admissions four-year universities.

- By 2025, DSU will be recognized as the most affordable, financially accessible, and best value public university in Utah and the surrounding region.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.
Goal 3: Institutional Capacity and Performance

Brief Description - Actions and Elements

The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a Student Financial Success Center within the Financial Aid Office that works with students (incoming and current), families, staff, and faculty on financial literacy, affordability, FAFSA, scholarships (internal and external), job placement, using multiple delivery methods: in-person, online, video, social media, etc.</td>
<td>5</td>
</tr>
<tr>
<td>2. Establish an education savings plan match program, with the Alumni office matching funds for legacy students.</td>
<td>U</td>
</tr>
<tr>
<td>3. Establish an institutional grant fund to help struggling students through low-fund hold barriers.</td>
<td>5</td>
</tr>
<tr>
<td>4. Expand student employment opportunities.</td>
<td>4</td>
</tr>
<tr>
<td>5. Hire an Affordability Coordinator to facilitate financial literacy seminars, consultations, and other related activities.</td>
<td>3</td>
</tr>
<tr>
<td>6. Establish a graduation tuition-price guarantee (price lock) for students who complete within a specific timeline.</td>
<td>U</td>
</tr>
<tr>
<td>7. Increase the number of privately funded scholarships and sponsorships.</td>
<td>0</td>
</tr>
</tbody>
</table>

Resource Summary: High

Potential Models

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.

University of New Mexico, https://aimtoachieve.unm.edu/
University of Southern Indiana, https://usi.edu/financial-success/

References


CampusLogic, https://campuslogic.com/

Strategy #2: Redesign the top high-enrolled, high DFW gateway/lower division courses using a master course design leveraging free or low-cost open educational resources (OER) where available and of quality.

Working Group: Dr. Jeff Hoyt, Ryan Hobbs, Dr. Sarah Vandermark, and Matt Nickodemus

Introduction and Background

Academic failure is among the top reasons for new freshmen discontinuing at DSU, given that the university is open-admission, with a majority of students being from low income or first generation backgrounds. About 24% of the student population is from minority or international student groups. Gateway courses, or those with high failure rates, “are a ubiquitous part of the undergraduate experience . . . , and academic difficulties in gateway courses are particularly pronounced for underserved students” (Koch, 2017). The DSU Office of Institutional Research has shared a list of these courses each semester with administrative units for review (% of students earning a C- or lower). One shining example of success in bringing down failure rates in difficult courses are the recent efforts by the math department, which has dramatically improved student success in several math courses. These efforts can be extended to other academic departments such as biology, chemistry, geography, or others with these courses.

The Gardner Institute for Excellence in Undergraduate Education sponsors an annual, national Gateway Course Experience Conference where faculty across the country share their experiences in re-designing and creating excellence in instruction for gateway courses https://www.jgni.org/equitable-outcomes-in-a-virtual-world. Many articles have been published on this topic. One example is the series, Improving Teaching, Learning, Equity and Success in Gateway Courses, New Directions for Higher Education (Koch, 2017). One
university model of these efforts is curriculum redesign at Middle Tennessee State University [https://www.mtsu.edu/university-college/faculty/faculty_course_redesign.php](https://www.mtsu.edu/university-college/faculty/faculty_course_redesign.php).

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.

- By 2025, increase student retention rates for targeted undergraduate levels to the average rate for open-admission four-year universities.
- By 2025, increase the graduation rate to meet or exceed the national average of open-admissions four-year universities.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.

- **GOAL1 - Academic Distinction**

**Brief Description - Actions and Elements**

The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete a research study on high failure rate courses to more fully understand the factors impacting rates (index score, faculty status, participation data).</td>
<td>0</td>
</tr>
<tr>
<td>2. Inventory current practices with training and structure for instruction in high failure rate courses taught by adjuncts; implement best practices in adjunct instruction.</td>
<td>0</td>
</tr>
<tr>
<td>3. Require faculty reporting for early alert and midterm grades in high failure rate courses.</td>
<td>0</td>
</tr>
<tr>
<td>4. Organize faculty committees in academic departments to address high failure rate courses with changes in how instruction is offered in their department (master course design, course prerequisites, item analysis, testing methods, mandatory tutoring/supplemental instruction, teaching methods, etc.).</td>
<td>0</td>
</tr>
</tbody>
</table>
5. Promote the use of quality, free or low cost open-educational resources; establish an OER fee or other means to sustain and support the program.

<table>
<thead>
<tr>
<th>Resource Summary</th>
<th>Low</th>
</tr>
</thead>
</table>

**Potential Models**

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.

Middle Tennessee State University, Course Re-Design

Tidewater Community College, Text-book free courses:
[https://www.tcc.edu/programs/specialty-programs/textbook-free/](https://www.tcc.edu/programs/specialty-programs/textbook-free/).

**References**

Gateway Course Experience Conference


**Strategy #3: Promote and heighten overall brand awareness and new DSU Vision as an open, inclusive, comprehensive, polytechnic university.**

**Working Group:** Darlene Dilley, Jordon Sharp, Bryant Flake, Dr. Peter Neibert, and Dr. Tasha Toy

**Introduction and Background**

Dixie State University successfully moved from status to stature as part of the 2015-2020 strategic plan, which was supported by an aggressive communications and marketing strategy. In this next phase of evolution, DSU will be recognized as an open, inclusive, comprehensive polytechnic university.
This new vision for DSU will need to be strategically promoted and marketed within our local community, state, region, and beyond, which will require a significant financial investment by the university. It will be important to emphasize and support the tenets of open, inclusive, and polytechnic through highlighting academic programs and co-curricular opportunities and student highlights/success stories. In order to monitor the effectiveness of the campaign, a follow up perception study should be conducted within the next 2-3 years.

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.

- By 2025, DSU will be recognized as the most affordable, financially accessible, and best value public university in Utah and the surrounding region.
- By 2025, the number of adult students (aged 25 and over, or as defined in policy) will increase to 3,500.
- By 2025, new annual new student enrollment, including students from diverse backgrounds and targeted populations below, will increase to 5,000.
  
  a. Percentage of eligible Concurrent Enrollment students who matriculate or officially defer their enrollment at DSU will increase to 55%
  b. Annual graduate student enrollment will increase to 150 or more
  c. International student enrollment will increase by 50% compared to fall 2020
  d. Minority student population will increase to 25% of desired outcome
  e. Transfer student enrollment will increase to at least 1,000.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.

- Goal 1 - Academic Distinction
- Goal 4 - Community as University

**Brief Description - Actions and Elements**

The following are proposed actions to achieve this goal.
## Action | Resource Need
--- | ---
1. Develop and employ a multi-channel marketing campaign in primary, secondary, and targeted tertiary markets. | 0
2. Allocate 2% of the overall university budget to university and enrollment marketing (excluding salaries). | 5
3. Embrace a “challenger brand” approach. | 0
4. Conduct a perception study every 2 - 3 years to assess success of the campaign. | 5
5. Highlight academic and co-curricular programs and opportunities that support open, inclusive, polytechnic. | 0

### Resource Summary

<table>
<thead>
<tr>
<th>Resource Summary</th>
<th>High</th>
</tr>
</thead>
</table>

## Potential Models

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.

Utah Valley University, [https://www.uvu.edu/](https://www.uvu.edu/)
University of Wisconsin, Stout, [https://www.uwstout.edu/](https://www.uwstout.edu/)
California State Polytechnic University Pomona, [https://www.cpp.edu/](https://www.cpp.edu/)

## References


**Strategy #4: Expand programming and services for adult learners.**

**Working Group:** Ryan Hobbs, Darlene Dilley, Bryant Flake, and Dr. Peter Neibert

## Introduction and Background

To increase the stature of the university (2015-2020), DSU directed its focus on expanding enrollment with traditional students (18-24), class scheduling
(8am - 2pm), programs (bachelor’s degrees) and delivery formats (F2F). This activity has been effective in increasing enrollment and degrees, but has also led to decreased enrollment and focus to other important populations, including the adult learner. According to Fall 2018 USHE data, DSU (16%) is more than 50% below SUU (33%) in percentage of adult learners, and 8 percentage points below the lowest peer (UVU, 24%).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Adult Headcount (25+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY15</td>
<td>2,232</td>
</tr>
<tr>
<td>FY16</td>
<td>1,937</td>
</tr>
<tr>
<td>FY17</td>
<td>1,713</td>
</tr>
<tr>
<td>FY18</td>
<td>1,536</td>
</tr>
<tr>
<td>FY19</td>
<td>1,459</td>
</tr>
</tbody>
</table>

With nearly 40,000 individuals with some college (but no degree) within our service area, there is an opportunity to meet our enrollment targets and the growing needs of adult learners and community partners in the region.

To effectively fulfill our vision and mission, we need an intentional focus and dedicated resources to service adult learners. With forecasted enrollment declines in traditional students and a growing need for flexible learning programs and services, this is a population that is currently under-served by the university and the region.

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.

- By 2025, the number of adult students (aged 25 and over, or as defined in policy) will increase to 3,500.

- By 2025, new annual new student enrollment, including students from diverse backgrounds and targeted populations below, will increase to 5,000.
  
  a. Percentage of eligible Concurrent Enrollment students who matriculate or officially defer their enrollment at DSU will increase to 55%
  
  b. Annual graduate student enrollment will increase to 150 or more
c. International student enrollment will increase by 50% compared to fall 2020
d. Minority student population will increase to 25% of the total enrollment to apply to be recognized as a minority-serving institution.
e. Transfer student enrollment will increase to at least 1,000.

- By 2025, the total enrollment at DSU Education Centers will increase by 100% from fall 2020.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.
- Goal 1: Academic Distinction
- Goal 3: Institutional Capacity and Performance

**Brief Description - Actions and Elements**

The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a centralized office that will work collaboratively with university and community partners in creating flexible programs and services directed at adult learners.</td>
<td>1</td>
</tr>
<tr>
<td>2. Establish a DSU Learning Partnership Program to support regional business, non-profit organizations, and government entities provide educational opportunities for their employees/members.</td>
<td>1</td>
</tr>
<tr>
<td>3. Ensure that essential student and academic support services are available in the evenings (after 6pm), weekends, and online; including, but not limited to, exam proctoring, registration, library resources, tutoring and writing support, academic advising, and technical support.</td>
<td>U</td>
</tr>
<tr>
<td>5. Provide or partner with others to secure affordable family housing options or assistance.</td>
<td>U</td>
</tr>
<tr>
<td>6. Develop at least 10 additional flexible programs (including graduate) primarily directed at adult learners, informed by market research and available funding.</td>
<td>5</td>
</tr>
</tbody>
</table>
Secure new faculty lines or reassign existing lines to expand capacity for blended, online, evening, summer, block (or other flexible terms), destination intensive, and weekend delivery, as well as offerings during regular business hours.

Address childcare needs of students (voucher program, playcare, etc.).

Allocate funding to market and advertise resources and programs aimed at the adult learner.

<table>
<thead>
<tr>
<th>Resource Summary</th>
<th>High</th>
</tr>
</thead>
</table>

**Potential Models**

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.


Columbia Southern University, Learning Partnerships: [https://www.columbiasouthern.edu/tuition-financing/partnerships/](https://www.columbiasouthern.edu/tuition-financing/partnerships/)

University of Manitoba, Campus Children’s Centre: [https://www.campuschildrenscentre.com/](https://www.campuschildrenscentre.com/)

George Mason University, Off Campus Housing Service: [https://och.gmu.edu/](https://och.gmu.edu/)

**Strategy #5: Expand recruitment markets and initiatives by targeting new states/geographic areas and specific under-represented populations.**

**Working Group:** Darlene Dilley, Jay, MIC, UMAC, and Shadman Bashir

**Introduction and Background**

Dixie State University has been on a growth trajectory the past seven years, with enrollment increasing over 37% since 2013. To support continued growth, it is important to expand recruitment efforts both within and outside of Utah by saturating current markets and expanding into new markets, both geographically and demographically.
One area that has seen significant growth the past few years is Concurrent Enrollment. DSU students who have taken CE classes while high school have a significantly higher retention rate than students who have not. By focusing some of our recruitment efforts on CE students with the goal to increase the percentage who enroll or officially defer after high school graduation, we will positively impact both recruitment and retention numbers.

Another area of focus is underrepresented and international students. With the number of high school graduates across the nation declining significantly beginning in 2025 according to WICHE data, the projected growth will be in minority students, with a large percentage of first-generation students. Also, international students continue to be a more challenging group to enroll due to the changing nature of national and global policies.

In addition, as we continue to increase the number of graduate programs, and in support of our goal to increase the number of adult students, added focus will be necessary to attract and enroll graduate students.

To help create a more diverse and inclusive campus community while focusing on areas of opportunity for growth, a strategic and comprehensive recruitment plan that includes and supports the desired outcomes and actions steps outlined in this strategy is critical to meet our aggressive enrollment goals.

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.
- By 2025, new annual new student enrollment, including students from diverse backgrounds and targeted populations below, will increase to 5,000.
  - a. Percentage of eligible Concurrent Enrollment students who matriculate or officially defer their enrollment at DSU will increase to 55%
  - b. Annual graduate student enrollment will increase to 150 or more
  - c. International student enrollment will increase by 50% compared to fall 2020
  - d. Minority student population will increase to 25% of the total enrollment to apply to be recognized as a minority-serving institution.
  - e. Transfer student enrollment will increase to at least 1,000.
• By 2025, the number of adult students (aged 25 and over, or as defined in policy) will increase to 3,500.

• By 2025, the total enrollment at DSU Education Centers will increase by 100% from fall 2020.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.
• Goal 3: Institutional Capacity and Performance
• Goal 1: Academic Distinction

**Brief Description - Actions and Elements**

The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Re-evaluate current scholarship parameters to provide greater access to students with significant financial need.</td>
<td>U</td>
</tr>
<tr>
<td>2. Translate current recruitment materials, including website, into Spanish.</td>
<td>1</td>
</tr>
<tr>
<td>3. Provide greater opportunity and access to DSU by reassessing undergraduate admissions requirements (i.e. test scores).</td>
<td>0</td>
</tr>
<tr>
<td>4. Promote and support options for bringing students and counselors to campus from schools or areas with a high percentage of underserved students.</td>
<td>3</td>
</tr>
<tr>
<td>5. Provide focused and dedicated technical assistance for current CRM to maximize recruitment/admissions processes and support new programs and enrollment growth.</td>
<td>4</td>
</tr>
<tr>
<td>6. Leverage data analytics &amp; predictive modeling to help identify emerging market opportunities.</td>
<td>2</td>
</tr>
<tr>
<td>7. Expand current name buys to reach new markets for both undergraduate and graduate students.</td>
<td>3</td>
</tr>
<tr>
<td>8. Expand and support adult, graduate, and transfer recruitment programs with dedicated admissions counselor(s).</td>
<td>3</td>
</tr>
</tbody>
</table>
9. Employ multi-channel marketing strategies to support recruitment for current and new markets, targeted under-represented populations, parents, and graduate students.

10. Create an international student recruitment plan focused on domestic high school and community/junior colleges within the state and region.

11. Strategically expand international recruitment efforts by increasing and diversifying partnerships with vetted agents, participating in organized tours, and establishing relationships with governmental agencies to positively impact outreach and growth.

12. Develop and host annual “active learning” on-campus events where faculty engage with DSU Concurrent Enrollment students in an active and engaged learning environment supporting our polytechnic vision.

<table>
<thead>
<tr>
<th>Resource Summary</th>
<th>High</th>
</tr>
</thead>
</table>

**Potential Models**

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.

- Northern Arizona University, Student Success Strategic Plan: [https://nau.edu/strategic-plan-2025/#student-success-access](https://nau.edu/strategic-plan-2025/#student-success-access)
- Weber State University Admissions Requirements [https://www.weber.edu/Admissions/apply.html](https://www.weber.edu/Admissions/apply.html)

**References**


Strategy #6: Improve the quality of academic advising and connections with student success programs through predictive analytics (EAB/Navigate), utilizing a student to advisor ratio of 300:1.

Working Group: Dr. Sarah Vandermark, Dr. Jeff Hoyt, and Matt Nickodemus

Introduction and Background

Academic advisors can play a key role in the academic and personal lives of undergraduate students. They are often at the frontline and the first point of contact for undergraduate college freshmen students when they enter a university, and their work with students has been shown to contribute to retention (Jordan, 2000; Pascarella & Terenzini, 2005). Cuseo (2003) defined academic advising as a relationship “that helps students become more self-aware of their distinctive interests, talents, values and priorities and sharpens their cognitive skills for making these choices, such as effective problem-solving, critical thinking, and reflective decision-making” (p.15). According to Hunter and White (2004), “academic advising, well developed and appropriately accessed, is perhaps the only structured campus endeavor that can guarantee students sustained interaction with a caring and concerned adult who can help them shape such an experience” (p.21). If engagement with students matters for learning, persisting to graduation, and experiencing greater success after graduation, then there is a need to identify and evaluate the quality of academic services, including academic advising, and its effect on student learning and on their college experience (Astin, 1984, 1993; Kuh, 2003; Pascarella & Terenzini, 2005).

By bridging the gap through academic advisors creating connections through smaller cohorts, quality software tools, sharing information across campus, and understanding DSU students better through predictive analytics, the university can begin to bridge the gap of persistence, retention and graduation rates. NACADA and most universities which have shown success with fall to fall retention as well as higher graduation rates (Georgia State and Middle Tennessee State as examples) have hired more academic advisors and have lessened their caseloads to 300:1 or less.

Contribution to Desired Outcomes
This strategy will contribute to the following desired outcomes.

- By 2025, increase student retention rates for targeted undergraduate levels to the average rate for open-admission four-year universities.
  
  a. First-Time, Full-time New Freshmen to 66%
  b. First-time, Full-time Minority New Freshmen to 61%
  c. Part-time Undergraduate to 65%
  d. New Transfer to 72%
  e. Sophomore to 82%

- By 2025, increase the graduation rate to meet or exceed the national average of open-admissions four-year universities.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.

- Goal 3: Institutional Capacity and Performance

**Brief Description - Actions and Elements**

The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop data-informed interventions through metrics provided by EAB and Institutional Effectiveness (IE).</td>
<td>0</td>
</tr>
<tr>
<td>2. Coordinate data with EAB/IE and the effectiveness of a predictive analytics model for DSU...data processes have to be coordinated with EAB as well as Canvas.</td>
<td>0</td>
</tr>
<tr>
<td>3. Data Coordination Team &amp; an intervention team to design and testing of interventions which are created due to the predictive analytics.</td>
<td>0</td>
</tr>
<tr>
<td>4. Helping students get connected to resources on campus by having all student service/support units utilizing Navigate (TRAILS).</td>
<td>0</td>
</tr>
</tbody>
</table>
5. Continue to review advisor to student ratio to a 300:1 within the colleges as well as a 100:1 within first year advisement for students who have at risk characteristics.

| Resource Summary | Medium |

Potential Models

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.


**Strategy #7: Provide supportive and meaningful experiences and resources that positively impact the retention and persistence of first- and second-year students.**

**Working Group:** Dr. Jeff Hoyt, Dr. Sarah Vandermark, Dr. Jim Haendiges, Ali Threet, Matt Nickodemus, Bryant Flake, and MIC

**Introduction and Background**

In fall 2017, the university convened a retention task force. The number one recommendation was to expand our success courses to all new freshmen — the majority being low income or first-generation students underprepared for college. At DSU, peer mentoring is also integrated with student success courses. Compared to the overall fall-to-fall retention rate for all new freshmen (56.5% 2018 cohort), participation in these programs is associated with substantially higher retention rates (64.3% Trailblazer Connections, 67.9% Peer Coach Program). Research studies also demonstrate that success courses, peer coaching and other support programs can have a positive impact on retention (Collier, 2017; Mayhew et al., 2016; Per mzadian & Crede, 2016; Sidle & McReynolds, 2009). Longwood University is an example of one institution that provides peer coaching and requires a success seminar for all new freshmen [http://www.longwood.edu/newstudent/](http://www.longwood.edu/newstudent/). Middle Tennessee State University also offers an effective summer bridge program [https://www.mtsu.edu/firststep/bridge.php](https://www.mtsu.edu/firststep/bridge.php). High impact practices such as internships, service learning, or undergraduate research, consistent with our active learning active life focus, have been shown to improve student retention not only by other research (Kuh, 2008) but also by our own data on
these programs (see 2019 submission for community engagement classification). Several of our minority student groups continue to have lower retention, and the research shows that interventions with these students can also be effective (Seidman, 2005).

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.

- By 2025, increase student retention rates for targeted undergraduate levels to the average rate for open-admission four-year universities.

- By 2025, increase the graduation rate to meet or exceed the national average of open-admissions four-year universities.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.

- Goal 1 - Academic Distinction

**Brief Description - Actions and Elements**

The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a 5-day, pre-semester bridge program (Connections, Math, English, Student Life, etc.) targeted to first-generation, under-represented groups, etc., to support college readiness.</td>
<td>5</td>
</tr>
<tr>
<td>2. Expand first-year experience courses (i.e. Trailblazer Connections) to be a requirement of all new incoming students, including transfer students depending on credit completion for onboarding, sense of belonging and community. Continue to integrate Peer Coaching into these courses along with connections to other student affairs programs and support services.</td>
<td>5</td>
</tr>
<tr>
<td>3. Implement a required career success course for all students by college (career exploration, CO-OP/internship or career preparation differentiated based on student needs and performance).</td>
<td>1</td>
</tr>
</tbody>
</table>
4. Incorporate a transformative experience requirement (active learning, active life) into General Education (within the first two years) tracking these courses in Banner.

5. Create a cross-divisional student diversity committee to provide input and recommendations on ways to improve recruitment and retention activities to meet the unique needs of under-represented students at DSU.

| Resource Summary | High |

### Potential Models

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.

- Longwood University, required freshman seminar and also a peer mentoring program [http://www.longwood.edu/newstudent/](http://www.longwood.edu/newstudent/)
- Middle Tennessee State University, summer bridge program, [https://www.mtsu.edu/firststep/bridge.php](https://www.mtsu.edu/firststep/bridge.php)

### References


**Strategy #8: Increase and enhance academic pathways for transfer students.**

**Working Group:** Dr. Sarah Vandermark, Darlene Dilley, and Laralee Davenport

**Introduction and Background**

As of March 4, 2020, Utah System of Higher Education (USHE) launched a Utah Transfer Guide for transfer students to determine the best pathway for themselves to receive a baccalaureate degree. Utah has a high rate of students who transfer, with one out of three attending more than one institution during their college journey. With this guide in place and creating seamless academic pathways, we can help increase our enrollment of transfer students.

DSU can build on this with outside universities which have a higher population of students entering DSU, e.g., College of Southern Nevada. With enhancing and creating clear, structured pathways for our incoming transfer students, there will be less confusing and clear expectations of what will be needed in order to complete a degree at DSU. Many transfer students will shop around for the degree they want, the cost, and the least amount of credits they will need to complete to receive their degree.

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.

- By 2025, the number of adult students (aged 25 and over, or as defined in policy) will increase to 3,500.

- By 2025, new annual new student enrollment, including students from diverse backgrounds and targeted populations below, will increase to 5,000.
  
  a. Annual graduate student enrollment will increase to 150 or more
  b. International student enrollment will increase by 50% compared to fall 2020
c. Minority student population will increase to 25% of the total enrollment to apply to be recognized as a minority-serving institution.

d. Transfer student enrollment will increase to at least 1,000.

- By 2025, increase student retention rates for targeted undergraduate levels to the average rate for open-admission four-year universities.

  a. Part-time Undergraduate to 65%
  b. New Transfer to 72%
  c. Sophomore to 82%

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.

- Goal 3: Institutional Capacity and Performance

**Brief Description - Actions and Elements**

The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish 2+2 articulation agreements with SLCC, Snow, CSN, and other potential regional partners.</td>
<td>1</td>
</tr>
<tr>
<td>2. Build a clear website/portal for transfer students that includes Academy One, articulation agreements, and a self-help transfer guide to help students identify cost and time to completion at DSU.</td>
<td>1</td>
</tr>
<tr>
<td>3. Build foundational articulation agreement templates within the next year for each regional community college.</td>
<td>0</td>
</tr>
<tr>
<td>4. Hire a transfer coordinator within a year to establish relationships/coordination within DSU faculty as well as SLCC, Snow, CSN, and other potential partners, and also review articulation agreements to see how Academy One will be showcasing our degree options.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Create a strategic marketing plan to drive both current and prospective students to access information, program articulations, time to completion, and cost.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Using web analytics, assess and analyze where transfer students are going within our website to ask questions and get information to help inform the new website/portal.</td>
</tr>
<tr>
<td></td>
<td>Expand the number of bachelor’s degree completion programs based upon market demand.</td>
</tr>
</tbody>
</table>

### Resource Summary

|   | Low |

### Potential Models

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.

[https://muse.jhu.edu/article/735236](https://muse.jhu.edu/article/735236) The Journal of College Student Development. *Building Transfer Pathways for College and Career Success, 2018*

*Mark Allen Poisel & Sonya Joseph* - This text tracks the progress that has been made to increase transfer student degree attainment and explores what efforts have been made to improve the quality of the transfer experience as well, with a focus on research, policy, and practice.

### Strategy #9: Expand programming and community partnerships at new and existing DSU Education Centers within the region.

**Working Group:** Ryan Hobbs, Dr. Nancy Hauck, Chris Gifford, and Kevin Simmons

**Introduction and Background**

Currently, DSU has two Educational Centers outside of the main campus: Hurricane and Kanab. These Educational Centers receive limited base funding to cover indirect costs, but need additional funding to support operational staffing and programming.

These locations are important to fulfilling the university’s mission in serving the under-served populations in these more rural communities within our service area.
It is envisioned that additional centers could be established with community partners in areas such as Enterprise and Hildale, with a possible center in Mesquite, Nevada. Before these centers are established, it is important that existing centers are funded and programmed to meet the local community needs.

**Contribution to Desired Outcomes**

This strategy will contribute to the following desired outcomes.

- By 2025, the number of adult students (aged 25 and over, or as defined in policy) will increase to 3,500.

- By 2025, annual new student enrollment, including students from diverse backgrounds and targeted populations below, will increase to 5,000.
  
  a. Percentage of eligible Concurrent Enrollment students who matriculate or officially defer their enrollment at DSU will increase to 55%
  b. Annual graduate student enrollment will increase to 150 or more
  c. International student enrollment will increase by 50% compared to fall 2020
  d. Minority student population will increase to 25% of the total enrollment to apply to be recognized as a minority-serving institution.
  e. Transfer student enrollment will increase to at least 1,000.

- By 2025, the total enrollment at DSU Education Centers will increase by 100% from fall 2020.

- By 2025, DSU will be recognized as the most affordable, financially accessible, and best value public university in Utah and the surrounding region.

**Contribution to Other Goals**

In addition to this goal, this strategy will contribute to the following other goals in the strategic plan.

- Goal 1: Academic Distinction
- Goal 3: Institutional Capacity
- Goal 4: Community as a University

**Brief Description - Actions and Elements**
The following are proposed actions to achieve this goal.

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish an ongoing, incentive funding model to support the participation of faculty, departments, and other partners, and the expansion and increased operations of regional education centers.</td>
<td>U</td>
</tr>
<tr>
<td>2. Provide base funding to support the administration and ongoing, operational costs associated with the DSU Educational Centers.</td>
<td>5</td>
</tr>
<tr>
<td>3. Establish Concurrent Enrollment and CTE Pathways as anchor programs at the regional education centers.</td>
<td>0</td>
</tr>
<tr>
<td>4. Create, strengthen, and sustain community partnerships with public education and government agencies for new and existing education centers.</td>
<td>0</td>
</tr>
<tr>
<td>5. Conduct community focus groups to identify program opportunities.</td>
<td>1</td>
</tr>
<tr>
<td>6. Utilize Carl Perkins Federal Funding to help supplement and promote CTE programs at these centers.</td>
<td>0</td>
</tr>
<tr>
<td>7. Develop instructional practices and delivery formats to effectively support students in under-served areas.</td>
<td>U</td>
</tr>
</tbody>
</table>

**Resource Summary**

| Medium |

**Potential Models**

The following models may be useful as a reference in further planning and implementation activities associated with this strategy.

- ASU, Campuses Website: [https://campus.asu.edu/](https://campus.asu.edu/)
- UCF, Locations: [https://www.ucf.edu/locations/](https://www.ucf.edu/locations/)

**References**

Branch Campus Contribution to the Main Campus in Kentucky: [https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1087&context=diss](https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1087&context=diss)

Teaching at Branch Campuses: [https://nabca.net/docs/Volume_3_Issue_1_copy.pdf](https://nabca.net/docs/Volume_3_Issue_1_copy.pdf)
National Association of Branch Campus Administrators: [https://nabca.net/](https://nabca.net/)


Why Branch Campuses may be Unsustainable: [https://pdfs.semanticscholar.org/45a1/e166db2422bb76084dc0ef27519151dee893.pdf](https://pdfs.semanticscholar.org/45a1/e166db2422bb76084dc0ef27519151dee893.pdf)
GOAL 3—INSTITUTIONAL CAPACITY AND PERFORMANCE

Goal Statement: Build a culture of evidence-based performance management to optimize financial, facility, human, and information technology capital to elevate capacity and effectiveness.

Co-Chairs: Jason Browning, Courtney White

Desired Outcomes

1. Position institutional effectiveness as a central source of reliable data by deploying analytics and visualization tools to provide curated access to data, implement effective data governance and data management policies and strategies, and enhance data literacy among faculty and staff.

2. The university will employ evidence-based practices to enhance and align its financial resources and practices to enhance the university’s fiscal position.

3. The university will increase the effectiveness of enrollment and academic planning while enhancing the student experience.

4. The university will develop a plan to assess and maintain its infrastructure.

5. The university will integrate the Desert Colors property into the campus master plan (pending legislative approval of funds for the property purchase).

6. The university will standardize equipment and controls in all technology-enhanced classrooms and will develop a sustainable refresh/replacement cycle for faculty, staff, and classroom computing resources.

7. The university will expand external fundraising activities and revenues through gifts, grants, business opportunities, and investments.

Strategies
1. By 2022, the University will provide faculty, staff, and administration with access to data through the use of dashboards, visualizations, and other tools.

2. By 2022, the University will design, develop, and deploy an infrastructure that facilitates data-informed decision making.

3. By 2025, the University will employ predictive analytics and other techniques to optimize course scheduling, student retention, and to promote student success.

**Actions**

a. By 2021, author and implement a policy series focused on data and data usage.
b. By 2021, create a data governance committee and structure to facilitate development of principles guiding effective data requests, usage, and communication.
c. By 2021, review institutional structure and positioning of the institutional effectiveness function to ensure appropriate alignment within the organization.
d. By 2022, ensure that policies exist that all data requests must be processed through institutional effectiveness. Develop institutional policies for appropriate data visualization and use.
e. By 2022, implement a data warehouse to coordinate data from a variety of campus sources.
f. By 2022, implement Tableau as the primary data communication tool for campus.
g. By 2023, implement RStudio Connect for textual analysis and predictive modeling.

**Strategies**

1. By 2022, formalize the relationship of the Dixie State University Foundation to the university by focusing the relationship solely on DSU.

2. By 2021, formalize policies and procedures of the DSU Innovation Foundation.

3. By 2022, conduct a systemic review of scholarship process and policy, enhance the donor experience and mature fundraising ability.
4. By 2022, 80% of DSU full-time employees will be participating either in employee giving payroll deduction or in Dixie Day of Giving.

5. By 2025, design and launch a capital campaign.

6. By 2025, shift 15% of scholarship funding from institutional dollars to private donations.

7. By 2025, grow applications for grants and awards by 30%.


**Actions**

**a.** By 2022, complete all procedural and organizational actions required to officially designate the Dixie State University Foundation as a university entity to raise funds solely for the institution.

**b.** By 2022, conduct a systemic and collaborative review of scholarship processes and policy. Create new policies and procedures as appropriate.

**c.** By 2023, enhance the donor experience and mature fundraising ability by becoming fully trained in and utilizing new relationship management software. Work closely with the data management position to identify new fundraising prospects and interpret data to develop strategic fundraising initiatives.

**d.** By 2025, hire a consultant to work directly with the institution to develop a compressive fundraising campaign and have entered into the “quiet phase” leading to the initial launch.

**e.** By 2025, include private scholarship funding as a focus for the capital campaign. Earmark waiver funds that are being used as scholarship funding currently to be redirected to other areas of need in future.

**f.** By 2025, work with the Office of Sponsored Programs to discover other grant and award areas of opportunity. Advertise grant and award opportunities to the campus community and help departments write grant and award proposals.

**g.** By 2025, conduct audits on auxiliary operations performance and efficiency. Research public-public and public-private partnerships that
are possible to help increase revenue of auxiliaries or reduce costs, ideally driving more money toward scholarship opportunities for new students.

**Strategies**

1. By 2025, align seat demand and availability with schedule optimization.
2. By 2025, ensure appropriate seat utilization.
3. By 2025, standardize the creation of new programs, including funding benchmarks, based on consistent targeted data and analytics.
4. By 2025, assess impact of these models and changes to students (no adverse quality effect) – perhaps propose new model (data-informed) to USHE why does not work on campus.

**Actions**

a. By 2021, conduct an audit by college of each classroom design, setup, seat capacity and room type (lecture, applied and active learning, lab, etc.)

b. By 2021, align existing classrooms and courses by college to course room type designation (lecture, applied and active learning, lab, etc).

c. By 2024, redesign existing classrooms to optimal seat layout and capacity for courses designated for applied and active learning.

d. By 2021, conduct an audit by college of individual course demand, alignment to major requirements, and faculty efficiency.

e. By 2023, align new and existing faculty resources to program demand and growth projections.

**Strategies**

1. By 2025, maximize the use of state capital funding.
2. By 2025, assess ADA and accessibility concerns on campus.
3. By 2025, develop a plan to assess the scope and total cost of facility deferred maintenance.
4. By 2025, conduct condition assessments and use these results to prioritize deferred maintenance.

5. By 2025, finish the tunnel from Holland building to Burns maintenance building.

**Action Items**

a. By 2021, develop a funding plan to complete the Burns maintenance tunnel.

b. By 2021, develop an ADA and accessibility committee to develop an assessment and plan to correct concerns.

c. By 2022, conduct condition assessments of all campus infrastructure and develop a maintenance plan.

d. By 2024, start construction on the maintenance tunnel.

**Strategies**

1. By 2023, a Desert Colors campus vision and programming document will be created that describes the future of the campus.

2. By 2025, a master plan will be created that includes possible building layouts including necessary infrastructure.

**Actions**

a. By early 2021, develop a steering committee.

b. By late 2021, a vision statement and program outline will be created by the steering committee.

c. By 2021, the steering committee will develop a funding plan to create the programming and master plan documents.

d. By 2022, hire a consultant to create a programming document.

e. By 2023, complete the programming document.

f. By 2024, hire a consultant to create a master plan.
g. By 2025, complete the master plan.

**Strategies**

1. By 2021, define Active Learning Classroom Standards for DSU, including technology needed and how these will be managed and scheduled.

2. By 2025, 20% of classrooms on the DSU main campus and educational centers will be multi-use active learning classrooms. These classrooms will be appropriately equipped for active learning, flipped models and hybrid delivery.

3. By 2022, plans will be in place for optimization of connectivity between the DSU main campus and outreach locations (Taylor HSC, Desert Colors, etc.).

4. By 2025, a sustainable refresh/replacement cycle will be in place for Faculty, staff and classroom computing resources.

**Actions**

a. By 2021, create a task force involving faculty, teaching and learning staff, distance and digital learning staff and IT staff to develop standards for active learning classrooms and procedures for scheduling and managing these classrooms.

b. Develop plans for converting 20% of DSU classrooms to multi-use active learning classrooms by 2025. Complete one fifth of the classrooms each year for the next five years.

c. Estimate the cost of converting an average current classroom into a multi-use active learning classroom including equipment and remodeling costs and identify the funding needed to create and maintain these classrooms each year.

d. By 2025, remodel and equip the determined number of classrooms for each of the five years of the strategic plan.

e. By 2022, identify outreach locations with need for improved future connectivity.

f. By 2022, work with UETN to see if any of the locations meet the requirements of their connection agreement.
g. By 2022, obtain pricing for connecting the locations and build into future funding plans.

h. By 2025, create a database of campus computers for use in estimating the cost of creating a replacement cycle.

i. By 2025, identify ongoing funding to replace the oldest devices each year.

j. By 2025, prepare procedures to handle the replacement of equipment working with departments and individual faculty and staff to identify needs and to provide the appropriate devices for continual improvement.
GOAL 4—COMMUNITY AS UNIVERSITY

Goal Statement: Partner with Washington County and Kane County cities to blend the University main campus with regional public and private spaces, human networks, organizations, and resources to formally designate and operate “Dixie State UniverCity,” an open, integrated and vibrant southern Utah learning ecosystem providing exceptional learning opportunities and social and economic impact.

Co-chairs: Dr. Nancy Hauck, Mr. Henrie Walton

Desired Outcomes

1. Dixie State UniverCity (or another name): By 2022, a mutually-beneficial regional learning collaborative will be formally established among DSU and the cities and organizations within Washington and Kane counties to open and enhance learning opportunities for DSU students and citizens, while providing expanded resources for local governments, organizations, and industry.

2. Curriculum: By 2025, every academic college will have mutually-beneficial partnerships with local, regional, national or global organizations to provide all students with high impact active and applied learning opportunities in community, professional, research, global and civic engagement.

3. Civic Engagement: By 2025, DSU will have mutually-beneficial partnerships with local, state, national and global governments and civic organizations for students, faculty and staff to routinely engage in and contribute to local, state, national and global conversations about policy, democracy and civic life.

4. Community Spirit: By 2023, DSU will partner with surrounding municipalities to foster a “college town” environment that stimulates growth and creates mutually beneficial social and cultural opportunities for Southern Utah residents and DSU students, faculty and staff.

5. Communication: By 2023, the Office of Community and Global Engagement will implement an effective internal and external communication plan to ensure campus and community awareness and promotion of DSU’s community, global and civic engagement efforts.
6. Economic Impact: By 2023, at least 10 new companies incubated at Atwood Innovation Plaza will be established annually in Washington and Kane counties yielding a minimum of 260 new jobs annually.

Strategies

1. Establish academic work in community, professional, research, global and civic engagement as a distinguished aspect of student learning and faculty teaching, service and promotion.

2. Connect each academic college with partnerships to provide all students with high impact, active, and applied learning in community, global and civic engagement.

3. Make civic engagement a tangible element of campus and community life that prepares students for responsible citizenship and positively impacts the community.

4. Build Community Spirit: Partner with St. George City, Washington County and other localities to promote DSU within the community and increase social and cultural opportunities for Southern Utah residents and DSU students, faculty and staff.

5. Design and implement an internal and external communication plan that effectively promotes community, global and civic engagement.

Strategy #1: Establish academic work in community, professional, research, global and civic engagement as a distinguished aspect of student learning and faculty teaching, service and promotion.

Implementation Leaders: Community Engaged Learning Director and Global Education Director, Team: students, assessment, faculty, and inclusion representatives.

Actions

1. Tag courses for High Impact Practices in community service, professional practice, civic engagement, and global/cultural immersion. For more information see: https://academics.dixie.edu/engage/course-designation-application/
2. Assess student learning outcomes in curricular engagement and provide evidence of systems for tracking and gathering data on an ongoing basis with accountability to community partners.

3. Establish academic work specifically in community, professional, research, global and civic engagement as a distinguished aspect of student learning across disciplines and pathways through the entire curriculum.

4. Establish community, professional, research, global and civic engagement as a distinguished aspect of teaching, faculty scholarship, service and rewards in tenure, promotion and policies.

5. Establish a deliberate and conscious effort to engage and support historically underrepresented students and faculty in community, professional, research, global and civic engagement initiatives. This is a best practice that leads to increased retention of these students and faculty.

6. With GE Committee and departments, identify general education and lower division content courses that would be well-suited for integration of active and applied learning in community, global and civic engagement.

7. With academic department chairs and deans, identify upper division major courses that would be well-suited for integration of active and applied learning in community, global and civic engagement.

**Strategy #2:** Connect each academic college with partnerships to provide all students with high impact, active, and applied learning in community, global and civic engagement.

**Implementation Leaders:** Community Engaged Learning Director and Global Education Director, Team: Institute of Politics Director; student; community; dean, chair or faculty from each college; Karman Wilson and inclusion representatives.

**Actions**
1. Establish formal partnerships with Washington County and Kane County cities, organizations, companies, and individuals to create Dixie State UniverCity.

2. Assist all academic departments in collaborating with partners and applying best practices for high impact, active, and applied learning.
3. Develop and sustain academic program connections between DSU students and Professional Arts entities (Celebrity Concert Series, DOCUTAH, Sears Art Museum).

4. Develop and sustain a sufficient number of authentic, collaborative, mutually beneficial community, global and civic partnerships. Define these partnerships and best practices in engagement and assess our impact on community partners in relation to the definition and best practices. Solidify and celebrate these partnerships with a formal agreement or MOU.

**Strategy #3:** Make civic engagement a tangible element of campus and community life that prepares students for responsible citizenship and positively impacts the community.

**Implementation Leader:** Institute of Politics Director, Team: Assistant to the President for Government & Community Relations; History & Political Science Department representative

**Actions**

1. Outline specific responsibilities and colleges.
2. Expand and solidify a program for tagging civic-engaged coursework and provide incentives for development.
3. Develop and expand an academic course to partner with the Institute of Politics' Pizza & Politics series.
4. Continue to expand the Institute of Politics' internship program so that it places 20 students annually in public service internships with leaders in government at the local, state, and federal levels, advocacy and non-profit groups, and those in media.

5. Develop and implement an election/forum and debate program for elected positions in Washington County (or that represent Washington County).

6. Support and publish five faculty and student research projects per year on a social and civic issues important to the Southern Utah community through a Democracy Micro-Grants program.

7. Establish an Institute of Politics Fellows Program that brings to campus two national leaders in public service for lectures and other student events.
8. Establish civic action partnerships with other universities through existing consortiums like the National Campaign for Political and Civic Engagement.

9. Develop a program for hosting academic panels, forums, conferences, symposia and training programs on public issues and civic affairs.

**Strategy #4: Build Community Spirit**: Partner with St. George City, Washington County and other localities to promote DSU within the community and increase social and cultural opportunities for Southern Utah residents and DSU students, faculty and staff.

**Implementation Leaders**: Director of Public Relations, Assistant to the President for Government and Community Relations, Team: Karman Wilson, Vice President for University Marketing & Communications

**Actions**

1. Reconvene the “Town and Gown” Committee to develop and implement strategies to increase student activity in St. George's downtown region.

2. Through the “Town and Gown” Committee, partner with local cities and towns to place additional DSU banners, signs and other promotional material throughout the Southern Utah region.

3. Increase community involvement in cultural and enriching activities on campus to share the university’s knowledge base with local residents.

4. Partner with local businesses to include DSU branding in available merchandise, product names, window art, etc.

5. Work with the Washington County School District to increase DSU's presence and involvement on their campuses and vice versa.

6. Expand and grow community involvement in Professional Arts entities, as measured by ticket sales, audience share, and resource development.

7. Expand and grow faculty, staff, and student involvement with Professional Arts entities, as measured by ticket sales, audience share, and resource development.
**Strategy #5:** Design and implement an internal and external communication plan that effectively promotes community, global and civic engagement.

**Implementation Leaders:** Associate Provost for Community & Global Engagement, Team: Community Engaged Learning Director, Global Education Director, Institute of Politics Director, and inclusion representatives.

**Actions**

1. By fall 2021, explore the possibility of a public relations coordinator position in Community and Global Engagement or expand communications in partnership with UMAC.

2. Continually “tell the story” of community as university and promote all efforts related to Dixie State's positive impact on the community.

3. By fall 2022, design the webpage to allow effective internal and external access to content publicizing community as university.

4. By fall 2022, design the webpage to direct students, faculty, staff, community partners, alumni, and others to content prepared for each demographic and interest.

5. By fall 2023, implement the communication plan with measurable outcomes that can be shared with stakeholders.

6. By fall 2024, have solid evidence of increased internal and external awareness and support of community, global and civic engagement at DSU.

7. By 2025, conduct the inaugural regional economic impact study and inaugural regional social impact study.

**RESOURCES**

- [https://wmich.edu/sites/default/files/attachments/u5/2013/Connecting%20Communities%20with%20Colleges%20and%20Universities.pdf](https://wmich.edu/sites/default/files/attachments/u5/2013/Connecting%20Communities%20with%20Colleges%20and%20Universities.pdf)
- [https://compact.org/community-partnerships/key-readings-on-campus-community-partnerships/](https://compact.org/community-partnerships/key-readings-on-campus-community-partnerships/)
- [https://files.eric.ed.gov/fulltext/EJ1092924.pdf](https://files.eric.ed.gov/fulltext/EJ1092924.pdf)
- [https://community-wealth.org/strategies/panel/universities/support.html](https://community-wealth.org/strategies/panel/universities/support.html)
GOAL 5—FACULTY AND STAFF LIFE

Goal Statement: Cultivate a healthy and thriving faculty and staff life that emphasizes good work/life balance, comparable and transparent compensation, ongoing professional development, a diverse and inclusive environment, and the recruitment and retention of ambitious faculty and staff who are inspired to grow this great university and whose values and career aspirations align with the Mission and Vision of the institution.

Co-chairs: Dr. Michelle McDermott, Ms. Tiffany Draper

Strategy #1: Improve faculty and staff work/life balance. This strategy is a result of concerns across campus, the state, and the nation regarding wellness. We want to make sure that the mental and physical wellness of our faculty and staff are a priority on our campus.

Contribution to Desired Outcomes

This strategy will contribute to the following Desired Outcomes associated with Goal 5: Faculty & Staff Life.

1. By 2025, 50% of all faculty & staff will participate in a DSU sponsored healthy program for wellness activity once a semester, including the Human Performance Center recreation space, the PEHP HealthyUtah program or a campus health/wellness activity.

2. By 2022, DSU will have worked toward embracing a culture of wellness for faculty and staff by proposing methods to help effectively perform their duties and responsibilities. By 2025, we will have implemented three methods.

Contribution to Other Goals

In addition to this Goal, this Strategy will contribute to the following other Goals in the Strategic Plan:

- (Goal)
- (Goal)

Actions and Elements: Following are actions to achieve the goal
1. Related to desired outcome #1: Get reports from Fusion to compare current utilization of faculty & staff of HPC with future years as we add programs, do marketing/initiatives, etc.

2. Related to desired outcome #1: Get a list from PEHP of how many participated in their programs and get attendance rolls from campus health/wellness activities - both lists are ready available to track towards this goal.

3. Related to desired outcome #2: Increase the number of full-time faculty positions on campus, with the outcomes of increasing to 55% the number of courses taught by F/T faculty, reducing the headcount ratio P/T to F/T to 1.5.

4. Related to desired outcome #2: Increase efficiency in the current faculty workload model. Add at least 20 new faculty positions over 5 years, specifically in areas where there is a lot of faculty overload. If we reach it sooner, we'll set a new goal.

5. Related to desired outcome #2: **This is currently the list of ideas we're considering / researching:** Provide a playcare, optimize resources, eliminate lunch meetings, merit pay, provide an option for cashing out excess hours, enhance awareness of existing resources, provide trainings on resources, explore the need for additional resources, provide education on tenure pauses for faculty going on medical leave (including maternity leave), provide moving expenses for new staff hires and look at the possibility of providing new hires with short term affordable housing, give small retention base salary increases to staff that meet F/T years of service benchmarks at 5, 10, 15, 20, etc. up to 40 years of service, and have positive staff evaluations (small-scale version of faculty RTP process). **Of this list, we'll select 3 for implementation between 2023 - 2025.**

6. Related to desired outcome #2: Other outcomes of this goal will assist in achieving this, e.g. increased compensation for all employees, increased student employment, improvements to onboarding and processes, etc. However, those other desired outcomes from the other goals will not count towards the three methods we will attempt to implement, as outlined above.

**Potential Models**

- (name of institution) www.hyperlink.edu
- (name of institution) www.hyperlink.edu
Strategy #2: Ensure comparable and transparent compensation for faculty & staff. This strategy addresses concerns from faculty and staff to improve salary and benefits for all employees with equitable pay across campus. To employ quality part-time employees, we want competitive compensation.

Contribution to Desired Outcomes

This strategy will contribute to the following Desired Outcomes associated with Goal 5: Faculty & Staff Life.

3. By 2022, all F/T positions will be paid at least current CUPA market median for Carnegie Baccalaureate benchmark group, providing benchmark descriptions for employees; by 2025, all F/T positions will be paid at least 95% of current CUPA market median for Carnegie Master’s benchmark group, providing benchmark descriptions for employees.

4. By 2021, fund Policy 638’s part-time instructor ranks (and align full-time ranks to similar scale) to provide more competitive compensation.

5. By 2025, we will have increased part-time staff wages campus-wide in at least two cycles, totaling at least a 10% total increase in part-time wage budget.

Contribution to Other Goals

In addition to this Goal, this Strategy will contribute to the following other Goals in the Strategic Plan:

- (Goal)
- (Goal)

Actions and Elements: Following are actions to achieve the goal

a. Related to desired outcome #4: In 2021, implement $25 per rank/credit ($750/$775/$800/$825) to fund policy ranks for part-time instructors + align full-time ranks similarly (Instructor, Assistant Professor, Associate Professor, Full/University Professor). In 2022, funds increased to $775/$800/$825/$850. By 2025, fund to $800/$850/$900/$950 (interim steps in 2023 & 2024 could be done to ease the cost).

b. Related to desired outcome #5: Increases in 2021 and 2023 for the two part-time staff wage cycles (similar to what was done 7/1/2019).

Potential Models
Strategy #3: Support ongoing faculty and staff professional development.

This strategy addresses faculty and staff concerns about increasing the opportunities for professional development and training. Students require mentorship experiences that prepare them to work in their chosen professions.

Contribution to Desired Outcomes

This strategy will contribute to the following Desired Outcomes associated with Goal 5: Faculty and Staff Life.

6. By 2025, 50% of all faculty & staff will participate in professional development programs offered on campus or in state, national, or international development workshops or conferences yearly, with a report-out at a department level.

7. By 2025, substantially increase the number of student mentorship opportunities (e.g. work, internship) to gain professional experience, whether paid or unpaid, thereby creating a campus culture of mentorship and practical training.

Contribution to Other Goals

In addition to this Goal, this Strategy will contribute to the following other Goals in the Strategic Plan:

- (Goal)
- (Goal)

Actions and Elements: Following are actions to achieve the goal

a. Related to desired outcome #6: Educate supervisors on the value of on-campus professional development opportunities, and encourage all full-time and part-time employee participation.

b. Related to desired outcome #6: Propose priority funding be given to those presenting at conferences, to encourage this behavior.
c. Related to desired outcome #6 & 7: Leadership/career development opportunities: providing opportunities at the university for more people (both full-time & part-time) to go through leadership experiences. Also, create/support lifelong learning opportunities (LinkInLearning.com, Hoonuit, etc.) each provide life-long leadership opportunities in leadership, software, etc.).

d. Related to desired outcome #7: Allocate funding specifically to hire additional student employee positions on campus (which will both create opportunities for students and likely decrease the number of regular part-time hourly employees).

Potential Models

- [name of institution] www.hyperlink.edu
- [name of institution] www.hyperlink.edu
- [name of institution] www.hyperlink.edu

Strategy #4: Enhance the diverse and inclusive environment among faculty & staff

DSU has made it a priority to enhance the diversity of our campus to strengthen and increase ideas, research, and culture among our campus and community. We also want our staff and faculty to reflect our student population.

Contribution to Desired Outcomes
This strategy will contribute to the following Desired Outcomes associated with Goal 5: Faculty & Staff Life.

8. By 2025, 50% of all faculty & staff will participate in at least two (2) equity and inclusion campus events per year, including underserved population events, i.e. ESL, ASL, veterans, & LGBTQ.

9. By 2025, our faculty and staff demographics will better mirror our student demographics in terms of diversity: 20% of all faculty & staff hires will be diverse, including racial, ethnic, veteran, LGBTQ, and individuals with varying abilities if identified, and maintain retention such that at least 15% of all faculty & staff will be diverse, including racial, ethnic, veteran, LGBTQ, and individuals with varying abilities if identified.

10. Maintain awareness of gender-based hiring, leadership, and population so that the number of F/T female employees increases each year for 5 years
and by 2025, the number of female leaders mirrors percentage of F/T female employees on campus

**Contribution to Other Goals**

In addition to this Goal, this Strategy will contribute to the following other Goals in the Strategic Plan:

- (Goal)
- (Goal)

**Actions and Elements:** Following are actions to achieve the goal

a. Related to desired outcome #8: Get a list of activities that qualify from MIC, Veterans Center, Humanities academic department. Staff Association, Faculty Senate, and Cabinet encourage participation. Survey created and distributed at the end of year to report activities attended.

b. Related to desired outcome #9: Continue targeted advertising, diversity advocate training, etc. (programs/funding already in place) and enhance over time. Create social events or activities for these cohorts to interact or vest themselves to DSU. Partner with Goal 4 on ways we can do this with the community.

c. Related to desired outcome #10: Review affirmative action reports from past years to see number of females being hired into full-time positions, among all categories (faculty, administrators, exempt staff, etc.), see the progress, determine a target goal, do some training with leadership with UWHEN group to ensure that as committee make-up is put together (both committee leaders and committee members), we are mindful of female representation and these abilities to learn leadership skills. Same goes for Trailblazer Leadership Program, mentoring students in internships, etc. to develop and increase the number of female leaders on campus.

**Potential Models**

- (name of institution) www.hyperlink.edu
- (name of institution) www.hyperlink.edu
- (name of institution) www.hyperlink.edu
**Strategy #5: Improve the retention of faculty and staff**

As a campus, we have worked to hire a diverse and highly qualified faculty and staff. We have developed an onboarding experience that has helped in the initial retention of our hired staff and faculty, but we want to ensure the retention of our faculty and staff long term.

**Contribution to Desired Outcomes**

This strategy will contribute to the following Desired Outcomes associated with Goal 5: Faculty and Staff Life

11. By 2025, 80% of new full-time hires will report a meaningful onboarding and mentoring experience during their first year of employment.

12. By 2025, voluntary turnover will remain below 10%. 80% of those who voluntarily leave DSU will have reported a positive work experience.

**Contribution to Other Goals**

In addition to this Goal, this Strategy will contribute to the following other Goals in the Strategic Plan:

- (Goal)
- (Goal)

**Actions and Elements:** Following are actions to achieve the goal

a. Related to desired outcome #11: Onboarding—faculty want to be onboarded in effective teaching practices in their first year (they know their content area but don’t always learn how to effectively teach the content prior to their first teaching appointment).

b. Related to desired outcome #11 & #12: Best colleges to work for survey—look at the areas where we lack/need improvement. Assess and potentially address at the task level. Goal might simply state, “Continue to participate in Best colleges to work survey” – (particularly items below 50% and address specific areas needing improvement, as seen in the table below).

c. Related to desired outcome #11 & #12: Advertise current rewards programs better (Mini Trailblazer, Years of Service/Retiree Reception, Trustees Awards, Dixie Awards, etc.). Determine what additional rewards employees would like.
Potential Models

- (name of institution) www hyperlink.edu
- (name of institution) www hyperlink.edu
- (name of institution) www hyperlink.edu
OPEN EDUCATION: DESCRIPTION OF CHARACTERISTICS

Open Access

Opening access to education is about removing or lowering economic, technological, geographical and institutional barriers that may obstruct the doorway to knowledge. It establishes enabling conditions for anyone to study and learn, formally or non-formally, with or without digital technologies. In practice, from an educational institution’s perspective, access can be promoted at four levels: 1) access to open programs, which leads to a degree or other academic awards; 2) access to open courses, which means content presented in a didactical way with the goal of teaching about a subject, such as Massive Open Online Courses (MOOCs); 3) access to content, which means access to different types of openly licensed educational materials (OER) such as texts, pictures, podcasts etc., and 4) access at a transversal level, which is accessibility – making content easily understood by all, including by those with specific learning or physical needs. It also means increased access to communities of practices and networks, including all applicable educational services offered by education institutions.

Open Educational Resources

Open educational resources (OER) are educational materials for teaching and learning in any format or media, as well as research outputs, data, and literary works which are free of charge (gratis), and openly licensed, or in the public domain. Examples of OER are: curricula, course materials, lesson plans, books and textbooks, videos, podcasts, multimedia applications, course work, assessment templates, photos, brochures, reports, research data, scientific papers, websites, blogs, and any other resource or tool that has been designed for teaching, learning and research and that has a visible open license.

Open Educational Practices

Open educational practices (OEP) make the range of different teaching and learning approaches more transparent, shareable and visible. OEP refers to specific teaching and learning practices that not only use OER but are also open to change, adaptations and collaboration. Open educational practices are also associated with the formal recognition of open learning certificates and credentials. These practices are often based on the use of digital
technologies. OEP support the use and reuse of open educational resources, curricula, recorded lectures and lesson plans, as well as the sharing of teaching and learning experiences and strategies. The vision of OEP is to move away from a focus on resources to instead focus on the ‘practices’ and methods that are part of the teaching and learning of a given subject (such as sciences, engineering, etc.). In addition, OEP foster the sharing of syllabi, lesson plans, coursework, assessments and expected learning outcomes in order to increase the transparency of teaching and learning practices as well as to prompt peer learning for all the involved parties: academics, learners, researchers. OEP are also meant to be applied in a way that supports learners in the design of their own learning paths, with a wide choice of learning resources, therefore fostering open learning.

**Recognition of Formal and Non-Formal Learning**

Recognition of open learning has two meanings. First, it is the process, usually carried out by an accredited institution, of issuing a certificate, degree or title which has formal value even if the learning has taken place non-formally. This process is also called credentialing, and usually involves an assessment of the individual’s learning. Second, it is the process of formally accepting credentials, such as a badge, a certificate, a diploma or title issued by a third-party institution, which attest that a set of learning outcomes achieved by an individual has been assessed by a competent body against a predefined standard.

**Collaboration**

Collaboration is about facilitating the exchange of practices and resources, as well as the co-sharing of strategies and initiatives, with a view to improving teaching, learning, education services and research. This is done by promoting awareness-raising activities, creating networks between institutions, communities and learners, and by agreements that support open educational practices at various levels: between individuals, regional and national institutions, and internationally. Different stakeholders can collaborate in open education in order to promote awareness raising and to share practices.

**Open Science, Research, Scholarship, Innovation, Entrepreneurship**

Openness in research is about removing barriers to accessing data and research outputs, and also about widening participation in research processes, thus embracing the open science approach. Open science is an approach to scientific processes based on cooperation and new ways of disseminating scientific knowledge by using digital technologies and
collaborative tools. It includes open access, open data, open research processes, and open science policies and tools. Open access is about online access, free of charge, to peer-reviewed scientific content with limited copyright and licensing restrictions. Open data refers to data that can be used free of charge, reused and redistributed, subject only to the requirements of its open license.

**Strategy**

Having a strategy for open education means creating a unique and valuable position on openness involving different sets of activities. The university strategy on open education should make an explicit commitment to the integration of open education practices (OEP) as an enabler of its vision and mission for development, modernization and transformation of (1) academic programs, (2) outreach, access and flexibility, and (3) research. This commitment should be visible in the strategic plan, in terms of specific and measurable actions.

**Open Source Technology**

Technology in open education is approached as free and open software and standards which facilitate open educational practices. Technology works as an enabler of all the other dimensions of openness when based on open standards and open source technologies which are interoperable with other platforms and services. Open document standards refer to software norms which give users the permission to create copy and to distribute and use documents freely or at low cost. These standards must be documented, publicly available and free to use. Open document standards must also be compatible with both open source and proprietary licensed solutions. Free and open source technologies (FOSS) are software which are free of charge, and the source code used to create the program is also made available free of charge to view, edit and redistribute. This open source software is usually developed and maintained via the collaboration of different stakeholders, including the general publicly.

**Quality**

Institutions are responsible for defining and meeting their own quality objectives, practices and standards in open education. In other words, institutions are responsible for defining and meeting quality objectives for the analysis and strategic planning of open educational practices, quality standards for the design and implementation of these practices, and quality procedures for their realization and evaluation. Quality standards should cover all levels of open education: (1) Open educational resources and courses
(curriculum design, course design, and course delivery), 2) Open educational services (staff support, students support) and 3) Open education management (strategic planning and development) and societal contributions. Institutions can develop their own quality objectives, standards and procedures for open education, or adapt existing ones used for general e-learning and distance education to ensure quality in open educational practices.

**Leadership**

Leadership in open education is the promotion of open educational practices using transparent approaches, at the same time turning these practices into institutional policies. These open educational practices should be prompted both from the top down (from university managers to the staff and learners) and from the bottom up (from the staff and learners to the university management), and from society whenever possible. Leadership paves the way to creating more openness by inspiring and empowering people. It goes beyond the creation of strategies decided at the executive level. Above all it means identifying ambassadors for open education, at all levels, who will take the lead in the different strands of open education in the institution. Leadership in open education, also called open leadership, should be performed in a way that promotes take-up by a range of stakeholders, including learners, across the higher education institution.